[Universal Learning Academy] COVID-19 Preparedness and Response Plan

Address of School District: 28015 Joy Rd, Westland, MI 48185

District Code Number: 82982

Building Code Number(s): 09827

District Contact Person: Nawal Hamadeh, Superintendent of Schools

District Contact Person Email Address: (nhamadeh@hesedu.com)

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:
The Wayne County Department of Health, Veterans & Community Wellness Communicable
Disease (CD)
Phone: 734-727-7078
Email: https://www.waynecounty.com/departments/hhvs/contact-us.aspx
Site: https://www.waynecounty.com/departments/hhvs/wellness/communicable-diseases.aspx

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: August 12, 2020

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.

- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. <u>A copy of this plan is attached.</u>

- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.

- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

DocuSigned by:

Hassan Alaouie

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<u>President of the Board of Directors</u>

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<u>Date</u>   8/13/2020

Introduction and Overview

Universal Learning Academy (ULA) is a Pre-K through 12 public school academy that is authorized by Bay Mills Community College and is managed by Hamadeh Educational Services (HES). The Academy currently operates its building in the City of Westland at: 28015 Joy Road, Westland, MI 48185

The Academy has followed and will continue to follow the guidance of the Center for Disease Prevention (CDC) and has taken precautions to prevent and minimize any potential exposure and unnecessary fear as follows:

- The Academy has kept an open communication with our stakeholders pertaining to any potential case within our Academy to keep them updated. By way of this communication, we are confirming that we have not made aware of any cases at our academy.
- The Academy has provided and will continue to provide Chromebooks to all K-12 students enrolled in the district.
- The Academy has aggressively planned and provided and will continue to provide online instruction to our K-12 students when virtual instruction is required and/or selected as an option by the parent when permitted by the State.
- The Academy staff (teachers) provided live/pre-recorded sessions with students for instructional delivery purposes and will continue to provide as may be needed and/or required.
- The Academy provided, and will continue to provide, additional professional development to our staff and parents on the Academy's safety plan, healthy safety measures, and how practice good hygiene and social distancing.
- The Academy has, and will continue to, comply with all HIPPA, FERPA, CDC, state, and federal laws pertaining to privacy and protection of students, staff, and families
- The Academy has, and will continue to, provide additional training and support to our students to mitigate potential bullying of students (both online and in-person) who may be ill for any reason.
- The Academy has provided meal distribution to our families and community members in the City of Westland, MI on Wednesdays from 11 AM – 2 PM via "grab and go" style under the Summer Food Service Program (SFSP) April through June 2020 at no cost to students. For the 2020-21 school year, the District will provide meals to its enrolled students within the District under the National School Breakfast Program (NSBP) and the National School Lunch Program (NSLP) as made available at no cost to students in

Westland. All stakeholders have collaborated in developing the Continuing of Learning and COVID-19 Response Plan and the Preparedness Plan. This includes, but not limited to, parents, students, Board, Academy Superintendent, administrative staff, teaching staff, support staff, special services staff, paraprofessionals and collaboration with the Health Department.

The manner in which the collaboration took place is as follows:
1. Online video collaboration sessions were created by the building principal to host a live session with teachers, support staff, and many others to get feedback on various components of the plan and their thought process on remote learning and how it should function.
2. Administrative team meetings along with the Superintendent of Schools were held to collaborate and discuss various components of the Plan.
3. Phone conferences with the local Health Department.
4. Online surveys of students, staff, and parents' feedback.
5. Parents completion of online and phone enrolment survey of their child(ren) in one of the three programs which the Academy is proposing to offer in this plan.
6. Online and phone surveys of refugee parents need for transportation of their children. The Board was presented with a draft of the plan for review and feedback.

The Mission of the Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of student to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives to make them more meaningful. The Academy will prepare its students to be independent, lifelong learners and a productive working member of a global society though acquired diverse knowledge, experiences and skills.

The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

The guiding principles to developing the Preparedness Plan for the Academy included but not limited to:

- To provide a safe environment for learning (taking school safety as the #1 concern for our students)

- To provide a well-rounded education based on the Michigan Core Curriculum (continue to focus on the common core standards and ensure mastery)
- To inspire and educate students and instill them with the values of equity, respect, and understanding (maintain character education through the pandemic)
- To celebrate diversity, welcoming students from all backgrounds and cultures and encouraging cross-cultural learning (embracing and encouraging diversity amongst students. The Academy takes mental health very seriously and wants to ensure that children feel at home at the Academy).
- The attached COVID-19 Preparedness Response Plan Policies in Exhibit C shall be a part of this Preparedness Plan as may be required by the State.
- The attached GSRP COVID-19 Preparedness Response Plan shall in Exhibit D shall be a part of ULA's COVID-19 Preparedness Plan for the 2020-21.
- In the event the Academy will need to move to a remote learning platform (100% online) due to COVID-19 cases within the school district, the Superintendent of Schools will make such a decision for the district and notify all stakeholders.
- The Academy will follow all required guidelines as laid out by the MI School Safe Start to the best of their abilities in conjunction with the Academy's policies on Safe Start COVID-19 Preparedness and Response Plan Policies (see exhibit 3)

The level of support the community has in conjunction to resources they have at home (i.e. access to computer, Internet, etc…)

Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

Phase 1, 2, or 3 Safety Protocols
School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators with HR approval.

Safety Protocols
The Academy will follow all "required" safety protocols as outlined in the MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap. In the event the State of Michigan falls back to Phase 1, 2 or 3, the Academy will close all in-person instruction and cleaning practices will be adjusted to maintain school building functional order. All afterschool clubs and organizations, athletics and any extra-curricular activities that is offered at the Academy will be suspended until further notice. All busing operations will also be suspended. The Academy building will NOT be used by a licensed child care provider.

Food Service & Janitorial Services
Universal Learning Academy will be offering meals through the National School Breakfast and Lunch programs and the National School Lunch Program (NSLP). Food service meals

(breakfast and lunch) will be offered to all ENROLLED students within the district. Universal Learning Academy is participating in the CEP (Community Eligibility Program – and meals are made available at no cost to the students. The meals are 'grab and go' breakfast and lunches and will be distributed on Wednesdays between 11 AM – 2 PM in Westland for Universal Learning Academy at: 28015 Joy Rd, Westland, MI 48185. The first schedule 'grab and go' lunches is tentatively scheduled on September 1st, 2020 between 11:00 AM until 2:00 PM.

The district will provide training to all of employees who are hired by the educational management company (HES) and will require any individual who enters the building for essential work to complete a temperature check and a daily building screening form to ensure the safety for all and to lower the COVID-19 incidents. Non-essential staff and/or unauthorized/unscheduled individuals will not be permitted in the school building.

Food service safety action plans in accordance to CDC guidelines, the below terms and screening form guidelines, Serve Safe and HES Wellness Policy:

- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators with HR approval.
- All food service and support staff must be cleared by HES HR to access the school building.
- All food service and support staff will be trained on food safety and Covid19 CDC and HES guidelines prior to handling meals. All food service and support staff must check their temperature and fill out an online daily **COVID-19 Essential Workplace Screening Tool** as may be required by the Academy and/or HES before entering the building at which they are authorized to report.
- The supervisor and/or designated administrator must check the completion of the daily **COVID-19 Essential Workplace Screening Tool** on daily basis at the beginning of the day before the staff are in the building to ensure their cleared to be in the building.
- All food service and support staff MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another No exceptions.
- All food service and support staff MUST have face masks and gloves at all times while in the building.
- All food service and support staff MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or designated administrator must promptly report the incident to HR@hesedu.com.
- All food service and support staff must wash hands for 20 seconds before and after handling food. All food service and support staff must use gloves before handling any food items.
- Food service and support staff will be assigned areas in the kitchen and cafeteria to uphold the social distancing guidelines.

- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.

All employees and contractors (Essential Workers), Custodial and Janitorial service safety action plan in accordance to CDC guidelines, the below terms and screening form guidelines. A tentative cleaning scheduled will be created for the janitorial team for scheduled cleaning and maintenance.

- All Essential Workers, custodial and janitorial staff must be cleared by HES-HR to access the school building.
- All Essential Workers, custodial and janitorial staff will be trained on CDC and HES guidelines prior to handling meals.
- All Essential Workers, custodial and janitorial staff must check their temperature and fill out necessary paper work required by the Academy and/or HES including an online daily **COVID-19 Essential Workplace Screening Tool** before they may be allowed to enter the building at which they are authorized to report.
- The supervisor and/or designated administrator must check the completion of the online daily **COVID-19 Essential Workplace Screening Tool** on daily basis to ensure clearance of their Essential staff to be in the building before entering the building. The supervisor(s) must also complete the same form and follow the same process and report to their supervisor and/or HR.
- All Essential Workers, custodial and janitorial staff MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another No exceptions.
- All Essential Workers, custodial and janitorial staff will wear masks when performing cleaning duties and while in the building.
- All custodial and janitorial staff MUST have face masks at all times and wear gloves while cleaning in the building.
- All staff must wash hands for 20 seconds at least every two hours and before and after handling food.
- All Essential Workers, custodial and janitorial staff MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or nurse aid or lead must promptly report the incident to HR@hesedu.com.
- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.

The Academy will allow facial coverings to be homemade or disposable level-one (basic). Any staff member who cannot medically tolerate a facial covering will not have to wear a mask. However, documentation will need to be provided by the staff member from a doctor to excuse them from wearing a mask. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will note be required to wear a facial covering.

All staff should wash their homemade facial coverings daily. All disposable facial coverings that are used will be disposed at the end of each day.

***Below is the daily school screening form that all food services, janitorial, and or any staff member that wants to enter the building must complete prior to moving about in the building.

COVID-19 Essential Workplace Screening Tool

This Screening Protocol is a component of the Academy's Preparedness Plan and Response Plan - COVID-19 Response Plan pursuant to the Governor's Executive Order 2020-114. This form must be completed each day that a staff enters the Academy building. If any of the questions is answered with "YES", a copy must be promptly scanned and emailed to HR.

Name: _____ **Date:** _____ **Time of Visit:** _____

Position: _____ **Building to be visited:** _____

Reason for Entry: _____

1. Current Temperature*

   o 100.4 F or higher

   o 100.3 F or lower

2. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell*.) *

   o No

   o Yes

3. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*) *

   o No

   o Yes

4. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*) *

   o No

   o Yes

5. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.

   o If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.

   o If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.

6. If you answered "No" to all of the above, please check and sign below prior to entering. *

   o I will wear a face covering while in any public spaces when unable to social distance

   Signature: _____

*Required Response

COVID-19 Visitor Screening Tool

Visitors safety action plan in accordance to CDC guidelines, the below terms and screening form guidelines. Parents and/or visitors are not permitted in the building except as may be scheduled by an authorized administrator as follows:

- All visitors must be cleared by the Principal or Superintendent or their designee to access the school building.

- All visitors must check their temperature and fill out necessary paper work required by the Academy and/or HES including an online daily **COVID-19 Visitor Screening Tool** before they may be allowed to enter the building at which they are authorized to report.
- The designated administrator must check the completion of the online daily **COVID-19 Visitor Screening Tool** on daily basis to ensure clearance to be in the building before entering the building.
- All visitors MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another No exceptions.
- All visitors will wear masks when performing duties and while in the building.
- All visitors MUST have face masks at all times and it is recommended to wear gloves while in the building.
- All visitors MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and designated administrator as soon as possible. The staff administrator must promptly report the incident to the principal and HR@hesedu.com.
- Visitors who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to the building, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you report to your company supervisor and consult your primary health care provider for further medical advisement and care.

***Below is the daily school screening form that all visitors that are authorized and scheduled to enter the building must complete prior to entering the building.

COVID-19 Visitor Screening Tool

Department Visiting:		
Visitors Name:	**Appointment Date:**	**Time In:**

7. Current Temperature*

   - 100.4 F or higher

   - 100.3 F or lower

8. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell*.) *

   o No

   o Yes

9. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*) *

   o No

   o Yes

10. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*) *

    o No

    o Yes

11. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.

    o If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.

    o If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.

12. If you answered "No" to all of the above, please check and sign below prior to entering. *

    o I will wear a face covering while in any public spaces when unable to social distance

    Signature: _____

* Required Response

Signature (Employee): _____   Date: _____

Phase 1, 2, or 3 Mental & Social-Emotional Health

Mental and Social-Emotional Health Services
The district social worker and teachers will work hand in hand to provide mental health support and focus on Social Emotional Learning (SEL) practices during a school closing. The nurse aid will assist with supporting students by making phone calls to pupils affected by the state of emergency. All staff that are in communication with pupils will report possible needs for mental health support to the principal, nurse aide and social worker. Teachers will report to the social worker any concerns that students may have and their need for additional support, particularly if they're experiencing crisis with incidents of COVID-19 so they may receive the needed support by the social worker as well as the counselor. School psychologists will continue to work with students via phone/online methods. A comprehensive crisis management plan will be available at the schools in the event a tragedy takes place (i.e. loss of student or staff member).

All staff will be provided with guidelines on how to identify and rapidly refer students who are at-risk and need the social-emotional support. Communication between all staff and the social workers/counselors will be directly through: phone, email, and or live one on one session to discuss the concerns. Once the concerns have been addressed by the staff member, the social worker/counselor will act upon the concern.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Schoology to support them with any resources or social-emotional supports they may need during this time. Social workers are using Schoology as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Schoology to review the lessons posted. Students with transition services are provided with the services through Schoology sessions. Ongoing reporting to the building principals will take place to evaluate physical and mental health status. This reporting will be via email detailing out the number of cases, resources provided to families and students, and status.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

All staff will be provided with ongoing training (starting Aug 24, 2020) and professional development on social-emotional learning, self-care, identification of students at-risk and a variety of other topics as needed throughout the school year. All resources and or materials needed to implement with fidelity will be provided (i.e. online platform (Schoology), online resources and sites for parents and students, and staff will be provided with self-care resources, including resiliency strategies.

Other means of supporting students include:

1. Check in's: social work/counseling staff will continue to check in on students via phone or Schoology. Parents and students will be provided a designated email (social worker's email) to address their concerns on mental health in direct correlation to COVID-19
2. School Nurse Aids: will be designated in the school as the mental health liaison who will work across the schools and local public health agencies.
3. Support Resources: social work staff will provide supplemental support resources to students and families in need. They will regularly update wellness resources to make available to both staff and students in conjunction with screening activities. Social workers and counselors will use MDE resources as well to share with students and parents. A list of these resources (and future resources) will be complied and made available to staff and students in reference to screening activities and community wellness resources.
4. Restorative Circles: Deans of students and social workers will host (based on need and request) a restorative circle for students to allow students to have a voice and share their concerns in relations to the pandemic.
5. Parent and Guardians Professional Development: the school social worker and counseling team will provide parents and guardians ongoing virtual professional development on various best practices for: de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

The Academy works with many local community centers to support mental/social health. Some of these centers are:

1. Arab Community Center for Economic and Social Services (ACCESS)
2. Applied Behavior Analysis Therapy (ABA)
3. Leaders Advancing & Helping Communities (LAHC)
4. Wayne County Health Department

At this time, the Academy will not implement a mental health screening for all students by a trained professional. Using the Academy's social workers and or counselors, the Academy will conduct its own screening in direct compliance with HIPAA and FERPA policies. Social workers and counselors will provide as much support as needed through a given school year to help support all students.

Phase 1, 2, or 3 Instruction

The Academy has been, and will continue to use an online based platform. For the 2020-21, the Academy will be using Schoology for remote learning. Students who do not have access to remote learning will be provided individual hard copy packets upon request. The district has provided Chromebooks in 2019-20 to all K-12 students and will continue to provide them for the 2020-21 to help support them with remote learning. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out and will continue to reach out to these families and will collaborate with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs.

Bell Schedule Sample: *(100% Virtual)*

				Virtual Learning Schedule (100% Remote)				
Per.	**Time**	**Monday (Virtual)**	**Tuesday (Virtual)**	**Wednesday (Virtual)**	**Thursday (Virtual)**	**Friday (Virtual)**	**Time**	**Per.**
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	7:55 am - 8:29 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	PE	8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	ARABIC	9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	Literacy Across Curric.	10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am	Math	Math	Math	MUSIC	Math	11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am	Math	Math	Math	MUSIC	Dismissal Supervision	12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	Teacher Lunch	12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm	Science	Social Studies	Science	Social Studies	Professional Development	1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm	Science	Social Studies	Science	Social Studies			
10	1:00 pm - 1:35 pm	LUNCH	LUNCH	LUNCH	LUNCH			
11	1:35 pm - 2:08 pm	Science	ART	Science	Social Studies			
12	2:08 pm - 2:42 pm	ARABIC	ART	ARABIC	Literacy Across Curric.			
13	2:42 pm - 3:15 pm	ARABIC	Social Studies	ARABIC	Literacy Across Curric.			
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

These tools include:
1. *Technology Platforms*: Other technology platforms that students are more comfortable with: Classroom Dojo, Ed Modo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning. The curriculum and instructional resources will be provided in a digital format. Students, teachers and instructional administrators will have access to all instructional materials and resources through a Single-Sign on system which combines all educational resources logins to alleviate Student/Parent stress and confusion

2. *Communication*: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers will be providing instructional packets instead. These packets are created and individualized for student's based upon written request to the teacher and or school principal.
3. *High School Dual Enrollment*: Our partnership with community colleges and universities will continue from the 2019-20 through the 2020-21 for both semesters 1 and 2 as instruction and/or materials will continue to be provided virtually through Blackboard and or Canvas platform. The district will continue to pay for these courses and resources for students who have elected this as their learning platforms per the Academy Dual Enrollment policy. Additionally, students may be able to elect not to continue in these courses with no academic penalty where and when the legislative policies require making such an exemption during Phases 1, 2 and 3.
4. *Social Media Sites*: these sites are used within the district to provide ongoing communication to students and parents outside of the Schoology platform:
   a. Remind (@ulapa)
   b. Facebook (@ulabluejays)
   c. Instagram (@ulabluejays)
   d. Class Dojo

With the implementation of Schoology as the main platform for remote learning the following will be taking place:
1. Instructional staff will be provided with laptops and necessary accessories to provide students with virtual learning.
2. Teachers will be posting threaded discussions for students every day to think and respond to. Assignments will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
3. Live/pre-recorded sessions will be held on a weekly basis with students and the teacher. Times and dates to the live/pre-recorded sessions will be shared by the classroom teacher
4. Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (https://www.khanacademy.org/), IXL (https://www.ixl.com/), Reading A-Z (https://www.readinga-z.com/), Mystery Science (https://mysteryscience.com/), Math Xl (https://www.mathxl.com/), and many others will be uploading pre-recorded videos of direct instruction.
5. Parents are highly encouraged to sit through a live/pre-recorded session and or engage with their children on threaded discussions and or assignments given by classroom teachers.
6. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
7. Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.

8. Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in relations to Schoology, questions are submitted to the technology department by the teacher on behalf of the student/parent.

ELL and Special Education Services
All students, including the specials population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

Universal Learning Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Schoology. Paraprofessionals have been collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each students IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers have developed their own Schoology to ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting and will continue to support the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students on our Schoology platform. School psychologists will continue to work with students via phone/online methods.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Schoology to support them with any resources or social-emotional supports they may need during this time. Social workers are using Schoology as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Schoology to review the lessons posted. Students with transition services are and will continue to be provided with services through Schoology sessions.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

The Academy is prepared to deliver content in many ways to ensure that students have access to learning. These methods have been and will continue to be provided through the district's website, district social media sites, robocalls, and news media outlets.

The Academy will:
1. *MI Common Core Standards:* teachers will teach essential content standards and scaffold within the school year to ensure they hit all core teaching standards by the end of the year
2. *Instruction:* teachers will be flexible in delivering instruction based on the individualized student learning needs the social, mental and emotional health under the pandemic circumstances. While remote learning (via Schoology) is the district main goal for learning through the pandemic, hard copies and/or packets can be created for students who request them. All formative and or summative assessment will be structured to allow some flexibility in terms of deadlines.
3. *Ongoing Professional Development*: teachers will continue to be provided with professional development with remote learning. Ongoing support from mentors, technology department, instructional coaches, and principal is always available.
4. *Family Engagement*: family engagement liaisons and teachers will promote and engage parent involvement through the remote learning process. Family engagement liaisons are bilingual and have the ability to communicate to parents in their native tongue. This allows the district to reach out to all families within the district to get them engaged in the learning process.

For students who have IEP'S and or 504 Plans, the district will provide meaningful learning opportunities and supports by:
1. Scaffolding for students within the school year
2. Continuous communication beyond the minimum
3. Breaking up assignments into more manageable parts
4. Extended time to students to complete assignments
5. Individual (one on one) live Schoology sessions to provide one on one support per student with IEP/504 Plan
6. If online learning is too difficult for students, we will supply paper and pencil learning format and hold online sessions to walk students through the materials
7. More project based learning (can be) supplied to students who need it. All content learning standards will be integrated within the project

Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format.
The following formative and summative assessments will be given to students:
1. Content based focused on the MI State Standards
2. Focus on supplemental lessons on a week to week basis
3. Identify student needs and or supplemental support (if needed)

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

1. Using Schoology as our district platform for online learning, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted on the Schoology site.
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account
5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families whose children have IEP's to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.

Grading System:

1. **Elementary students**: will be graded based on the board approved HES Grading Scale which is compiled by an 80/20 spilt (80% summative & 20% formative assessments). Participation is mandatory (either online or paper pencil instructions from home)

   a. For students who are NOT online and are receiving paper pencil instructions, teachers will be calling these students to have a phone call discussion and/or photo texting the work back to the teacher for grading.

Overall Grade Interpretation

Grade	Range / GPA	Grade	Range / GPA
A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		*Any student taking an AP class will earn a +1.0 GPA point

- By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring. In summary, families should expect that:
- Grades can improve throughout the year based on the mastery of standards by the student.
- Students who are at risk of being retained will be informed several times through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Retentions will be decided on a case by case basis during retention review meetings in the summer after the conclusion of summer school remediation.
- Final report cards will be distributed in June. Students attending summer remediation will receive their final report cards by end of July.

      b. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

2. **Middle/High school**: will be graded based on the board approved HES Grading Scale which is compiled by an 80/20 spilt (80% summative & 20% formative assessments). Participation is mandatory (either online or paper pencil instructions from home).

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		*Any student taking an AP class will earn a +1.0 GPA point

For students who do not turn in the work or completed it not to satisfaction, teachers will reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown.

a. For students who are NOT online and receiving paper pencil instructions, teachers will be calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.

b. By the end of each semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next course and/or grade level.

c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

I)   Classroom-Based Assessment Guidelines

- ✓ All courses are **semester based** with progress reports provided every 13-15 weeks. Report cards are only issued at the end of the school year in June/ August (for students enrolled in summer school).

- ✓ Grades should be <u>an accurate reflection of what students have learned and accomplished</u>.

- ✓ **Formative assessments**: *weighted 20% of students' grade.* **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** <u>Formal assessable formative</u> assessments that are completed by the <u>INDIVIDUAL STUDENT</u> include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematical problems/exercises, etc…

- ✓ **Summative assessments**: *weighted 80% of students' grade*. These include multiple end of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc…

- ✓ **2-3 formal formative assignments** should be entered weekly to reflect students' performance on the taught learning targets/objectives. <u>Teachers can opt to enter a weekly homework grade</u>.

- ✓ **3-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives

II)   Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.
*Grade level teachers will set up after school dates and times to coordinate students' reassessments. *Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.
*Score inspector comments will be entered to document that a reassessment has been administered for a particular student.

III)   Homework Policy:

Assigning homework ensures **daily reinforcement** of content/skills and increases **student accountability**. Homework should be assigned <u>daily for ELA/Math and twice a week for Science/Social Studies</u>. **Homework should be quality rather than quantity.**

Homework is a <u>form of formal formative assessments</u> that will be entered in PowerSchool/Power

Grade gradebook during Phases 1, 2 and 3. Homework assignments should be <u>checked for accuracy and teachers will kindly need to go over a few homework problems in class</u>.

IV)   <u>Grading:</u>

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		*Any student taking an AP class will earn a +1.0 GPA point

High School Credit Requirements

The minimum credit requirements will still be required in Phases 1 - 4. High school students plan their progression from one grade to another. The successful completion of the number of credits listed will be necessary before a student will be "passed" to the next grade in high school.

Michigan Merit Curriculum
High School Graduation Requirements
(18 credits)

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits

Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits

Proficiency in State Content Standards for Mathematics (3 credits)
Proficiency in district approved 4th mathematics credit options (1 credit)
(Student must have a math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE

Course, Learning or Integrated Learning Experience

PHYSICAL EDUCATION & HEALTH – 1 Credit

Proficiency in State Content Standards for Physical Education and Health
(1 credit); *Or*
Proficiency with State Content Standards for Health (1/2 credit) and district
approved extra-curricular activities involving physical activities (1/2 credit)

SCIENCE – 3 Credits

Proficiency in State Content Standards for Science (3 credits); *Or beginning
with the class of 2015:*
Proficiency in some State Content Standards for Science (2 credits) **and**
completion of a department approved formal career and technical education
program (1 credit)

SOCIAL STUDIES – 3 Credits

Proficiency in State Content Standards for Social Studies (3 credits)

VISUAL, PERFORMING AND APPLIED ARTS – 1 Credit

Proficiency in State Content Standards for Visual, Performing and Applied Arts
(1 credit)

WORLD LANGUAGE – 2 Credits
(Effective beginning with students graduating in 2016)

Formal coursework OR an equivalent learning experience in grades K-12 (2
credits); *Or*
Formal coursework or an equivalent learning experience in grades (1 credit) **and**
completion of a department approved formal career and technical education
program **or** an additional visual, performing and applied arts credit (1 credit)

Graduation Requirements	Freshman	Sophomores	Juniors	Seniors
English Language Arts	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00
Social Studies/History	3.00	3.00	3.00	3.00
World Languages	2.00*	2.00*	2.00*	2.00*
Visual/Performing Arts	1.00	1.00	1.00	1.00
Physical Education/Health	1.00*	1.00	1.00	1.00
Electives	6.00	6.00**	6.00**	6.00**
Total MMC Credits	**24.00**	**24.00**	**24.00**	**24.00**
Technology/Online Learning	20 hours	20 hours	20 hours	20 hours
Community Service*	50 hours	50 hours	50 hours	50 hours

*Based on the MDE credit requirements students may use

Credit is not issued for Technology/Online Learning hours. Up to 1.00 electives credits may be issued for Community Service hours on an individual basis if all core credits have been met and a student is short on electives credit that would prevent a student from meeting 4-year graduation requirements. This must be approved by the high school Principal and Superintendent.

MMC AND GRADUATION REQUIREMENTS

Students are expected to follow a course of study as outlined and updated in their Educational Development Plan (EDP) and in preparation for post-secondary education or career readiness as applicable to student's individual needs. Students are expected to complete their High School graduation requirements within 4 years of first time enrolling as a 9th grader in the State of Michigan. School Counselor(s) and School Principal are available to provide guidance and facilitate alternative options for earning credit through summer, online and night programs for students in need of remediation and make-up credit with approval through our credit recovery program. A student must be enrolled at the Academy, be in attendance during the final marking period, and complete the Academy's graduation requirements in order to receive the Academy's High School Diploma.

Michigan Merit Curriculum (MMC) High School Graduation Requirements[1]

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

Michigan Merit High School Graduation Requirements are meant to ensure that Michigan's high school graduates have the necessary skills to succeed either in post-secondary education or in the workplace.

- Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to student entering high school or by testing-out (credit must be evaluated and approved by the Principal, Assistant Superintendent, and Superintendent);
- Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education (credit must be evaluated and approved by the Principal, Assistant Superintendent, and Superintendent);
- Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or an early college/middle college program (credit must be evaluated and approved by Principal, Assistant Superintendent, and Superintendent);
- The Michigan Department of Education is required to develop subject area content

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[1] http://www.michigan.gov/mde/0,4615,7-140-28753_38924---,00.html

expectations and subject area assessments to evaluate whether students have met those expectations; students are currently evaluated at no more than 25% of course grade in MDE defined Core classes using MDE created assessments, SAT (Scholastic Assessment Test): college admission exams on specific subjects and/or teacher created assessments aligned to Secondary Credit Assessment (SCA) requirements;

- Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school and we currently use Career Cruising online.

MDE CORE COURSES

- **English Language Arts**: Language Arts, English, Reading
- **Social Studies**: Social Studies, Economics, Geography, History, Political Science, Genocide
- **Science**: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
- **Mathematics**: Mathematics
- **World Language**: French, German, Greek, Latin, Russian, Spanish, Other World Languages, Italian, Polish, Hebrew, Japanese, Chinese, Arabic
- **The Arts**: Music Education, Visual Art, Theatre/Performance, Dance
- **Level-Related Assignments**: General Elementary, K-5 All Subjects, K-8 Self-Contained

Phase 1, 2, or 3 Operations

Technology:

The Academy will provide Chromebooks to all K-12 students to help support them with remote learning. This will ensure that all students have access to a computer and the digital curriculum resources for online learning. A survey will be conducted to see who will need remote access. For students who do not have access to the Internet, our Family Engagement Liaisons will reach out to these families and will work with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format if needed.

The Chief Technology Officer (in conjunction with Assistant Superintendent, Superintendent of Schools, principal, and family engagement liaisons) will be the single point of contact to plan and communicate district technology needs. At the school level, a designated technology officer to provide training to staff (virtual training) and students (virtual training) when needed. Additionally, a designated Technical Support Specialist and/or Technology Coordinator will provide ongoing assistance (virtually, email, or by phone) to help troubleshoot. Chromebook

issues and or reset username/passwords for staff and students. To access the troubleshoot helpline, parents/students will email their teachers with the computer issues which would be passed on from the teacher to the IT department. From then, the IT department will take over and address the issues.

For passing out Chromebooks, the Academy will send out a letter home and a notice (at the beginning of the school year or upon enrolling officially if during the school year) via social media notifying the parents of the pickup time and location of the Chromebook (the Chromebook will be sealed in its original box). Parents/students will drive into the parking lot and the administrative staff will be scanning and giving each student a Chromebook through the passenger side window. No student/parent is allowed to leave the vehicle at ANY time for ANY reason. All staff will be equipped with PPE materials to ensure the safety of staff and students. A database system will be created linking each student to the Chromebook that was scanned. Once the school year is over or upon the end of the student enrollment at the Academy during the school year, students will bring them back to the Academy (similar to the pickup logistics) and they would be scanned, sanitized, and placed in a locked room for at least 3 days and will be sanitized using sanitization wipes or similar products. Headphones and or additional accessories needed with the Chromebook will also be sanitized and locked in the same room as the Chromebooks.

Facilities:

As noted earlier, Essential Workers, food service, custodial/janitorial service safety action plan in accordance to CDC guidelines, the below terms and screening form guidelines. A tentative cleaning scheduled will be created for the food service to prepare and serve the meals and janitorial team for the building cleaning and maintenance.
- All Essential Workers, food service, custodial and janitorial services must be cleared by HES-HR to access the school building.
- All Essential Workers, food service, custodial and janitorial staff will be trained on CDC and the Academy and HES guidelines prior to handling meals.
- All Essential Workers, custodial and janitorial staff MUST have face masks at all times and wear gloves while cleaning in the building.
- All staff must wash hands for 20 seconds at least every two hours and before and after handling food.
- All Essential Workers, food service, custodial and janitorial staff must check their temperature and fill out necessary paper work required by the Academy and/or HES including an online daily **COVID-19 Essential Workplace Screening Tool** before they may be allowed to enter the building at which they are authorized to report.
- The supervisor and/or designated administrator must check the completion of the online daily **COVID-19 Essential Workplace Screening Tool** on daily basis to ensure clearance of staff to be in the building before entering the building. The supervisor(s) must also

complete the same form and follow the same process and report to their supervisor and/or HR.

- All Essential Workers, food service, custodial and janitorial staff MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another. No exceptions. All Essential Workers, food service, custodial and janitorial staff MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or nurse aid or lead must promptly report the incident to HR@hesedu.com.

- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.

- The Academy will allow facial coverings to be homemade or disposable level-one (basic). Any staff member who cannot medically tolerate a facial covering will not have to wear a mask. However, documentation will need to be provided by the staff member from a doctor to excuse them from wearing a mask. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will note be required to wear a facial covering.

- All staff should wash their homemade facial coverings daily. All disposable facial coverings that are used will be disposed at the end of each day.

All purchased materials for cleaning and PPE purposes will be inventoried and audited on a day to day basis (see below example). The Director of Facilities will the custodial and maintenance team will work collectively to maintain the Academy and ensure it is in good working condition in the event we move to phases 4-6. All school cleaning and disinfection protocols will follow CDC guidelines and CDC School Decision Tree. The Academy has, and will continue, to work with the ISD, to get support and cleaning/disinfection supplies. The school administration will begin to advocate and coordinate with the Local Emergency Management Program for support and supplies as well.

Product	Quantity
Bleach	18 Cases
24" Mop Heads	50 Each
Urinal Screens	60 Each
Air Freshener Spray	48 Each
13" Pads	12 boxes
Wax Liners	6 Boxes
Gloves (M)	3 Cases
Gloves (L)	3 Cases
Hand Soap	24 Cases
Mr. Jinx	12 cans
Toilet Paper	72 Cases
Hand Towels	80 Cases
40"x48" Garbage Bags	54 Boxes
24"x32" Garbage Bags	54 Boxes
Concept 915	0
Upset Vomit Remover	2 Case
Lysol Disinfectant Spray	50 Cans
Purell Hand Sanitizer Box of two Manufacturer's item number 13G691	4 Boxes
Purell 1 litter table top advance hand sanitizer Bottle	10 Bottles

The Academy is not an essential school building for elections and or child care. The Academy is, and will continue to be, a food distribution center. The Academy's administration will continue to work with the ISD to create contingency plan if needed.

Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Phase 4 Safety Protocols
In the event the Academy will need to move to a remote learning platform (100% online) due to COVID-19 cases within the school district and/or based upon the needs of the school community and/or students*, the Superintendent of Schools will make such a decision for the district and notify all stakeholders.*

The Academy will follow all required guidelines as laid out by the MI School Safe Start to the best of their abilities in conjunction with the Academy's policies on Safe Start COVID-19 Preparedness and Response Plan Policies (see exhibit 3)

School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators with HR approval.

In the event the State of Michigan moves to Phase 4, the Academy will ensure the following based upon the MI Safe Start School Roadmap:

Personal Protective Equipment:
Facial coverings must always be worn by staff except during their lunch times. The Academy will allow facial coverings to be homemade or disposable level-one (basic). Any staff member who cannot medically tolerate a facial covering will not have to wear a mask. However, documentation will need to be provided by the staff member from a doctor to excuse them from wearing a mask. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will note be required to wear a facial covering. The following are additional measures the Academy will take in reference to personal protective equipment:

- PreK-5 and special education teachers **will be asked to consider wearing** clear masks, but will **not be made as a requirement**.
- A letter to parents and staff will be sent by the school's administration team asking all staff and students to wash their homemade facial coverings daily. All disposable facial coverings that are used will be disposed at the end of each day. This will also be mentioned in the letter.

In the event the Academy uses school transportation for picking-up, dropping-off, or taking students on a field trip will be required to wear a mask on the school bus. Any staff or student that is unable to medically tolerate a facial covering will not be required to wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one.

Students & PPE:

All students in grades K-5 will be asked to wear a facial covering unless students remain with their classes throughout the school day and do not come into close contact with students in another class. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Students in grades 6-12 will be mandated to wear facial coverings in the classroom. Any student who cannot medically tolerate a facial covering will not be required to wear one, medical documentation will be requested from students. Any student who is incapacitated, or unable to remove the facial covering without assistance, will not be required to wear one, medical documentation will be requested from students. Students in 6-12th will be asked to wear a facial covering in the event students walk in hallway.

The Academy **will strongly recommend, but will not require** the following:
1. Facial coverings for K-5 students and students with special needs in classrooms.
2. Facial coverings for Pre-K students and students with special needs in hallways and common areas.

Hygiene & Cleaning:
The Academy will provide adequate supplies to support healthy hygiene behaviors (including but not limited to: soap, hand sanitizer and sanitization wipes with at least 60% alcohol for safe use by staff and students, paper towels, and signs reinforcing proper handwashing techniques throughout the building).

During the first hour, which is generally assigned to homeroom teachers, teachers will reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. Teachers will also educate students on how to cough and sneeze into their elbows, or to cover with a tissue. Students will be taught that used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. Teachers will also discuss the following with their students:
1. No sharing of personal items and school supplies
2. Students items will be separated and in their individual lockers
3. All students will bring their own water bottle. Water bottles will not be shared.
4. Hydration stations (water fountains, etc.) will not be utilized.

Working with the custodial/janitorial team and services, the Academy has developed a systemically check on bathrooms to ensure they are filled with soap and paper towel, all hand sanitizer dispensers are full and in good working order around the building and that spray sanitization equipment is used to keep all common areas and touched surfaces sanitized across the school. The classrooms will be supplied with sanitization wipes and hand sanitization solution with at least 60% alcohol for safe use in the classrooms to maintain clean and sanitized environment and to minimize the number of students in common areas. The Academy will

purchase and install UV lights in the HVAC units for cleaner air circulation, and to ensure that ongoing sanitization of the classrooms at least every 4 hours. Below is a sample schedule:

Per.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Per.
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	8:00 am - 8:29 am						8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am						8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am						9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am						10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am						11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am						12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am						12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm						1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm							
10	1:00 pm - 1:35 pm							
11	1:35 pm - 2:08 pm							
12	2:08 pm - 2:42 pm							
13	2:42 pm - 3:15 pm							
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

In-school Sanitation Schedule

Along with the scheduled sanitizing of rooms, the Academy in conjunction with the custodial/janitorial staff will ensure the following:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution (see above schedule).
- Libraries, computer labs, arts, and other hands on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning. Playground equipment may be used on a limited basis with only one classroom at a time and only after the playground equipment has been sanitized.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities

Spacing, Movement & Access:

The Academy will do its upmost to ensure spacing, movement, and access are taken into consideration under phase 4. Desks will be spaced apart, but cannot guaranteed they will be six feet apart in classrooms due to classroom square footage. All desks will be facing the front of the room where the teacher is teaching. Class sizes will be monitored and the Academy will do its

best to keep the classroom sizes to a level afforded by necessary spacing requirements. When funding is possibly made available to the Academy, the Academy will place desk barriers between students for added safety in the classrooms.

Within the classrooms and throughout the day, Teachers, and staff, will maintain six feet of spacing between themselves and students. There will be signage throughout the Academy to indicate proper social distancing and hygiene practices.

Family members or other guests are not allowed in the school building except under extenuating circumstances determined by the Academy. Any adult/guests entering the building will be screened for symptoms, complete an online screening form daily: **COVID-19 Visitor Screening Tool** to ensure clearance to be in the building before entering the building.

Visitors will be required to wear a facial covering, and wash/sanitize hands prior to entering the main office. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building (i.e. Academy visitor log and daily screening forms). The following additional protocols must be observed by visitors:

- All visitors must be cleared by the Principal or Superintendent or their designee to access the school building.
- All visitors must check their temperature and fill out necessary paper work required by the Academy and/or HES including an online daily **COVID-19 Visitor Screening Tool** before they may be allowed to enter the building at which they are authorized to report.
- The designated administrator must check the completion of the online daily **COVID-19 Visitor Screening Tool** on daily basis to ensure clearance to be in the building before entering the building.
- All visitors MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another No exceptions.
- All visitors will wear masks when performing duties and while in the building.
- All visitors MUST have face masks at all times and it is recommended to wear gloves while in the building.
- All visitors MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and designated administrator as soon as possible. The staff administrator must promptly report the incident to the principal and HR@hesedu.com.
- Visitors who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to the building, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you report to your company supervisor and consult your primary health care provider for further medical advisement and care.

In terms of student movement, the Academy instructional schedule (see below) will address all recommend suggestion in terms of stagnating the hallways and monitoring arrival/dismissal.

Screening Students and Staff:
The Academy has cooperated with the Wayne County Health Department regarding protocols for screening students and staff. The Academy will ensure the following:

1. Upon entering the school, staff must have completed on the same day of entry a COVID-19 Essential Workplace Screening Tool. Staff and students will be temperature checked by a non-contact infrared temperature reading system
    a. A school administrator will be present at each of the non-contact temperature reading system to ensure no staff or student has a fever.
    b. In the event a student and or staff members has a fever they will be asked to leave the building.
2. In the event that a student and or staff member gets ill and have a fever, the nurse aid or designated administrator will bring the student/staff to the nurse aid office to get checked.
    a. A quarantine/isolation room has been identified within the nurse aid office to hold all students and staff who become ill and have COVID-19 symptoms.
    b. Staff/students in the quarantine room will be asked to wear a mask. Disposable protective gowns will be worn by the attending administrator or nurse aide while attending to the affected staff or student to inhibit the spread of the virus.
    c. Students/staff will be asked to call home/significant other to come pick them up from the Academy to go home. It is also advised to check with their local health provider for possible contract of COVID-19.
    d. Staff/students who have COVID-19 will be asked to stay home for a minimum of 14 days in quarantine, per the CDC guidelines. Staff/students will need medical clearance before returning to work/school. Staff will need to email HR the doctor's clearance and wait for HR to approve returning to work. Parents will need to also email a doctor's clearance note to the principal and wait for clearance from the principal before returning to school. The principal will promptly notify the Superintendent when a COVID-19 case is identified and when it is cleared by a doctor's note. Copies will be scanned and emailed to HR.
    e. Whereas the general public (parents and staff) need to know, the Academy will communicate with the families when a COVID-19 case has been reported but will not disclose any identifiable information in protection of the students and staff privacy rights consistent with the Family Educational Rights and Privacy Act (FERPA) and the **Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws**.
    f. The Academy will work closely with the local Health Department and will work consistently with its requirements and CDC's requirements to prevent the spread of the communicable disease or virus.

g. The Academy Superintendent will have the flexibility to close a portion of the school building, grade level, grade section and/or the entire school building at any time the Superintendent believes that this would serve the best interests of the Academy stakeholders and to prevent the spread of the communicable disease or COVID-19.

The Academy will continue to mandate the daily screening form for any outside guest/parent/vendor that comes into the building. The forms are provided above at the beginning of this plan and mainly online, for employees separately and for visitors, a different form as per the following link(s) to facilitate a more

Universal Learning Academy
https://Bit.ly/screeningformula

efficient and safe process before checking in with the school Nurse Aide and/or Office administrator. This minimizes the interaction time between the Nurse Aide and/or Office Administrator and employees. Paper form will only be used if necessary.

SCHOOL BUILDING:

☐ **Star International Academy**

☐ **SIA-H** ☐ **SIA-G** ☐ **SIA-C** ☐ **Support Center**

☐ **Universal Academy**

☐ **Universal Learning Academy**

☐ **Noor International Academy**

COVID-19 Essential Workplace Screening Form

This Screening Protocol is a component of the Academy's Continuity of Learning and COVID-19 Preparedness and Response Plan pursuant to the Governor's Executive Orders. This form must be completed each day that an individual enters the Academy. All questions/fields are required and must be completed.

Name: _____ Date: _____

Position: _____ Building Visiting: _____

Reason for Entry: _____

<u>**Current Temperature:**</u> ☐ 100.4 F or higher or ☐ 100.3 F or lower

1. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell.*)

    ☐ Yes or ☐ No

2. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*)

    ☐ Yes or ☐ No

3. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*)

    ☐ Yes or ☐ No

4. Have you travelled internationally, including by vehicle, plane or cruise ship, within the last 14 days?

    ☐ Yes or ☐ No **(If an individual has answered YES to Question 4, they must be excluded from the building for 14 days from the return date of travel.)**

5. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.

    o If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.

    o If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.

6. If you answered "No" to all of the above, please check and sign below prior to entering.
    ☑ I will wear a face covering while in any public spaces when unable to social distance

While in the building, all individuals must adhere to proper social distancing (keep 6 feet apart to maximum extent possible, wear a face covering, and following any other protocol and mitigation measures of the Academy.)

Signature (Employee/Visitor): _____ Date: _____

The Academy will encourage families (via online parent letters and online messages) to check their child's temperature at home every morning using oral, tympanic, or temporal scanners prior to getting in their car and coming to school; families whose child has a temperature of 100.4 or greater will be asked to stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families will also be encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Student & Staff Responding to Positive Case:
The Academy, in collaboration with the Wayne County Health Department has worked to implement proper protocols for screening students and staff. The Academy will cooperate with the local health department if a confirmed case of COVID-19 is identified, and in particular, collect the contact information for any close contacts of the affected individuals from two days before the student/staff show symptoms to the time when they were last present in school.

The Academy principal or identified personnel within the building will call the Wayne County Disease Control at (734) 727-7078 to notify of a confirmed COVID-19 case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

As mentioned earlier the Academy has the following guidelines set in place for screening students and staff:
1. Upon entering the school, staff and students will be temperature checked by a non-contact temperature reading system
    a. A school administrator will be present at each of the non-contact temperature reading system to ensure no staff or student has a fever.
    b. In the event a student and or staff members has a fever they will be asked to leave the building
2. In the event that a student and or staff member gets ill and have a fever, the nurse aid will bring the student/staff to the nurse aid office to get checked.
    a. A quarantine room has been identified within the nurse aid office to hold all students and staff who become ill and have COVID-19 symptoms.
    b. Staff/students in the quarantine room will be asked to wear a mask
    c. Students/staff will be asked to call home/significant other to come pick them up from the school to go home and get checked at their local doctor's office for COVID-19. If no one is available to pick them up, an emergency contact and or ambulance maybe called to come get the staff/student.

d. Staff/students who have COVID-19 will be asked to stay for a minimum of 14 days for quarantine, per the CDC guidelines. Staff/students will need medical clearance to come back to work/school.

The Academy will continue to mandate the daily screening form for staff (**COVID-19 Essential Workplace Screening Tool) and the COVID-19 Visitor Screening Tool for** any outside

guest/parent and/or vendor that comes into the building. Below is the paper screening form that

will be used for employees, guests, and or family members who come to the building:

SCHOOL BUILDING:

- ☐ **Star International Academy**
- ☐ **SIA-H** ☐ **SIA-G** ☐ **SIA-C** ☐ **Support Center**
- ☐ **Universal Academy**
- ☐ **Universal Learning Academy**
- ☐ **Noor International Academy**

COVID-19 Essential Workplace Screening Form

This Screening Protocol is a component of the Academy's Continuity of Learning and COVID-19 Preparedness and Response Plan pursuant to the Governor's Executive Orders. This form must be completed each day that an individual enters the Academy. All questions/fields are required and must be completed.

Name: _____ Date: _____

Position: _____ Building Visiting: _____

Reason for Entry: _____

Current Temperature: ☐ 100.4 F or higher or ☐ 100.3 F or lower

1. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell.*)

   ☐ Yes or ☐ No

2. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*)

   ☐ Yes or ☐ No

3. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*)

   ☐ Yes or ☐ No

4. Have you travelled internationally, including by vehicle, plane or cruise ship, within the last 14 days?

   ☐ Yes or ☐ No **(If an individual has answered YES to Question 4, they must be excluded from the building for 14 days from the return date of travel.)**

5. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.

   o If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.

   o If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.

6. If you answered "No" to all of the above, please check and sign below prior to entering.
   ☑ I will wear a face covering while in any public spaces when unable to social distance

While in the building, all individuals must adhere to proper social distancing (keep 6 feet apart to maximum extent possible, wear a face covering, and following any other protocol and mitigation measures of the Academy.)

Signature (Employee/Visitor): _____ Date: _____

Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

Families will be notified (via online letter or phone message) of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. The Academy, in the event of a lab or clinically diagnosed case of COVID-19, will immediately contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class will not be required. Only those that develop symptoms require testing for COVID-19. The classroom and or area in which the confirmed COVID-19 happened will be closed for 24 hours prior to cleaning the room/area.

The Academy will encourage families (via online parent letters and online messages) to check their child's temperature at home every morning using oral, tympanic, or temporal scanners prior to getting in their car and coming to school; families whose child has a temperature of 100.4 or greater will be asked to stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families will also be encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

As noted earlier, the cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas. Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. A doctor's note will be required to return back to work. The Academy will work with local health officials to provide additional instruction (if needed) about return to work, using the most current guidelines from the CDC for this determination.

Food Service, Gathering and Extracurricular Activities:
The Academy will prohibit assemblies that bring together students from more than one classroom. The following will all be suspended while in Phase 4:
1. All indoor assemblies
2. All indoor activities that bring more than 50 students
3. All off-site field trips that require bus transportation to an indoor location

Extra-curricular activities may continue as long as all guidelines are being met:
1. Wearing facial coverings at all times
2. Practice social distancing (6ft apart)
3. Wiping down of all equipment (if applicable)
4. Temperature checking of all students prior to the meeting, any student with a fever will need to be reported and follow Academy policies in reference to students who have high fevers.

Recess and outdoor areas will:
1. Outdoor areas may be used for students to eat meals (with the practice of social distancing)
2. Recess, when approved, can be conducted ONLY outside with appropriate social distancing and cohort of students. If more than one class is out at a given time, students have the option to wear a facial mask. The two classes must be on complete opposite ends of one another.

Breakfast/Lunch Time
Universal Learning Academy will be offering meals through the National School Breakfast and Lunch programs. Food service meals (breakfast and lunch) to all ENROLLED students within the district. The Academy is participating in the CEP (Community Eligibility Program – and meals are made available at no cost to the students. The meals are 'grab and go' breakfast and lunches and will be distributed at Universal Learning Academy (28015 Joy Rd, Westland, MI 48185) in the staff/student parking lot for remote learners and in the cafeteria or classroom for blended learning students.

The Academy will use the cafeteria and classrooms to provide students with meals. The lunch blocks will be staggered. Below is a breakdown of the tentative lunch times:

10:09 am - 10:44 am
10:44 am - 11:17 am
11:17 am - 11:52 am
12:25 pm - 1:00 pm

Lunch Procedures:
1. Cafeteria staff will use barrier protection including gloves, face shields, and surgical masks
2. Students, teachers, and food service staff will sanitize and/or wash their hands before and after lunch
3. Students will come into the cafeteria and sit down (social distancing to the extent possible will be enforced). Lunch will be brought to each student, instead of students waiting in a line.
   a. For meals that are served in the classroom, the cafeteria staff will bring the food to the classroom. The teacher in the room will supervise students. Once all meals are done, students will toss their food in a large garbage bin that will be located outside the room. At that point, the teacher will send out students (following social distancing guidelines) to go to the restrooms and wash and/or sanitize their hands.
4. All school supplied lunches are delivered and supplied with disposable utensils.

Athletics:

The Academy's top priority is the safety of all our athletes, coaches, support staff, and the community. Due to the COVID-19 pandemic and/or future communicable disease outbreaks, the district will follow all guidelines through the executive orders from the governor and supporting agencies: Michigan High School Athletic Association (MHSAA) & MHSAA Sports Medicine Advisory Committee (SMAC).

The District Superintendent will have the flexibility to suspend all athletic activities as may be necessary to mitigate the spread of the COVID-19 virus.

The district will continue to follow the following steps in accordance with the MHSAA in relations to athletics. If and when the athletic program is offered and is not suspended by the Superintendent, the following will be followed:

Facility Cleaning:
- Adequate cleaning schedules should be created and implemented for all athletic facilities.
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (benches, weight equipment, bathrooms, athletic training room tables, etc.).
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap or hand sanitizer before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.
- Appropriate clothing/shoes should be worn at all times to minimize sweat from transmitting onto equipment/surfaces.
- Any equipment such as athletic pads, etc., having holes with exposed foam should be covered.
- Students must be encouraged to shower and wash their workout clothing immediately upon returning to home.

Entrance/Exit Strategies:
- Consider organization to prevent groups from gathering at entrances/exits to facilities to limit crossover and contact, including staggering starting/ending times.

Limits on Gatherings: (Subject to change as may be advised by legislative executive order(s))
- No gathering of more than 100 people at a time outdoors and Regions 6 and 8 may have gatherings of no more than 250 people. Indoor gatherings of 50 or fewer people at a time are allowed with physical distancing in Regions 6 and 8, only, effective June 10.
- Locker rooms may not be utilized during this step. Students should report to workouts in proper gear and immediately return home to shower at end of the workout.
- Workouts should be conducted in "pods" of students with the same small group of

students always working out together. This ensures more limited exposure if someone develops an infection.
- There must be a minimum distance of 6 feet between individuals at all times both OUTDOORS and INDOORS (Regions 6 and 8).

Pre-Workout Screening:
- All coaches and students should be screened daily for signs / symptoms of COVID-19 prior to participating, including a temperature check. This check may take place onsite or be completed and verified prior to arrival onsite (at home, for example). Anyone with a temperature of greater than 100.3 degrees should not participate and be sent home.
- Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19. These records must be kept confidential. *See appendix II for the form.*
- Any person with positive symptoms reported should not be allowed to participate, should self-isolate, and contact his or her primary care provider or other health-care professional. Involve local health departments if positive cases of COVID are discovered.
- Vulnerable individuals should not supervise or participate in any workouts. School districts will make the decision on vulnerable individuals.

Face Coverings:
- State, local or school district guidelines for cloth face coverings should be strictly followed.
- Cloth face coverings should be considered acceptable. There is no need to require or recommend "medical grade" masks for physical activity.
- Any student who prefers to wear a cloth face covering should be allowed to do so.
- In the absence of guidelines to the contrary, we recommend that cloth face coverings be worn by students.
- Exceptions are swimming, distance running or other high-intensity aerobic activity.
- Plastic shields covering the entire face will not be allowed during participation due to the risk of unintended injury to the person wearing the shield or others.
- Coaches, officials and all other personnel are encouraged to wear cloth face coverings at all times and are strongly encouraged to wear cloth face coverings whenever physical distancing is not possible. (Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.)

Hygiene Practices:
- Wash your hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces.
- Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face.
- Disinfect frequently-used items and surfaces as much as possible.
- Do not spit at all - air, ground, equipment, hands, sunflower seeds, etc.

- All students shall bring their own water bottle. Water bottles must not be shared.
- Hydration stations (water fountains, etc.) should not be utilized. Food should not be shared.

Facility Access:
- Locker rooms should not be used. Students should report in appropriate attire and immediately return home to shower after participation. No students allowed in a training area unless the athletic trainer is present.
- Currently all indoor facilities remain closed except in Regions 6 and 8 effective June 10.

Physical Activity & Equipment:
- All athletic equipment, including balls, should be cleaned intermittently during practices and contests.
- There should be no shared athletic equipment (towels, clothing, shoes, or sport-specific equipment) when possible between students.
- Students should wear their own appropriate workout clothing (do not share clothing); individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned after each use and prior to the next workout.
- Individual drills requiring the use of athletic equipment are permissible, but the equipment should be cleaned prior to use by the next individual.
- Resistance training should be emphasized through the use of body weight and resistance bands.
- Physical contact such as handshakes, high-fives, fist bumps, and hugs should not be allowed.

In direct compliance to the Michigan Safe Schools Roadmap, the district will follow the required protocols as laid out by the State of Michigan under Phase 4:

1. The district will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). See Appendix II.

2. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

3. All equipment must be disinfected before and after use.

4. Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every

use, as detailed in the subsequent "Busing and Student Transportation" section.

5. Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.

6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

7. Handshakes, fist bumps, and other unnecessary contact must not occur.

8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.

9. Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning
The Academy will ensure that all frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

The Academy will ensure that the school library, computer labs, art rooms, music rooms, and other hands on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

The Academy will ensure that student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

The Academy will ensure that the playground structures will continue to undergo normal routine cleaning.

The Academy will ensure a safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

The Academy will ensure staff wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation:

The Academy does not offer busing for students in terms of bringing students to and from school. The Academy does own buses that are used for field trips and extra-curricular activities.

In the event a school bus is used for outdoor field trips and extra-curricular activities, the following will take place:

1. The Academy will require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
3. The Academy will ensure the bus is cleaned and disinfected before and after every transit route. Students will not be present when a vehicle is being cleaned.
4. The Academy will ensure that the bus is clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to field trips and after. During the cleaning process, weather permitting, the Academy will ensure that the bus doors and windows to ensure the bus airs out. Weather permitting, the Academy will consider keeping windows open (where not permanently locked by the manufacturer) while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff:
The Academy systemically reviews all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

- The Director of Special Programs in coordination with the social workers, nurse aides, teachers, and administrators work together to help students/families and staff to self-identify as high-risk for severe illness due to COVID-19.
- An alternative learning arrangement via online or paper pencil is given to students. The remote learning plan has incorporated feedback from all stakeholders to improve its effectiveness.

Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

Mental and Social-Emotional Health Services:
The district social worker and teachers will work hand in hand to provide mental health support and focus on Social Emotional Learning (SEL) practices during a school closing. The nurse aid will assist with supporting students by making phone calls to pupils affected by the state of emergency. All staff that are in communication with pupils will report possible needs for mental

health support to the principal, nurse aide, counselor, and social worker. Teachers will report to the social worker and our counselors any concerns that students may have and their need for additional support, particularly if they're experiencing crisis with incidents of COVID-19 so they may receive the needed support by the social worker as well as the counselor. School psychologists will continue to work with students via phone/online methods. A comprehensive crisis management plan will be available at the schools in the event a tragedy takes place (i.e. loss of student or staff member).

All staff will be provided with guidelines on how to identify and rapidly refer students who are at-risk and need the social-emotional support. Communication between all staff and the social workers/counselors will be directly through: phone, email, and or live one on one session to discuss the concerns. Once the concerns have been addressed by the staff member, the social worker/counselor will act upon the concern.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Schoology to support them with any resources or social-emotional supports they may need during this time. Social workers are using Schoology as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Schoology to review the lessons posted. Students with transition services are provided with the services through Schoology sessions. Ongoing reporting to the building principals will take place to evaluate physical and mental health status. This reporting will be via email detailing out the number of cases, resources provided to families and students, and status.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

All staff will be provided with ongoing training (starting Aug 24, 2020) and professional development on social-emotional learning, self-care, identification of students at-risk and a variety of other topics as needed throughout the school year. All resources and or materials needed to implement with fidelity will be provided (i.e. online platform (Schoology), online resources and sites for parents and students, and staff will be provided with self-care resources, including resiliency strategies.

Other means of supporting students include:
1. Check In's: social work/counseling staff will continue to check in on students via phone or Schoology. Parents and students will be provided a designated email (social worker's email) to address their concerns on mental health in direct correlation to COVID-19. If needed one on one meetings can take place with the school social worker in an open private location. Wearing of facial coverings will be required along with staying 6 feet apart from each other during the session.

2. School Nurse Aid: will be designated in the school as the mental health liaison who will work across the schools and local public health agencies.

3. Support Resources: social work staff will provide supplemental support resources to students and families in need. They will regularly update wellness resources to make available to both staff and students in conjunction with screening activities. Social workers and counselors will use MDE resources as well to share with students and parents. A list of these resources (and future resources) will be complied and made available to staff and students in reference to screening activities and community wellness resources.

4. Restorative Circles: Deans of students and social workers will host (based on need and request) a restorative circle for students to allow students to have a voice and share their concerns in relations to the pandemic.

5. Parent and Guardians Professional Development: the school social worker and counseling team will provide parents and guardians ongoing virtual professional development on various best practices for: de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

The Academy works with many local community centers to support mental/social health. Some of these centers are:
1. Arab Community Center for Economic and Social Services (ACCESS)
2. Applied Behavior Analysis Therapy (ABA)
3. Leaders Advancing & Helping Communities (LAHC)
4. Wayne County Health Department

At this time, the Academy will not implement a mental health screening for all students by a trained professional. Using the Academy's social workers and or counselors, the Academy will conduct its own screening in direct compliance with HIPAA and FERPA policies. Social workers and counselors will provide as much support as needed through a given school year to help support all students.

Phase 4 Instruction:
In accordance with the district's superintendent of schools, principal, curriculum coordinator and teachers, the Academy developed the return to instruction and learning plan. Below is the feedback we gathered from families, teachers, and students about their thoughts about the upcoming year and the choice they would like in terms of a remote or in-person (blended) learning platform. Below are some of the results that helped us tailor our instruction and learning plan for phase 4.

Survey findings: 3 key questions

1. When parents were asked, do you feel safe sending your child to school in the fall? 64% of parents stated no and 36% stated yes.
2. When given the preference between, 100% online remote learning, blended learning or in school learning, parents and students responded: 40% wanted in school full time, 23% wanted blended, and 37% wanted 100% remote learning.
3. When families were asked, do you have high speed internet? They responded: 86% yes
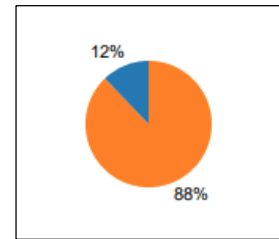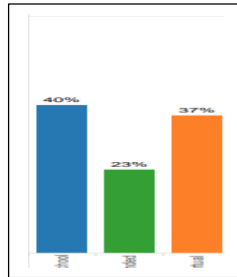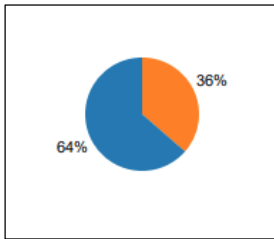
The Academy has shared the Continuum Learning Plan and Response to COVID-19 (see appendix A) in April of 2020. The Continuum Learning Plan helped re-develop our phase 3 remote learning. Through feedback from teachers, students, and parents from March-June 2020 (during the pandemic) we revised our phase 3 plan (above) and allowed us to create our plan for phase 4.

Ongoing communication with current and perspective parents will continue through the summer to prepare families and students for the upcoming school year and what to expect. Online messages and social media posts have been made public and available to parents to stay up to date on the Academy's updates. Some of these messages speak to:
- Expectations around their child's return to school
- Clear information about schedules (remote learning vs blended)
- Information about assessments, expectations in the classroom, and grade level content

During the school year, the Academy will continue to provide ongoing professional learning for parents and staff virtually. These learning opportunities engage staff and parents to the following:

Staff:
- Curriculum Planning
- Schoology
- PowerSchool/Gradebook
- Online Student Engagement
- Differentiating Instruction
- Hygiene and Social Distancing

- Social/Emotional Support
- Academy Safety Plan & Protocols

Parents:
- Schoology
- Gradebook
- Social/Emotional Support
- Hygiene and Social Distancing
- Community Resources Centers
- Monitoring Children (COVID-19)

Start of the School Year: Phase 4
All (100%) Virtual Learning: August 31 through September 30, 2020

During the first month of school (Aug 31 – September 30, 2020) the Academy will be 100% in remote learning. This will give the Academy time for staff and students to ensure that the online platform is up and running, students are comfortable with the program, and the building is ready for students. The Academy will be taking all precautious per the CDC and State guidelines along with ensuring that ALL PPE equipment has been delivered and stocked at the Academy.

The first month of school (Aug 31-September 30, 2020) will NOT be a trial run, rather a normal school year start that focuses on setting expectations and beginning unit 1 of the curriculum. In the event the district needs to extend beyond 30 days for 100% virtual learning based upon the need of the community and students, the Superintendent of Schools will make that decision and notify all stakeholders.

Instructional Options: Phase 4:
All Virtual Learning and Blended Learning: October 1, 2020 through June 17, 2021
OPTION A: 100% All Virtual/Remote Learning Option (*K-12 option for students*

The Academy will offer students with parental consent the option to select a 100% remote learning options in Phase 4. The description of remote learning in its entirety can be found under remote learning in Phase 3 (*see pages 9-19*) and the Course Offerings for 2020-21. The student schedule will be similar to the blended learning example provided below for Option B. Students will need to check into the class and watch a pre-recorded or live session (dependent on the teachers' flexible lesson plan to accommodate the students' needs) for the day.

Option A – 5 *Days a week Online Learning (100% Virtual)*

Virtual Learning Schedule (100% Remote)

Per.	Time	Monday (Virtual)	Tuesday (Virtual)	Wednesday (Virtual)	Thursday (Virtual)	Friday (Virtual)	Time	Per.
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	7:55 am - 8:29 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	PE	8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	ARABIC	9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	Literacy Across Curric.	10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am	Math	Math	Math	MUSIC	Math	11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am	Math	Math	Math	MUSIC	Dismissal Supervision	12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	Teacher Lunch	12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm	Science	Social Studies	Science	Social Studies	Professional Development	1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm	Science	Social Studies	Science	Social Studies			
10	1:00 pm - 1:35 pm	LUNCH	LUNCH	LUNCH	LUNCH			
11	1:35 pm - 2:08 pm	Science	ART	Science	Social Studies			
12	2:08 pm - 2:42 pm	ARABIC	ART	ARABIC	Literacy Across Curric.			
13	2:42 pm - 3:15 pm	ARABIC	Social Studies	ARABIC	Literacy Across Curric.			
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

OPTION B: Blended Learning Instruction Option B (K-12 *option for students in Phase 4*)

The Academy will offer students with parental consent the option to select a hybrid or blended learning option that will allow students to come to school (in person schooling) three days a week Mondays, Tuesdays, and Wednesdays and two days a week (Thursdays and Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A for Thursdays and Fridays- the all virtual example students must check into the class and watch a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for each of the two virtual days (Thursdays and Fridays).

OPTION B – *3 Days a week in-school & two days online*

Blended 3 Days/ 2 Days Virtual

Per.	Time	Monday	Tuesday	Wednesday	Thursday (Virtual)	Friday (Virtual)	Time	Per.
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	7:55 am - 8:29 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	PE	8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	ARABIC	9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	Literacy Across Curric.	10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am	Math	Math	Math	MUSIC	Math	11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am	Math	Math	Math	MUSIC	Dismissal Supervision	12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	Teacher Lunch	12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm	Science	Social Studies	Science	Social Studies	Professional Development	1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm	Science	Social Studies	Science	Social Studies			
10	1:00 pm - 1:35 pm	LUNCH	LUNCH	LUNCH	LUNCH			
11	1:35 pm - 2:08 pm	Science	ART	Science	Social Studies			
12	2:08 pm - 2:42 pm	ARABIC	ART	ARABIC	Literacy Across Curric.			
13	2:42 pm - 3:15 pm	ARABIC	Social Studies	ARABIC	Literacy Across Curric.			
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

OPTION C: Blended Learning Instruction Option C (K-12 *option for students in Phase 4*)

The Academy will offer students with parental consent the option to select a hybrid or blended learning option that will allow students to come to school (in person schooling) four days a week Mondays, Tuesdays, Wednesdays, Thursdays, and one day a week (Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A and B for Fridays- the all virtual example students must check into the class and watch a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for the virtual day (Fridays).

OPTIONC – *4 days a week in school & one day online*

Per.	Time	Monday	Tuesday	Wednesday	Thursday	Friday (Virtual)	Time	Per.
				Blended 4 Days/ 1 Day Virtual				
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	7:55 am - 8:29 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	PE	8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	ARABIC	9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	Literacy Across Curric.	10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am	Math	Math	Math	MUSIC	Math	11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am	Math	Math	Math	MUSIC	Dismissal Supervision	12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	Teacher Lunch	12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm	Science	Social Studies	Science	Social Studies	Professional Development	1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm	Science	Social Studies	Science	Social Studies			
10	1:00 pm - 1:35 pm	LUNCH	LUNCH	LUNCH	LUNCH			
11	1:35 pm - 2:08 pm	Science	ART	Science	Social Studies			
12	2:08 pm - 2:42 pm	ARABIC	ART	ARABIC	Literacy Across Curric.			
13	2:42 pm - 3:15 pm	ARABIC	Social Studies	ARABIC	Literacy Across Curric.			
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

Logistics

If a student chooses (with parental consent) to take virtual or a blended learning schedule A, B or C in grades K-12, the following will take place:

1. The student will be assigned a grade level section (Ex: 6A, 6B, 7A, 8C, etc…)
2. The student will be registered for their grade level teacher, content classes, foreign language, and elective classes (music, art, and physical education).
    a. ELL students and at-risk students will have additional support from tutorial staff who will have a schedule adjacent to the student's schedule to ensure the student gets one on one support (with social distancing rules applying)
        i. Services will continue for students who need occupational, physical, and or speech and language therapy, including evaluations by school psychologist.
    b. Special education students who has an assigned resource room, per their IEP, will be pulled out and walked down to the resource room. Student and resource room teachers will be wearing a mask while walking in the hallways to the resource room.
3. School will start at 8:00 AM and end at 3:15 PM (Monday-Thursday and 12:30 PM on Friday)

If a student chooses (with parental consent) to take blended learning schedule B or C in grades K-12, the following will take place on the days' students attend in-school sessions and days:

4. Once students arrive to the school, they will be temperature checked and asked to go directly to their homeroom classroom, are going to art, music, lunch or physical education for 3-12, PK – recess, K-2 – physical education, lunch or recess. During this

time, the homeroom will be cleaned and sanitized (per CDC requirements of every 4 hours). If a student has a fever during the temperature check they will be asked to go home and get checked.

5. Once students are in the hallways, they would be required to wear the mask to and from their homeroom to their elective classes
6. All elective classes are staggered throughout the day to ensure no more than 50 people are in the hallway in a given time
7. Lunch will alternate between the classroom and cafeteria. This will be reflected in the student's schedule. Also, lunches will be staggered for distancing purposes:
   a. Sample lunch schedule:

10:09 am - 10:44 am
10:44 am - 11:17 am
11:17 am - 11:52 am
12:25 pm - 1:00 pm

8. At the end of the day (3:30 PM) students will be released at different times to ensure the hallways are not crowded and don't get larger than 50.
9. Students taking on a blended learning B schedule will have in-school sessions on Monday, Tuesday, and Wednesday. On Thursday and Friday, students will be remote learning.
10. Students taking on a blended learning C schedule will have in-school sessions on Monday-Thursday.
11. Teachers will teach virtually on Fridays per designated schedules between 8 AM and 12:30 PM. Teachers lunch break will be 12:45 – 1:30 PM. Teachers will resume at 1:30 PM per scheduled activities to include possible staff meetings, mentoring sessions, professional development, and/or planning sessions.
12. Students who wish to switch programs between Plans A, B, or C, may do so before the semester begins. Once the semester begins, it'll difficult to make changes. Exceptions may only be permitted under special circumstances as may be approved by the Principal and/or Superintendent or her designee and contingent upon opening availability.

Instructional Vision for ALL students
1. Teachers will teach essential content standards and scaffold to ensure they hit all core teaching standards by the end of the year

2. All students will start the school year with access to grade level instruction and high quality, standards-aligned instructional materials in every subject.
3. All student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
4. All students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

I)   Classroom-Based Assessment Guidelines

✓ All courses are **year round** with progress reports provided every 13-15 weeks. Report cards are only issued at the end of the school year in June/ August (for students enrolled in the summer school program).

✓ Grades should be <u>an accurate reflection of what students have learned and accomplished</u>.

✓ **Formative assessments**: *weighted 20% of students' grade*. **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** <u>Formal assessable formative</u> assessments that are completed by the <u>INDIVIDUAL STUDENT</u> include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematical problems/exercises, etc…

✓ **Summative assessments**: *weighted 80% of students' grade*. These include multiple end of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc…

✓ **2-3 formal formative assignments** should be entered weekly to reflect students' performance on the taught learning targets/objectives. <u>Teachers can opt to enter a weekly homework grade</u>.

✓ **3-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives

II)   Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.
*Grade level teachers will set up after school dates and times to coordinate students' reassessments. *Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.
*Score inspector comments will be entered to document that a reassessment has been administered for a particular student.

III) <u>Homework Policy:</u>

Assigning homework ensures **daily reinforcement** of content/skills and increases **student accountability**. Homework should be assigned <u>daily for ELA/Math and twice a week for Science/Social Studies</u>. **Homework should be quality rather than quantity.**

Homework is a <u>form of formal formative assessments</u> that will be entered in PowerSchool gradebook this year. Homework assignments should be <u>checked for accuracy and teachers will kindly need to go over a few homework problems in class</u>.

IV) <u>Grading:</u>

Overall Grade Interpretation

Grade	Range / GPA	Grade	Range / GPA
A	93-100 / 4.0	C	73-77 / 2.3
A-	90-92 / 3.7	C-	70-72 / 1.8
B+	88-89 / 3.5	D+	65-69 / 1.5
B	83-87 / 3.3	D	64-63 / 1.3
B-	80-82 / 2.8	F	0-62 / 0.0
C+	78-79 / 2.5		*Any student taking an AP class will earn a +1.0 GPA point

High School Credit Requirements
The minimum credit requirements will still be required in phase 4. High school students plan their progression from one grade to another. The successful completion of the number of credits listed will be necessary before a student will be "passed" to the next grade in high school.

Michigan Merit Curriculum
High School Graduation Requirements
(18 credits)

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits

Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits

Proficiency in State Content Standards for Mathematics (3 credits)
Proficiency in district approved 4th mathematics credit options (1 credit)
(Student must have a math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE

Course, Learning or Integrated Learning Experience

PHYSICAL EDUCATION & HEALTH – 1 Credit

Proficiency in State Content Standards for Physical Education and Health
(1 credit); *Or*
Proficiency with State Content Standards for Health (1/2 credit) and district
approved extra-curricular activities involving physical activities (1/2 credit)

SCIENCE – 3 Credits

Proficiency in State Content Standards for Science (3 credits); *Or beginning
with the class of 2015:*
Proficiency in some State Content Standards for Science (2 credits) **and**
completion of a department approved formal career and technical education
program (1 credit)

SOCIAL STUDIES – 3 Credits

Proficiency in State Content Standards for Social Studies (3 credits)

VISUAL, PERFORMING AND APPLIED ARTS – 1 Credit

Proficiency in State Content Standards for Visual, Performing and Applied Arts
(1 credit)

WORLD LANGUAGE - 2 Credits
(Effective beginning with students graduating in 2016)

Formal coursework OR an equivalent learning experience in grades K-12 (2
credits); *Or*
Formal coursework or an equivalent learning experience in grades (1 credit) **and**
completion of a department approved formal career and technical education
program **or** an additional visual, performing and applied arts credit (1 credit)

Graduation Requirements	Freshman	Sophomores	Juniors	Seniors
English Language Arts	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00
Social Studies/History	3.00	3.00	3.00	3.00
World Languages	2.00*	2.00*	2.00*	2.00*
Visual/Performing Arts	1.00	1.00	1.00	1.00
Physical Education/Health	1.00*	1.00	1.00	1.00
Electives	6.00	6.00**	6.00**	6.00**
Total MMC Credits	**24.00**	**24.00**	**24.00**	**24.00**
Technology/Online Learning	20 hours	20 hours	20 hours	20 hours
Community Service*	50 hours	50 hours	50 hours	50 hours

*Based on the MDE credit requirements students may use
Credit is not issued for Technology/Online Learning hours. Up to 1.00 electives credits may be issued for Community Service hours on an individual basis if all core credits have been met and a student is short on electives credit that would prevent a student from meeting 4-year graduation

requirements. Virtual community service hours may be considered for all Phases 1-6). This must be approved by the high school Principal and Superintendent.

MMC AND GRADUATION REQUIREMENTS

Students are expected to follow a course of study as outlined and updated in their Educational Development Plan (EDP) and in preparation for post-secondary education or career readiness as applicable to student's individual needs. Students are expected to complete their High School graduation requirements within 4 years of first time enrolling as a 9th grader in the State of Michigan. School Counselor(s) and School Principal are available to provide guidance and facilitate alternative options for earning credit through summer, online and night programs for students in need of remediation and make-up credit with approval through our credit recovery program. A student must be enrolled and in attendance during the final marking period prior to graduate at the Academy in order to receive the Academy's High School Diploma.

Michigan Merit Curriculum (MMC) High School Graduation Requirements[2]

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.
Michigan Merit High School Graduation Requirements are meant to ensure that Michigan's high school graduates have the necessary skills to succeed either in post-secondary education or in the workplace.

- Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to student entering high school or by testing-out (credit must be evaluated and approved by the Principal, Assistant Superintendent, and Superintendent);

- Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education (credit must be evaluated and approved by the Principal, Assistant Superintendent, and Superintendent);

- Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or an early college/middle college program (credit must be evaluated and approved by Principal, Assistant Superintendent, and Superintendent);

- The Michigan Department of Education is required to develop subject area content expectations and subject area assessments to evaluate whether students have met those expectations; students are currently evaluated at no more than 25% of course grade in MDE defined Core classes using MDE created assessments, SAT (Scholastic Assessment Test): college admission exams on specific subjects and/or teacher created assessments aligned to

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[2] http://www.michigan.gov/mde/0,4615,7-140-28753_38924---,00.html

Secondary Credit Assessment (SCA) requirements;

🖎 Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school and we currently use Career Cruising online.

MDE CORE COURSES
- 🖎 **English Language Arts**: Language Arts, English, Reading
- 🖎 **Social Studies**: Social Studies, Economics, Geography, History, Political Science, Genocide
- 🖎 **Science**: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
- 🖎 **Mathematics**: Mathematics
- 🖎 **World Language**: French, German, Greek, Latin, Russian, Spanish, Other World Languages, Italian, Polish, Hebrew, Japanese, Chinese, Arabic
- 🖎 **The Arts**: Music Education, Visual Art, Theatre/Performance, Dance
- 🖎 **Level-Related Assignments**: General Elementary, K-5 All Subjects, K-8 Self-Contained

100% Remote Learning (*option for students*)

The Academy will use an online based platform, Schoology for remote learning. Students who do not have access to remote learning will be provided individual hard copy packets upon request. The district has and will continue to provide Chromebooks to all K-12 students to help support them with remote learning. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out to these families and will collaborate with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format. The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs. These tools include:

1. Technology Platforms: Schoology will be the main platform for online learning. Other technology platforms that students are more comfortable with: Classroom Dojo, Ed Modo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning. The curriculum and instructional resources will be provided in a digital format. Students, teachers and instructional administrators will have access to all instructional materials and resources through a Single-Sign on system which combines all educational resources logins to alleviate Student/Parent stress and confusion

1. Communication: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers will be providing instructional packets instead. These packets are created and individualized for student's based upon written request to the teacher and/or school principal.

2. High School Dual Enrollment: Our partnership with community colleges and universities will continue through the 2020-21 for both semesters 1 and 2. Instruction and/or materials will be provided through Blackboard and or Canvas platform. The district will pay for these courses and resources for students who have elected this as their learning platforms per the Academy Dual Enrollment policy. Additionally, students may be able to elect not to continue in these courses with no academic penalty where and when the legislative policies require making such an exemption if the academy switches during the school year into Phase 1, 2 or 3.

2. Social Media Sites: these sites are used within the district to provide ongoing communication to students and parents outside of the Schoology platform:
   a. Remind (@ulapa)
   b. Facebook (@ulabluejays)
   c. Instagram (@ulabluejays)
   d. Class Dojo

With the implementation of Schoology as the main platform for remote learning the following will be taking place:
1. Teachers will be posting threaded discussions for students every day to think and respond to. Assignment will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. Live/pre-recorded sessions will be held on a weekly basis with students and the teacher. Times and dates to the live/pre-recorded sessions will be shared with the classroom teacher.
3. Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (https://www.khanacademy.org/), IXL (https://www.ixl.com/), Reading A-Z (https://www.readinga-z.com/), Mystery Science (https://mysteryscience.com/), Math Xl (https://www.mathxl.com/), and many others will be uploading pre-recorded videos of direct instruction.
4. Parents are highly encouraged to sit through a live session and or engage with their children on threaded discussions and or assignments given by classroom teachers.
5. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
6. Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.

Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in relations to Schoology, questions are submitted to the technology department (via by the teacher on behalf of the student/parent).

ELL and Special Education Services

All students, including the specials population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

Universal Learning Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Schoology. Paraprofessionals have been collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.
Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each students IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers have developed their own Schoology to ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students on our Schoology platform. School psychologists will continue to work with students via phone/online methods.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Schoology to support them with any resources or social-emotional supports they may need during this time. Social workers are using Schoology as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Schoology to review the lessons posted. Students with transition services are provided with the services through Schoology sessions. Parents are informed about the hangouts.
The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

The Academy is prepared to deliver content in many ways to ensure that students have access to learning. These methods have been and will continue to be provided through the district's website, district social media sites, robocalls, and news media outlets.

The Academy will:
5. ***MI Common Core Standards***: teachers will teach essential content standards and scaffold within the school year to ensure they hit all core teaching standards by the end of the year
6. ***Instruction:*** teachers will be flexible within delivering instruction based on the individualized student learning needs the social, mental and emotional health under the pandemic circumstances. While remote learning (via Schoology) is the district main goal for learning through the pandemic, hard copies and or packets can be created for students who request them. All formative and or summative assessment will be structured to allow some flexibility in terms of deadlines and grading.
7. ***Ongoing Professional Development***: teachers will continue to be provided with professional development with remote learning. Ongoing support from mentors, technology department, instructional coaches, and principal is always available.

Family Engagement: family engagement liaisons and teachers will promote and engagement parent involvement through the remote learning process. Family engagement liaisons are bilingual and have the ability to communicate to parents in their native tongue. This allows the district to reach out to all families within the district to get them engaged in the learning process. For students who have IEP'S and or 504 Plans, the district will provide meaningful learning opportunities and supports by:
1. Scaffolding for students for the same school year
2. Continuous communication beyond the minimum
3. Breaking up assignments into more manageable parts
4. Extended time to students to complete assignments
5. Individual (one on one) live Schoology sessions to provide one on one support per student with IEP/504 Plan
6. If online learning is too difficult for students, we will supply paper and pencil learning format and hold online sessions to walk students through the materials
7. More project base learning (can be) supplied to students who need it. All content learning standards will be integrated within the project

Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format.
The current formative and summative assessments that will be given to students are:
1. Content based focused on the MI State Standards
2. Focus on supplemental lessons on a week to week basis
3. Identify student needs and or supplemental support (if needed)

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:
1. Using Schoology as our district platform for online learning, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted on the Schoology site.
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account
5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families who children have IEP's to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.
Grading System:
3. **Elementary students**: will be graded based on the board approved HES Grading Scale which is compiled by an 80/20 spilt (80% summative & 20% formative assessments). Participation is mandatory (either online or paper pencil instructions from home)

    a. For students who are NOT online and are receiving paper pencil instructions, teachers will be calling these students to have a phone call discussion and/or photo texting the work back to the teacher for grading.

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		*Any student taking an AP class will earn a +1.0 GPA point

- By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring. In summary, families should expect that:
- Grades can improve throughout the year based on the mastery of standards by the student.
- Students who are at risk of being retained will be informed several times through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Retentions will be decided on a case by case basis during retention review meetings in the summer after the conclusion of summer school remediation.
- Final report cards will be distributed in June. Students attending summer remediation will receive their final report cards by end of July.

      b. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

4. **Middle/High school**: will be graded based on the board approved Academy and HES Grading Scale which is compiled by an 80/20 spilt (80% summative & 20% formative assessments). Participation is mandatory (either online or paper pencil instructions from home).

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		*Any student taking an AP class will earn a +1.0 GPA point

For students who do not turn in the work or completed it not to satisfaction, teachers will reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown.

a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.

b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level.

c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The Academy will not continue its afterschool intervention program: Achievement Campers Program (ACP). The Academy will close the building afterschool to ensure a deep cleaning of all classrooms, cafeteria, offices and hallways to ensure the building is ready for the next day. The Academy's during school intervention programs will continue. These programs include,

1. Leveled Literacy Intervention
2. Tutorial – ESL/At-Risk
3. Recourse Room
4. Speech and Language
5. Math Remediation

I) <u>Classroom-Based Assessment Guidelines</u>

✓ All courses are **semester based** with progress reports provided every 13-15 weeks. Report cards are only issued at the end of the school year in June/ August (for students enrolled in summer school).

✓ Grades should be <u>an accurate reflection of what students have learned and accomplished</u>.

✓ **Formative assessments**: *weighted 20% of students' grade*. **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** <u>Formal assessable formative</u> assessments that are completed by the <u>INDIVIDUAL STUDENT</u> include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematical problems/exercises, etc…

✓ **Summative assessments**: *weighted 80% of students' grade*. These include multiple end of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc…

✓ **2-3 formal formative assignments** should be entered weekly to reflect students' performance on the taught learning targets/objectives. <u>Teachers can opt to enter a weekly homework grade</u>.

✓ **3-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives

II) <u>Reassessment Policy:</u>

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.
*Grade level teachers will set up after school dates and times to coordinate students'

reassessments. *Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.
*Score inspector comments will be entered to document that a reassessment has been administered for a particular student.

III)   **Homework Policy:**

Assigning homework ensures **daily reinforcement** of content/skills and increases **student accountability**. Homework should be assigned daily for ELA/Math and twice a week for Science/Social Studies. **Homework should be quality rather than quantity.**

Homework is a form of formal formative assessments that will be entered in PowerSchool gradebook this year. Homework assignments should be checked for accuracy and teachers will kindly need to go over a few homework problems in class.

IV)   **Grading:**

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		*Any student taking an AP class will earn a +1.0 GPA point

Phase 4 Operations

Facilities:

As noted earlier, Essential, food service, custodial/janitorial service safety action plan in accordance to CDC guidelines, the below terms and screening form guidelines. A tentative cleaning schedule will be created for the food service to prepare and serve the meals and janitorial team for the building cleaning and maintenance.

- All Employees and Contractors (Essential Workers), food service, custodial and janitorial services must be cleared by HES-HR to access the school building.
- All Essential Workers, food service, custodial and janitorial staff will be trained on CDC and the Academy and HES guidelines prior to handling meals.
- All Essential Workers, custodial and janitorial staff MUST have face masks at all times and wear gloves while cleaning in the building.
- All staff must wash hands for 20 seconds at least every two hours and before and after handling food.
- All Essential Workers, food service, custodial and janitorial staff must check their temperature and fill out necessary paper work required by the Academy and/or HES including an online daily **COVID-19 Essential Workplace Screening Tool** before they may be allowed to enter the building at which they are authorized to report.
- The supervisor and/or designated administrator must check the completion of the online daily **COVID-19 Essential Workplace Screening Tool** on daily basis to ensure clearance of staff to be in the building before entering the building. The supervisor(s) must also complete the same form and follow the same process and report to their supervisor and/or HR.
- All Essential Workers, food service, custodial and janitorial staff MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another. No exceptions. All Essential Workers, food service, custodial and janitorial staff MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or nurse aid or lead must promptly report the incident to HR@hesedu.com.
- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.
- The Academy will allow facial coverings to be homemade or disposable level-one (basic). Any staff member who cannot medically tolerate a facial covering will not have to wear a mask. However, documentation will need to be provided by the staff member from a doctor to excuse them from wearing a mask. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will note be required to wear a facial covering.
- All staff should wash their homemade facial coverings daily. All disposable facial coverings that are used will be disposed at the end of each day.

The Academy's Director of Facilities will ensure the following prior to re-opening the school:
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day

- Will convene with the custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection
- Custodial staff has been and will continue to deep clean over the summer.
- Provide an outline on: how many classrooms, class size, additional rooms/offices, and ventilation to plan accordingly for student return.
- Check HVAC systems at the building to ensure that they are running efficiently.
- Air filters should be changed regularly.
- Will distribute wastebaskets, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location.
- Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties
- A walk-through (building, classrooms, offices, etc..) will be conduct by the Director of Facilities, Assistant Superintendent and principal prior to school opening to ensure the Academy has met all guidelines as highlighted in the plan

All purchased materials for cleaning and PPE purposes will be inventoried, audited, and documented on regular basis (see below sample). The Director of Facilities will the custodial team will work collectively to maintain the Academy and ensure it is in good working condition in the event we move to phase 4-6. All school cleaning and disinfection protocols will follow CDC guidelines and CDC School Decision Tree. The Academy has, and will continue, to work with the ISD, to get support and cleaning/disinfection supplies. The Academy team will begin to advocate and coordinate with the Local Emergency Management Program for support and supplies as well.

Star International Academy – Hass	
Product	Quantity
Bleach	18 Cases
24" Mop Heads	50 Each
Urinal Screens	60 Each
Air Freshener Spray	48 Each
13" Pads	12 boxes
Wax Liners	6 Boxes
Gloves (M)	3 Cases
Gloves (L)	3 Cases
Hand Soap	24 Cases
Mr. Jinx	12 cans
Toilet Paper	72 Cases
Hand Towels	80 Cases
40"x48" Garbage Bags	54 Boxes
24"x32" Garbage Bags	54 Boxes
Concept 915	0
Upset Vomit Remover	2 Case
Lysol Disinfectant Spray	50 Cans
Purell Hand Sanitizer Box of two Manufacturer's item number 13G691	4 Boxes
Purell 1 litter table top advance hand sanitizer Bottle	10 Bottles

The Academy is not an essential school building for elections and or child care. The Academy is, and will continue to be, a food distribution center. We have and will continue to work with the ISD to create contingency plan if needed.

Budget, Food Service, Enrollment, and Staffing

See appendix B for school expenditures on PPE supplies.

In preparation for school opening in August, the Academy will continue to:
Human Resource (Pre-Opening)
The Academy's human resource team will…
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Inventory how many substitute teachers are available.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Work with school leaders to orient new school staff to any operational changes.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.

- Support schools in conducting staff and student outreach to understand who is coming back
    - o For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
    - o Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).

School Administration (Pre-Opening)
The Academy's school administration team will…
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules (when applicable), lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Communicate any student enrollment or attendance policy changes with school staff and families.

Technology:
The Academy will provide Chromebooks to all K-12 students to help support them with remote learning. This will ensure that all students have access to a computer and the digital curriculum resources for online learning. A survey will be conducted to see who will need remote access. For students who do not have access to the Internet, our Family Engagement Liaisons will reach out to these families and will work with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format if needed.

The Chief Technology Officer (in conjunction with Assistant Superintendent, Superintendent of Schools, principal, and family engagement liaisons) will be the single point of contact to plan and communicate district technology needs. At the school level, a designated technology officer to provide training to staff (virtual training) and students (virtual training) when needed. Additionally, a designated Technical Support Specialist and/or Technology Coordinator will provide ongoing assistance (virtually, email, or by phone) to help troubleshoot. Chromebook

issues and or reset username/passwords for staff and students. To access the troubleshoot helpline, parents/students will email their teachers with the computer issues which would be passed on from the teacher to the IT department. From then, the IT department will take over and address the issues.

For passing out Chromebooks, the Academy will send out a letter home and a notice (at the beginning of the school year or upon enrolling officially if during the school year) via social media notifying the parents of the pickup time and location of the Chromebook (the Chromebook will be sealed in its original box). Parents/students will drive into the parking lot and the administrative staff will be scanning and giving each student a Chromebook through the passenger side window. No student/parent is allowed to leave the vehicle at ANY time for ANY reason. All staff will be equipped with PPE materials to ensure the safety of staff and students. A database system will be created linking each student to the Chromebook that was scanned. Once the school year is over or upon the end of the student enrollment at the Academy during the school year, students will bring them back to the Academy (similar to the pickup logistics) and they would be scanned, sanitized, and placed in a locked room for at least 3 days and will be sanitized using sanitization wipes or similar products. Headphones and or additional accessories needed with the Chromebook will also be sanitized and locked in the same room as the Chromebooks.

Online Technology Resources

With the remote and blended learning platforms available for students, the Academy will reflect on the 2019-2020 school closure and use the data/feedback collected to revised and improve remote learning for the 2020-2021 school year. The Academy will:
- Organize and make an attempt to centralize all online resources that were created, published, or distributed by teachers to parents and students for use.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues (if any) that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan

Transportation
The Academy offer busing for low income students in terms of bringing students to and from school. The Academy uses a third-party vendor, Trinity Transportation, for this service.

Trinity's Procedure:

- All employees will be temp checked by a non-contact thermometer upon arrival at facility and sign off on a symptom's waiver. If they have a 100.4 temperature or say they exhibit any symptoms they will not be allowed into the facility and require a DR's note upon return.

- Drivers / Aides will be required to wear Masks / PPE while any passengers are on board.

- We will be cleaning all vehicles after each run with a CDC approved bleach solution. The driver / aide will wipe down each seat and their area with the solution.

- We will also be auditing that these cleaning procedures are done daily after each run.

- We will not be providing Masks to students, but if you would like us to supply masks purchased by the school, we can have our driver's hand them out.

- Additional sanitization or other needs can be added if necessary, from the school upon discussion of costs. For instance, we are currently discussing utilizing a fog machine to disinfect each bus after each run.

Additionally, the Academy does own buses that are used for field trips and extra-curricular activities. In the event a school bus is used for outdoor field trips and extra-curricular activities, the following will take place:

1. The Academy will require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
3. The Academy will ensure the bus is cleaned and disinfected before and after every transit route. Students will not be present when a vehicle is being cleaned.
4. The Academy will ensure that the bus is clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to field trips and after. During the cleaning process, weather permitting, the Academy will ensure that the bus doors and windows are open (where not permanently locked by the manufacturer) to ensure the bus airs out while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Phase 5 Safety Protocols

In the event the Academy will need to move to a remote learning platform (100% online) due to COVID-19 cases within the school district and/or based upon the needs of the school community and students*, the Superintendent of Schools will make such a decision for the district and notify all stakeholders.*

The Academy will follow all required guidelines as laid out by the MI School Safe Start to the best of their abilities in conjunction with the Academy's policies on Safe Start COVID-19 Preparedness and Response Plan Policies (see exhibit 3)

School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators with HR approval.

In the event the **State of Michigan moves to Phase 5**, the Academy will ensure the following based upon the MI Safe Start School Roadmap:

Personal Protective Equipment:
Facial coverings will be recommended by NOT mandated to be worn by staff and students. The Academy will allow facial coverings to be homemade or disposable level-one (basic). The following are additional measures the Academy will take in reference to personal protective equipment:

- PreK-5 and special education teachers and students **will be asked to consider wearing** clear masks, but will **not be made as a requirement**.
- 6-12th grade students and teachers **will be asked to consider wearing** clear masks, but will **not be made as a requirement**.
- A letter to parents and staff will be sent by the school's administration team asking all staff and students to wash their homemade facial coverings daily if they choose to wear them at school. All disposable facial coverings that are used will be disposed at the end of each day. This will also be mentioned in the letter.

Students & PPE:

All students in grades K-5 will be asked to wear, but not mandated, a facial covering unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Students in grades 6-12 will not be mandated to wear facial coverings in the classroom. Students in 6-12th will be asked to wear a facial covering in the event students walk in hallway, but not mandated.

The Academy **will strongly recommend, but will not require** the following:
3. Facial coverings for K-5 students and students with special needs in classrooms.

4. Facial coverings for Pre-K students and students with special needs in hallways and common areas.

Hygiene & Cleaning:

The Academy will provide adequate supplies to support healthy hygiene behaviors (including but not limited to: soap, hand sanitizer and sanitization wipers with at least 60% alcohol for safe use by staff and students, paper towels, and signs reinforcing proper handwashing techniques throughout the building).

Teachers will reinforce and integrate a lesson within science courses to handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. Teachers will also educate students on how to cough and sneeze into their elbows, or to cover with a tissue. Students will be taught that used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

Working with the custodial/janitorial team and custodial service provider, the Academy has developed a systemically check on bathrooms to ensure they are filled with soap and paper towel, all hand sanitizer dispensers are full and in good working order around the building and that spray sanitization equipment is used to keep all common areas and touched surfaces sanitized across the school. The classrooms will be supplied with sanitization wipes and hand sanitization solution with at least 60% alcohol for safe use in the classrooms to maintain clean and sanitized environment and to minimize the number of students in common areas. The Academy will purchase and install UV lights in the HVAC units for cleaner air circulation, and to ensure that ongoing sanitization of the classrooms. Below is a sample schedule:

In-school Sanitation Schedule

Per.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Per.
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	8:00 am - 8:29 am						8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am						8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am						9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am						10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am						11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am						12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am						12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm						1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm							
10	1:00 pm - 1:35 pm							
11	1:35 pm - 2:08 pm							
12	2:08 pm - 2:42 pm							
13	2:42 pm - 3:15 pm							
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

Spacing, Movement & Access:
The Academy will do its upmost to ensure spacing, movement, and access are taken into consideration under phase 5. The Academy will not mandate a 6ft space between desks. All desks will be facing the front of the room where the teacher is teaching. Class sizes will be monitored and the Academy will do its best to keep the classroom sizes to a level afforded by necessary spacing requirements.

Within the classrooms and throughout the day, Teachers, and staff, will maintain six feet of spacing between themselves and students. There will be signage throughout the Academy to indicate proper social distancing and hygiene practices.

In terms of student movement, the Academy instructional schedule (see below) will address all recommend suggestion in terms of stagnating the hallways and monitoring arrival/dismissal.

Screening Students and Staff:
The Academy has cooperated with the Wayne County Health Department regarding protocols for screening students and staff. The Academy will ensure the following:

1. In the event that a student and or staff member gets ill and have a fever, the administrator and/or nurse aid will bring the student/staff to the nurse aid office to get checked.
    a. A quarantine room has been identified within the nurse aid office to hold all students and staff who become ill and have COVID-19 symptoms.
    b. Staff/students in the quarantine room will be asked to wear a mask
    c. Students/staff will be asked to call home/significant other to come pick them up from the school to go home and get checked at their local doctor's office for COVID-19.
    d. Staff/students who have COVID-19 will be asked to stay for a minimum of 14 days for quarantine, per the CDC guidelines. Staff/students will need medical clearance to come back to work/school.
    e. All information will be logged via the nurse aid medical log.

Student & Staff Responding to Positive Case:

The Academy, in collaboration with the Wayne County Health Department have worked to implement proper protocols for screening students and staff. The Academy will cooperate with the local health department if a confirmed case of COVID-19 is identified, and in particular, collet the contact information for any close contacts of the affected individuals from two days before the student/staff show symptoms to the time when they were last present in school.

The Academy principal or identified personnel within the building will call the Wayne County Disease Control at (734) 727-7078 to notify of a confirmed COVID-19 case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

As mentioned earlier the Academy has the following guidelines set in place for screening students and staff:

1. Upon entering the school, staff and students will be temperature checked by a non-contact temperature reading system
    a. A school administrator will be present at each of the non-contact temperature reading system to ensure no staff or student has a fever.
    b. In the event a student and or staff members has a fever they will be asked to leave the building
2. In the event that a student and or staff member gets ill and have a fever, the nurse aid will bring the student/staff to the nurse aid office to get checked.
    a. A quarantine room has been identified within the nurse aid office to hold all students and staff who become ill and have COVID-19 symptoms.
    b. Staff/students in the quarantine room will be asked to wear a mask
    c. Students/staff will be asked to call home/significant other to come pick them up from the school to go home and get checked at their local doctor's office for COVID-19. If no one is available to pick them up, an emergency contact and or ambulance maybe called to come get the staff/student.
    d. Staff/students who have COVID-19 will be asked to stay for a minimum of 14 days for quarantine, per the CDC guidelines. Staff/students will need medical clearance to come back to work/school.

Food Service, Gathering and Extracurricular Activities:

The Academy will resume normal school operations when it comes to food service and extra-curricular activities.

1. All indoor assemblies – will be limited, if not removed
2. All off-site field trips that require bus transportation to an indoor location will be reconsidered.

Extra-curricular activities may continue. Precautions will be taken and recommend, like…

1. Wearing facial coverings
2. Practice social distancing (6ft apart)
3. Wiping down of all equipment (if applicable)
4. Temperature checking of all students prior to the meeting, any student with a fever will need to be reported and follow Academy policies in reference to students who have high fevers.

Recess will:
3. Recess, when approved, can be conducted ONLY outside. The school will suggest, but not mandate students practice social distancing while outside.

Breakfast/Lunch Time

Universal Learning Academy will be offering meals through the National School Breakfast and Lunch programs. Food service meals (breakfast and lunch) to all ENROLLED students within the district. Universal Learning Academy is participating in the CEP (Community Eligibility Program – and meals are made available at no cost to the students. The meals are 'grab and go' breakfast and lunches and will be distributed at Universal Learning Academy (28015 Joy Rd, Westland, MI 48185) in the staff/student parking lot for remote learners and in the cafeteria or classroom for blended learning students.

Lunch Procedures:
1. Cafeteria staff will use barrier protection including gloves, face shields, and surgical masks
2. Students, teachers, and food service staff will wash their hands or sanitize them before and after lunch
3. Students will come into the cafeteria and line up to get their lunches.
4. All school supplied lunches are given to student with disposable utensils.

Athletics:

The Academy's top priority is the safety of all our athletes, coaches, support staff, and the community. Due to the COVID-19 pandemic and/or future communicable disease outbreaks, the district will follow all guidelines through the executive orders from the governor and supporting agencies: Michigan High School Athletic Association (MHSAA) & MHSAA Sports Medicine Advisory Committee (SMAC).

Under phase 5, the district will cautiously allow sports to resume. Below are the safety protocols that will be implemented with athletics, as recommend by the MI Safe School Roadmap. *Site: https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_FINAL_695392_7.pdf*

In direct compliance to the Michigan Safe Schools Roadmap, the district will follow the recommended protocols as laid out by the State of Michigan under Phase 5:

1. Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.

2. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

3. All equipment will be disinfected before and after use.

4. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.

5. Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

6. Indoor weight rooms and physical conditioning activities will be allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided.

7. Handshakes, fist bumps, and other unnecessary contact will not occur.

Busing and Student Transportation:

The Academy does not offer busing for students in terms of bringing students to and from school. The Academy does own buses that are used for field trips and extra-curricular activities.

In the event a school bus is used for outdoor field trips and extra-curricular activities, the following will take place:
1. Hand sanitizer will be supplied on the bus for staff and students to use
2. The Academy will not mandate wearing facial coverings while on the bus
3. The Academy will ensure the bus is cleaned and disinfected before and after every transit route. Students will not be present when a vehicle is being cleaned.
4. The Academy will ensure that the bus is clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to field trips and after. During the cleaning process, weather permitting, the Academy will ensure that the bus doors and windows (where not permanently locked by the manufacturer) to ensure the bus airs out.

Medically Vulnerable Students and Staff:

The Academy systemically reviews all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for

accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

- The Director of Special Programs in coordination with the social workers, nurse aides, teachers, and administrators work together to help students/families and staff to self-identify as high-risk for severe illness due to COVID-19.
- An alternative learning arrangement via online or paper pencil is given to students. The remote learning plan has incorporated feedback from all stakeholders to improve its effectiveness.

Phase 5 Mental & Social-Emotional Health

Mental and Social-Emotional Health Services
Similar to phase 3 and 4, the Academy will ensure that the mental and social-health and wellness for staff, students, and the community is consistent across phases. The district social worker, counselors, and teachers will work hand in hand to provide mental health support and focus on Social Emotional Learning (SEL) practices during a school closing. The nurse aid will assist with supporting students by making phone calls to pupils affected by the state of emergency. All staff that are in communication with pupils will report possible needs for mental health support to the principal, nurse aide and social worker. Teachers will report to the social worker any concerns that students may have and their need for additional support, particularly if they're experiencing crisis with incidents of COVID-19 so they may receive the needed support by the social worker as well as the counselor. School psychologists will continue to work with students via phone/online methods. A comprehensive crisis management plan will be available at the schools in the event a tragedy takes place (i.e. loss of student or staff member).

All staff will be provided with guidelines on how to identify and rapidly refer students who are at-risk and need the social-emotional support. Communication between all staff and the social workers/counselors will be directly through: phone, email, and or live one on one session to discuss the concerns. Once the concerns have been addressed by the staff member, the social worker/counselor will act upon the concern.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Schoology to support them with any resources or social-emotional supports they may need during this time. Social workers are using Schoology as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Schoology to review the lessons posted. Students with transition services are provided with the services through Schoology sessions. Ongoing reporting to the building principals will take place to evaluate physical and mental health status. This reporting will be via email detailing out the number of cases, resources provided to families and students, and status.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being

met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

All staff will be provided with ongoing training (starting Aug 24, 2020) and professional development on social-emotional learning, self-care, identification of students at-risk and a variety of other topics as needed throughout the school year. All resources and or materials needed to implement with fidelity will be provided (i.e. online platform (Schoology), online resources and sites for parents and students, and staff will be provided with self-care resources, including resiliency strategies.

Other means of supporting students include:
1. Check In's: social work/counseling staff will continue to check in on students via phone or Schoology. Parents and students will be provided a designated email (social worker's email) to address their concerns on mental health in direct correlation to COVID-19. If needed one on one meetings can take place with the school social worker in an open private location. Wearing of facial coverings will be required along with staying 6 feet apart from each other during the session.
2. School Nurse Aids: will be designated in the school as the mental health liaison who will work across the schools and local public health agencies.
3. Support Resources: social work staff will provide supplemental support resources to students and families in need. They will regularly update wellness resources to make available to both staff and students in conjunction with screening activities. Social workers and counselors will use MDE resources as well to share with students and parents. A list of these resources (and future resources) will be complied and made available to staff and students in reference to screening activities and community wellness resources.
4. Restorative Circles: Deans of students and social workers will host (based on need and request) a restorative circle for students to allow students to have a voice and share their concerns in relations to the pandemic.
5. Parent and Guardians Professional Development: the school social worker and counseling team will provide parents and guardians ongoing virtual professional development on various best practices for: de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

The Academy works with many local community centers to support mental/social health. Some of these centers are:
5. Arab Community Center for Economic and Social Services (ACCESS)
6. Applied Behavior Analysis Therapy (ABA)
7. Leaders Advancing & Helping Communities (LAHC)
8. Wayne County Health Department

At this time, the Academy will not implement a mental health screening for all students by a trained professional. Using the Academy's social workers and or counselors, the Academy will conduct its own screening in direct compliance with HIPAA and FERPA policies. Social workers and counselors will provide as much support as needed through a given school year to help support all students.

Start of the School Year: Phase 5
All (100%) Virtual Learning: August 31 through September 30, 2020

During the first month of school (Aug 31 – September 30, 2020) the Academy will be 100% in remote learning. This will give the Academy time for staff and students to ensure that the online platform is up and running, students are comfortable with the program, and the building is ready for students. The Academy will be taking all precautious per its requirements and the CDC and State guidelines along with ensuring that ALL PPE equipment has been delivered and stocked at the Academy.

The first month of school (Aug 31-September 30, 2020) will NOT be a trial run, rather a normal school year start that focuses on setting expectations and beginning unit 1 of the curriculum. In the event the district needs to extend beyond 30 days for 100% virtual learning based upon the need of the community and students, the Superintendent of Schools will make that decision and notify all stakeholders.

Instructional Options: Phase 5:
All Virtual Learning and Blended Learning: October 1, 2020 through June 17, 2021

OPTION A: 100% All Virtual/Remote Learning Option (*K-12 option for students*)
The Academy will offer students with parental consent the option to select a 100% remote learning options in Phase 4. The description of remote learning in its entirety can be found under remote learning in Phase 3 (*see pages 9-19*) and the Course Offerings for 2020-21. The student schedule will be similar to the blended learning example provided below for Option B. Students will need to check into the class and watch a pre-recorded or live session (dependent on the teachers' flexible lesson plan to accommodate the students' needs) for the day.

Option A – 5 *Days a week Online Learning (100% Virtual)*

Virtual Learning Schedule (100% Remote)

Per.	Time	Monday (Virtual)	Tuesday (Virtual)	Wednesday (Virtual)	Thursday (Virtual)	Friday (Virtual)	Time	Per.
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	7:55 am - 8:29 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	PE	8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	ARABIC	9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	Literacy Across Curric.	10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am	Math	Math	Math	MUSIC	Math	11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am	Math	Math	Math	MUSIC	Dismissal Supervision	12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	Teacher Lunch	12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm	Science	Social Studies	Science	Social Studies	Professional Development	1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm	Science	Social Studies	Science	Social Studies			
10	1:00 pm - 1:35 pm	LUNCH	LUNCH	LUNCH	LUNCH			
11	1:35 pm - 2:08 pm	Science	ART	Science	Social Studies			
12	2:08 pm - 2:42 pm	ARABIC	ART	ARABIC	Literacy Across Curric.			
13	2:42 pm - 3:15 pm	ARABIC	Social Studies	ARABIC	Literacy Across Curric.			
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

OPTION B: Blended Learning Instruction Option B (K-12 *option for students*)

The Academy will offer students with parental consent the option to select a hybrid or blended learning option that will allow students to come to school (in person schooling) three days a week Mondays, Tuesdays, and Wednesdays and two days a week (Thursdays and Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A for Thursdays and Fridays- the all virtual example students must check into the class and watch a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for each of the two virtual days (Thursdays and Fridays).

OPTION B – *3 Days a week in-school & two days online*

Blended 3 Days/ 2 Days Virtual

Per.	Time	Monday	Tuesday	Wednesday	Thursday (Virtual)	Friday (Virtual)	Time	Per.
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	7:55 am - 8:29 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	PE	8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	ARABIC	9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	Literacy Across Curric.	10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am	Math	Math	Math	MUSIC	Math	11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am	Math	Math	Math	MUSIC	Dismissal Supervision	12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	Teacher Lunch	12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm	Science	Social Studies	Science	Social Studies	Professional Development	1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm	Science	Social Studies	Science	Social Studies			
10	1:00 pm - 1:35 pm	LUNCH	LUNCH	LUNCH	LUNCH			
11	1:35 pm - 2:08 pm	Science	ART	Science	Social Studies			
12	2:08 pm - 2:42 pm	ARABIC	ART	ARABIC	Literacy Across Curric.			
13	2:42 pm - 3:15 pm	ARABIC	Social Studies	ARABIC	Literacy Across Curric.			
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

OPTION C: Blended Learning Instruction Option C (K-12 *option for students)*
The Academy will offer students with parental consent the option to select a hybrid or blended learning option that will allow students to come to school (in person schooling) four days a week Mondays, Tuesdays, Wednesdays, Thursdays, and one day a week (Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A and B for Fridays- the all virtual example students must check into the class and watch a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for the virtual day (Fridays).

OPTIONC – *4 days a week in school & one day online*

Per.	Time	Monday	Tuesday	Wednesday	Thursday (Virtual)	Friday (Virtual)	Time	Per.
Blended 4 Days/ 1 Day Virtual								
CK	7:30 am - 7:55 am	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	Arrival Supervision	7:30 am - 7:55 am	CK
1	7:55 am - 8:29 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	8:00 am - 8:51 am	1h
2	8:29 am - 9:02 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	PE	8:54 am - 9:46 am	2h
3	9:05 am - 9:35 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	ARABIC	9:49 am - 10:41 am	3h
4	9:35 am - 10:09 am	Literacy Across Curric.	Literacy Across Curric.	Literacy Across Curric.	Math	Literacy Across Curric.	10:44 am - 11:36 am	4h
5	10:12 am - 10:44 am	Math	Math	Math	MUSIC	Math	11:39 am - 12:30 pm	5h
6	10:44 am - 11:17 am	Math	Math	Math	MUSIC	Dismissal Supervision	12:30 pm - 12:45 pm	DSF
7	11:17 am - 11:52 am	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	HEALTH AND FITNESS	Teacher Lunch	12:45 pm - 1:30 pm	N/A
8	11:52 am - 12:25 pm	Science	Social Studies	Science	Social Studies	Professional Development	1:30 pm - 3:30 pm	N/A
9	12:25 pm - 1:00 pm	Science	Social Studies	Science	Social Studies			
10	1:00 pm - 1:35 pm	LUNCH	LUNCH	LUNCH	LUNCH			
11	1:35 pm - 2:08 pm	Science	ART	Science	Social Studies			
12	2:08 pm - 2:42 pm	ARABIC	ART	ARABIC	Literacy Across Curric.			
13	2:42 pm - 3:15 pm	ARABIC	Social Studies	ARABIC	Literacy Across Curric.			
DSf	3:15 - 3:30 PM	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision	Dismissal Supervision			

Logistics

If a student chooses (with parental consent) to take virtual or a blended learning schedule A, B or C in grades K-12, the following will take place:

1. The student will be assigned a grade level section (Ex: 6A, 6B, 7A, 8C, etc…)
2. The student will be registered for their grade level teacher, content classes, foreign language, and elective classes (music, art, and physical education).
   a. ELL students and at-risk students will have additional support from tutorial staff who will have a schedule adjacent to the student's schedule to ensure the student gets one on one support (with social distancing rules applying)
      i. Services will continue for students who need occupational, physical, and or speech and language therapy, including evaluations by school psychologist.
   b. Special education students who has an assigned resource room, per their IEP, will be pulled out and walked down to the resource room. Student and resource room teachers will be wearing a mask while walking in the hallways to the resource room.
3. School will start at 8:00 AM and end at 3:30 PM (Monday-Friday)

If a student chooses (with parental consent) to take blended learning schedule B or C in grades K-12, the following will take place on the days' students attend in-school sessions and days:

4. Once students arrive to the school, they will be temperature checked and asked to go directly to their homeroom classroom, are going to art, music, lunch or physical education for 3-12, PK – recess, K-2 – physical education, lunch or recess. During this

time, the homeroom will be cleaned and sanitized (per CDC requirements of every 4 hours). If a student has a fever during the temperature check they will be asked to go home and get checked.

5. Once students are in the hallways, they would be required to wear the mask to and from their homeroom to their elective classes
6. All elective classes are staggered throughout the day to ensure no more than 50 people are in the hallway in a given time
7. Lunch will alternate between the classroom and cafeteria. This will be reflected in the student's schedule. Also, lunches will be staggered for distancing purposes:
   a. Sample lunch schedule:

10:09 am - 10:44 am
10:44 am - 11:17 am
11:17 am - 11:52 am
12:25 pm - 1:00 pm

8. At the end of the day (3:15 PM Mondays thru Thursdays and at 12:30 PM on Fridays)) students will be released at different times to ensure the hallways are not crowded and don't get larger than 50.
9. Students taking on a blended learning B schedule will have in-school sessions on Monday, Tuesday, and Wednesday. On Thursday and Friday, students will be remote learning.
10. Students taking on a blended learning C schedule will have in-school sessions on Monday-Thursday.
11. Teachers will teach virtually on Fridays per designated schedules between 8 AM and 12:30 PM. Teachers lunch break will be 12:45 – 1:30 PM. Teachers will resume at 1:30 PM per scheduled activities to include possible staff meetings, mentoring sessions, professional development, and/or planning sessions.
12. Students who wish to switch programs between Plans A, B, or C, may do so before the semester begins. Once the semester begins, it'll difficult to make changes. Exceptions may only be permitted under special circumstances as may be approved by the Principal and/or Superintendent or her designee and contingent upon opening availability.

Instructional Vision for ALL students

1. Teachers will teach essential content standards and scaffold to ensure they hit all core teaching standards by the end of the year
2. All students will start the school year with access to grade level instruction and high quality, standards-aligned instructional materials in every subject.
3. All student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
4. All students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

I)   Classroom-Based Assessment Guidelines

✓ All courses are **year round** with progress reports provided every 13-15 weeks. Report cards are only issued at the end of the school year in June/ August (for students enrolled in the summer school program).

✓ Grades should be <u>an accurate reflection of what students have learned and accomplished</u>.

✓ **Formative assessments**: *weighted 20% of students' grade.* **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** <u>Formal assessable formative</u> assessments that are completed by the <u>INDIVIDUAL STUDENT</u> include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematical problems/exercises, etc…

✓
✓ **Summative assessments**: *weighted 80% of students' grade*. These include multiple end of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc…

✓ **2-3 formal formative assignments** should be entered weekly to reflect students' performance on the taught learning targets/objectives. <u>Teachers can opt to enter a weekly homework grade</u>.

✓ **3-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives

II)   Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.
*Grade level teachers will set up after school dates and times to coordinate students'

reassessments. *Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.

*Score inspector comments will be entered to document that a reassessment has been administered for a particular student.

III)   **Homework Policy:**

Assigning homework ensures **daily reinforcement** of content/skills and increases **student accountability**. Homework should be assigned <u>daily for ELA/Math and twice a week for Science/Social Studies</u>. **Homework should be quality rather than quantity.**

Homework is a <u>form of formal formative assessments</u> that will be entered in PowerSchool gradebook this year. Homework assignments should be <u>checked for accuracy and teachers will kindly need to go over a few homework problems in class</u>.

IV)   **Grading:**

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		*Any student taking an AP class will earn a +1.0 GPA point

High School Credit Requirements
The minimum credit requirements will still be required in phase 4. High school students plan their progression from one grade to another. The successful completion of the number of credits listed will be necessary before a student will be "passed" to the next grade in high school.

Michigan Merit Curriculum
High School Graduation Requirements
(18 credits)

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits

Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits

Proficiency in State Content Standards for Mathematics (3 credits)
Proficiency in district approved 4th mathematics credit options (1 credit)
(Student must have a math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE

Course, Learning or Integrated Learning Experience

PHYSICAL EDUCATION & HEALTH – 1 Credit

Proficiency in State Content Standards for Physical Education and Health
(1 credit); *Or*
Proficiency with State Content Standards for Health (1/2 credit) and district
approved extra-curricular activities involving physical activities (1/2 credit)

SCIENCE – 3 Credits

Proficiency in State Content Standards for Science (3 credits); *Or beginning
with the class of 2015:*
Proficiency in some State Content Standards for Science (2 credits) **and**
completion of a department approved formal career and technical education
program (1 credit)

SOCIAL STUDIES – 3 Credits

Proficiency in State Content Standards for Social Studies (3 credits)

VISUAL, PERFORMING AND APPLIED ARTS – 1 Credit

Proficiency in State Content Standards for Visual, Performing and Applied Arts
(1 credit)

WORLD LANGUAGE – 2 Credits
(Effective beginning with students graduating in 2016)

Formal coursework OR an equivalent learning experience in grades K-12 (2
credits); *Or*
Formal coursework or an equivalent learning experience in grades (1 credit) **and**
completion of a department approved formal career and technical education
program **or** an additional visual, performing and applied arts credit (1 credit)

Graduation Requirements	Freshman	Sophomores	Juniors	Seniors
English Language Arts	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00
Social Studies/History	3.00	3.00	3.00	3.00
World Languages	2.00*	2.00*	2.00*	2.00*
Visual/Performing Arts	1.00	1.00	1.00	1.00
Physical Education/Health	1.00*	1.00	1.00	1.00
Electives	6.00	6.00**	6.00**	6.00**
Total MMC Credits	**24.00**	**24.00**	**24.00**	**24.00**
Technology/Online Learning	20 hours	20 hours	20 hours	20 hours
Community Service*	50 hours	50 hours	50 hours	50 hours

*Based on the MDE credit requirements students may use
Credit is not issued for Technology/Online Learning hours. Up to 1.00 electives credits may be issued for Community Service hours on an individual basis if all core credits have been met and a student is short on electives credit that would prevent a student from meeting 4-year graduation requirements. Virtual community service hours may be considered for all Phases 1-6). This must be approved by the high school Principal and Superintendent.

MMC AND GRADUATION REQUIREMENTS

Students are expected to follow a course of study as outlined and updated in their Educational Development Plan (EDP) and in preparation for post-secondary education or career readiness as applicable to student's individual needs. Students are expected to complete their High School graduation requirements within 4 years of first time enrolling as a 9th grader in the State of Michigan. School Counselor(s) and School Principal are available to provide guidance and facilitate alternative options for earning credit through summer, online and night programs for students in need of remediation and make-up credit with approval through our credit recovery program. A student must be enrolled and in attendance during the final marking period prior to graduate at the Academy in order to receive the Academy's High School Diploma.

Michigan Merit Curriculum (MMC) High School Graduation Requirements[3]

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.
Michigan Merit High School Graduation Requirements are meant to ensure that Michigan's high school graduates have the necessary skills to succeed either in post-secondary education or in the workplace.

- Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to student entering high school or by testing-out (credit must be evaluated and approved by the Principal, Assistant Superintendent, and Superintendent);
- Credit may be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education (credit must be evaluated and approved by the Principal, Assistant Superintendent, and Superintendent);
- Credit can be earned through advanced studies such as accelerated course placement, advanced placement, dual enrollment, or an early college/middle college program (credit must be evaluated and approved by Principal, Assistant Superintendent, and Superintendent);
- The Michigan Department of Education is required to develop subject area content expectations and subject area assessments to evaluate whether students have met those expectations; students are currently evaluated at no more than 25% of course grade in MDE defined Core classes using MDE created assessments, SAT (Scholastic Assessment Test):

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[3] http://www.michigan.gov/mde/0,4615,7-140-28753_38924---,00.html

college admission exams on specific subjects and/or teacher created assessments aligned to Secondary Credit Assessment (SCA) requirements;

- Beginning with students entering 8th grade in 2006 (Class of 2011), schools must give 7th grade students the opportunity to create an educational development plan based on a career pathways program or similar career exploration program. All students must create a plan before entering high school and we currently use Career Cruising online.

MDE CORE COURSES

- **English Language Arts**: Language Arts, English, Reading
- **Social Studies**: Social Studies, Economics, Geography, History, Political Science, Genocide
- **Science**: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
- **Mathematics**: Mathematics
- **World Language**: French, German, Greek, Latin, Russian, Spanish, Other World Languages, Italian, Polish, Hebrew, Japanese, Chinese, Arabic
- **The Arts**: Music Education, Visual Art, Theatre/Performance, Dance
- **Level-Related Assignments**: General Elementary, K-5 All Subjects, K-8 Self-Contained

The Academy will continue its afterschool intervention program: Achievement Campers Program (ACP). The Academy's during school intervention programs will also continue. These programs include,

1. Leveled Literacy Intervention
2. Tutorial – ESL/At-Risk
3. Resource Room
4. Speech and Language Pathology Services
5. Math Remediation

Special Education & ESL

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each students IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers have developed their own Schoology to ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place

with students on our Schoology platform. School psychologists will continue to work with students via phone/online methods.

For students who have IEP'S and or 504 Plans, the district will provide meaningful learning opportunities and supports by:
1. Limited scaffolding for students
2. Continuous communication beyond the minimum
3. Breaking up assignments into more manageable parts
4. Extended time to students to complete assignments
5. Individual (one on one) sessions to provide one on one support per student with IEP/504 Plan
6. Students will be given a variety of learning methods that includes face to face and/or online learning.
7. More project base learning (can be) supplied to students who need it. All content learning standards will be integrated within the project

Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format.
The current formative and summative assessments that are being given to students are:
1. Content based focused on the MI State Standards
2. Focus on supplemental lessons on a week to week basis
3. Identify student needs and or supplemental support (if needed)

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:
1. Using Schoology as our district platform for online learning, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback (face to face or online) will be provided to students by the teacher on their postings, assignments, and or projects students posted on the Schoology site.
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account
5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

The Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Schoology. Paraprofessionals have been collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Schoology to support them with any resources or social-emotional supports they may need during this time. Social workers are using Schoology as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Schoology to review the lessons posted. Students with transition services are provided with the services through Schoology sessions. Parents are informed about the hangouts.
The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Ongoing communication with current and perspective parents will continue through the summer to prepare families and students for the upcoming school year and what to expect. Online messages and social media posts have been made public and available to parents to stay up to date on the Academy's updates. Some of these messages speak to:
- Expectations around their child's return to school
- Clear information about schedules (remote learning vs blended vs in-school full schedule)
- Information about assessments, expectations in the classroom, and grade level content

During the school year, the Academy will continue to provide ongoing professional learning for parents and staff virtually. These learning opportunities engage staff and parents to the following:

Staff:
- Curriculum Planning
- Schoology
- PowerSchool/Gradebook
- Online Student Engagement
- Differentiating Instruction
- Hygiene and Social Distancing
- Social/Emotional Support
- Academy Safety Plan & Protocols

Parents:
- Schoology
- Gradebook
- Social/Emotional Support
- Hygiene and Social Distancing
- Community Resources Centers
- Monitoring Children (COVID-19)

Phase 5 Operations

Facilities:

As noted earlier (i.e. Phase 4), Essential Workers, food service, custodial/janitorial service safety action plan in accordance to CDC guidelines, the below terms and screening form guidelines. A tentative cleaning schedule will be created for the food service to prepare and serve the meals and janitorial team for the building cleaning and maintenance.

- All Employees and Contractors (Essential Workers), food service, custodial and janitorial services must be cleared by HES-HR to access the school building.
- All Essential Workers, food service, custodial and janitorial staff will be trained on CDC and the Academy and HES guidelines prior to handling meals.
- All Essential Workers, custodial and janitorial staff MUST have face masks at all times and wear gloves while cleaning in the building.
- All staff must wash hands for 20 seconds at least every two hours and before and after handling food.
- All Essential Workers, food service, custodial and janitorial staff must check their temperature and fill out necessary paper work required by the Academy and/or HES including an online daily **COVID-19 Essential Workplace Screening Tool** before they may be allowed to enter the building at which they are authorized to report.
- The supervisor and/or designated administrator must check the completion of the online daily **COVID-19 Essential Workplace Screening Tool** on daily basis to ensure clearance of staff to be in the building before entering the building. The supervisor(s) must also complete the same form and follow the same process and report to their supervisor and/or HR.
- All Essential Workers, food service, custodial and janitorial staff MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another. No exceptions. All Essential Workers, food service, custodial and janitorial staff

MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or nurse aid or lead must promptly report the incident to HR@hesedu.com.

- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.
- The Academy will allow facial coverings to be homemade or disposable level-one (basic). Any staff member who cannot medically tolerate a facial covering will not have to wear a mask. However, documentation will need to be provided by the staff member from a doctor to excuse them from wearing a mask. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will note be required to wear a facial covering.
- All staff should wash their homemade facial coverings daily. All disposable facial coverings that are used will be disposed at the end of each day.

All purchased materials for cleaning and PPE purposes will be inventoried and audited on a day to day basis (see below example). The Director of Facilities will the custodial and maintenance team will work collectively to maintain the Academy and ensure it is in good working condition in the event we move to phases 4-6. All school cleaning and disinfection protocols will follow CDC guidelines and CDC School Decision Tree. The Academy has, and will continue, to work with the ISD, to get support and cleaning/disinfection supplies. The school administration will begin to advocate and coordinate with the Local Emergency Management Program for support and supplies as well.

Star International Academy – Hass	
Product	**Quantity**
Bleach	18 Cases
24" Mop Heads	50 Each
Urinal Screens	60 Each
Air Freshener Spray	48 Each
13" Pads	12 boxes
Wax Liners	6 Boxes
Gloves (M)	3 Cases
Gloves (L)	3 Cases
Hand Soap	24 Cases
Mr. Jinx	12 cans
Toilet Paper	72 Cases
Hand Towels	80 Cases
40"x48" Garbage Bags	54 Boxes
24"x32" Garbage Bags	54 Boxes
Concept 915	0
Upset Vomit Remover	2 Case
Lysol Disinfectant Spray	50 Cans
Purell Hand Sanitizer Box of two Manufacturer's item number 13G691	4 Boxes
Purell 1 litter table top advance hand sanitizer Bottle	10 Bottles

The Academy is not an essential school building for elections and or child care. The Academy is, and will continue to be, a food distribution center. The Academy's administration will continue to work with the ISD to create contingency plan if needed.

Budget, Food Service, Enrollment, and Staffing

See exhibit B for school expenditures on PPE supplies.

Similar to phase 4, the Academy will do the following:
Human Resource (Pre-Opening)
The Academy's human resource team will…
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Inventory how many substitute teachers are available.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Work with school leaders to orient new school staff to any operational changes.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Support schools in conducting staff and student outreach to understand who is coming back
  - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
  - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).

School Administration (Pre-Opening)
The Academy's school administration team will…
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.

- Communicate any student enrollment or attendance policy changes with school staff and families.

Technology:

The Academy will provide Chromebooks to all K-12 students (in Phase 3/4/5) to help support them with remote learning. This will ensure that all students have access to a computer for online learning. A survey will be conducted to see who will need remote access. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out to these families and are working with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The Chief Technology Officer (in conjunction with Superintendent of Schools, principals, and family engagement liaisons) will be the single point of contact to plan and communicate district technology needs. At the school level, a designated technology officer to provide training to staff (virtual training) and students (virtual training) when needed. Additionally, a designated Technical Support Specialist and/or Technology Coordinator will provide ongoing assistants (virtually, email, or by phone) to help troubleshoot. Chromebook issues and or reset username/passwords for staff and students. To access the troubleshoot helpline, parents/students will email their teachers with the computer issues which would be passed on from the teacher to the IT department. From then, the IT department will take over and solve the issues.

For passing out Chromebooks, the Academy will send out a letter home and a notice via social media notifying the parents of the pickup time and location of the Chromebook (the Chromebook will be sealed in its original box). Parents/students will drive into the parking lot and the administrative staff will be scanning and giving each student a Chromebook through the passenger side window. No student/parent is allowed to leave the vehicle at ANY time for ANY reason. All staff will be equipped with PPE materials to ensure the safety of staff and students. A database system will be created linking each student to the Chromebook that was scanned. Once the school year is over, students will bring them back to the Academy (similar to the pickup logistics) and they would be scanned, sanitized, and placed in a locked room for at least 3 days. Headphones and or additional accessories needed with the Chromebook will also be sanitized and locked in the same room as the Chromebooks.

Online Technology Resources

With the remote and blended learning platforms available for students, the Academy reflected on the 2019-2020 school closure and use the data/feedback collected to revised and improve remote learning for the 2020-2021 school year. The Academy will:

- Organize and make an attempt to centralize all online resources that were created, published, or distributed by teachers to parents and students for use.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues (if any) that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan

Cleaning

The Academy will ensure that all frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

The Academy will ensure that the school library, computer labs, art rooms, music rooms, and other hands on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

The Academy will ensure that student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

The Academy will ensure that the playground structures will continue to undergo normal routine cleaning.

The Academy will ensure all athletic equipment is cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.

The Academy will ensure a safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

The Academy will ensure staff wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Transportation

The Academy offer busing for low income students in terms of bringing students to and from school. The Academy uses a third-party vendor, Trinity Transportation, for this service.

Trinity's Procedure:

- All employees will be temp checked by a non-contact thermometer upon arrival at facility and sign off on a symptom's waiver. If they have a 100.4 temperature or say they exhibit any symptoms they will not be allowed into the facility and require a DR's note upon return.

- Drivers / Aides will be required to wear Masks / PPE while any passengers are on board.

- We will be cleaning all vehicles after each run with a CDC approved bleach solution. The driver / aide will wipe down each seat and their area with the solution.

- We will also be auditing that these cleaning procedures are done daily after each run.

- We will not be providing Masks to students, but if you would like us to supply masks purchased by the school, we can have our driver's hand them out.

- Additional sanitization or other needs can be added if necessary, from the school upon discussion of costs. For instance, we are currently discussing utilizing a fog machine to disinfect each bus after each run.

Additionally, the Academy does own buses that are used for field trips and extra-curricular activities.

In the event a school bus is used for outdoor field trips and extra-curricular activities, the following will take place:
1. The Academy will require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
3. The Academy will ensure the bus is cleaned and disinfected before and after every transit route. Students will not be present when a vehicle is being cleaned.
4. The Academy will ensure that the bus is clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to field trips and after. During the cleaning process, weather permitting, the Academy will ensure that the bus doors and windows are open (where not permanently locked by the manufacturer) to ensure the bus airs out.

Exhibit A

Continuity of Learning and COVID-19 Response Plan ("Plan") 2019-2020

Continuity of Learning and COVID-19 Response Plan ("Plan")

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, "district" refers to school districts and public school academies.

Date Submitted: **April 16, 2020**

Name of District: **Universal Learning Academy**

Address of District: **28015 Joy Rd, Westland, MI 48185**

District Code Number: **82982**

Email Address of the District Superintendent: nhamadeh@hesedu.com

Name of Intermediate School District: **Wayne RESA**

Name of Authorizing Body (if applicable): **Bay Mills Community College**

Question #1
Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate. "Alternative modes of instruction" means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

Universal Learning Academy has been, and will continue to use an online based platform, Google Classroom, for remote learning. Students who do not have access to remote learning will be provided individual hard copy packets upon request. The

district has provided Chromebooks to all K-12 students to help support them with remote learning. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out to these families and are working with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs. These tools include:

1. Technology Platforms: other technology platforms that students are more comfortable with: Classroom Dojo, Ed Modo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning.

2. Communication: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers are providing instructional packets instead. These packets are created and individualized for student's base upon written request to the teacher and or school principal.

3. High School Dual Enrollment: Our partnership with community colleges and university will continue for semester 2 as instruction and/or materials are being provided by virtually through Blackboard and or Canvas platform. The district will continue to pay for these courses and resources for students who have elected this as their learning platforms. Additionally, students are able to elect not to continue in these courses with no academic penalty

4. Social Media Sites: these sites are used within the district to provide ongoing communication to students and parents outside of the Google classroom platform:
   a. Remind (@ulapa)
   b. Facebook (@ulabluejays)
   c. Instagram (@ulabluejays)
   d. Class Dojo

With the implementation of Google classroom as the main platform for remote learning the following will be taking place:

1. Teachers will be posting threaded discussions for students every day to think and respond to. Assignment will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. 'Live/pre-recorded sessions will be held on a weekly basis with students and the teacher. Times and dates to the live/pre-recorded sessions will be shared with the classroom teacher
3. Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (https://www.khanacademy.org/), IXL (https://www.ixl.com/), Reading A-Z (https://www.readinga-z.com/), Mystery Science (https://mysteryscience.com/), Math Xl (https://www.mathxl.com/), and many others will be uploading pre-recorded videos of direct instruction.
4. Parents are highly encouraged to sit through a live session and or engage with their children on threaded discussions and or assignments given by classroom teachers.
5. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
6. Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.
7. Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in relations to Google classroom, questions are submitted to the technology department (via by the teacher on behalf of the student/parent).

ELL and Special Education Services
All students, including the specials population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

Universal Learning Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Google Classroom. Paraprofessionals have been collaborating and will continue to work closely but

virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers. Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each students IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers have developed their own Google classroom to ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students on our Google classroom platform. School psychologists will continue to work with students via phone/online methods. Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Google Classroom to support them with any resources or social-emotional supports they may need during this time. Social workers are using Google Classroom as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Google Meet to review the lessons posted. Students with transition services are provided with the services through Google Hangout sessions. Parents are informed about the hangouts.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Google hangout to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Question #2
Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

Ongoing communication and collaboration between the district and families is critical to support the whole child. Universal Learning Academy is committed to ensuring collaboration between the district, families, and community is happening on a day to day basis through the use of various social media platforms (Remind, Facebook, Instagram) and local community centers.

Teachers maintain daily connections with students and keeping an open line of communication. The district's Deans of Students, counselors and social workers have created their own Google classrooms where students can login to their platform to share their concerns and get input if they need it or feel insecure of the current pandemic situation.

The Academy also has created the following to allow open dialogue for students and families to share their fears with the current pandemic by:

1. Communication: our family engagement liaisons, teachers, support service staff, and administrative staff communicate with parents on a daily basis.
    a. Specials services: as mentioned above counselors and social workers are always available to meet with students virtually.

2. Education: teachers will be providing a consistent model of teaching and learning on a weekly basis. Routine is very important for students and

    teachers have developed a grade level schedule to help support a consistent model for teaching and learning for students.

Questions #3

Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

Universal Learning Academy is prepared to deliver content in many ways to ensure that students have access to learning. These methods have been and will continue to be provided through the district's website, district social media sites, robocalls, and news media outlets. The Academy will:

1. *MI Grade Level Content Standards*: teachers will teach essential content standards and scaffold to ensure they hit all core teaching standards by the end of the year
2. *Instruction:* teachers will be flexible within delivering instruction given the resources students have in the current situation. While remote learning (via

Google classroom) is the district main goal for learning through the pandemic, hard copies and or packets can be created for students who request them. All formative and or summative assessment will have flexible in terms of deadlines and grading.

3. ***Ongoing Professional Development***: teachers have been and will continue to be provided with professional development with remote learning. An initial PD session was scheduled and executed back in March 2020 on Google classroom. Ongoing support from mentors, technology department, instructional coaches, and principal is always available.

4. ***Family Engagement***: family engagement liaisons and teachers will promote and engagement parent involvement through the remote learning process. Family engagement liaisons are bilingual and have the ability to communicate to parents in their native tongue. This allows the district to reach out to all families within the district to get them engaged in the learning process.

For students who have IEP'S and or 504 Plans, the district will provide meaningful learning opportunities and supports by:

1. Limited scaffolding for students
2. Continuous communication beyond the minimum
3. Breaking up assignments into more manageable parts
4. Extended time to students to complete assignments
5. Individual (one on one) live Google classroom sessions to provide one on one support per student with IEP/504 Plan
6. If online learning is too difficult for students, we will supply paper and pencil learning format and hold online sessions to walk students through the materials
7. More project base learning (can be) supplied to students who need it. All content learning standards will be integrated within the project

Question #4
Please describe the district's plans to manage and monitor learning by pupils.
Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format. Universal

Academy has no intention of penalizing any student who is not able to fully participate with online learning.

The current formative and summative assessments that are being given to students are:

1. Content based focused on the MI State Standards
2. Focus on supplemental lessons on a week to week basis
3. Identify student needs and or supplemental support (if needed)

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

1. Using Google classroom as our district platform for online learning, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted on the Google classroom site.
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account
5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families who children have IEP's to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.

Grading System:

1. Elementary students: using a 'green check' system, all teachers will provide a green check in our gradebook system to identify the following: 1. Student complete the work and 2. Student understood and mastered the learning content for that specific assignments. For students who did not receive a green check (either for not completing it or didn't master the learning standard) teachers reach out to each one of those students (online or by phone) to check in with each student. The student(s) is given additional time to complete the assignment without penalty.

   a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.

- By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring. In summary, families should expect that:
- Grades cannot get worse between now and the end of the year.
- fourth card marking grades will be the same as they were on March 12, 2020 or BETTER,
- Grades can improve between now and the end of the year based on the learning opportunities offered during this time.
- Students who are at risk of being retained would have already been informed several times through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Retentions will be decided on a case by case basis during retention review meetings in the summer after the conclusion of summer school remediation.
- Final report cards will be distributed in June. Students attending summer remediation will receive their final report cards by end of July.

   a. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy

feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

1. Middle/High school: will continue to use the district wide grading system with letter grades for each formative/summative. Teachers will assign work to students in direct alignment to grade level content and grade the work. Once the work is graded (based on completion and mastery of learning content), teachers will import the grades in gradebook. For students who do not turn in the work or completed it not to satisfaction, teachers reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown. Once mastery has been shown the teacher will re-enter the grade the child earned based on mastery without penalty for the first attempt.

    a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.

    b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.

c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

In summary, middle school families should expect that:
- Grades cannot get worse between now and the end of the year.
- Quarter 3 grades will be based on the student's grades as of March 12, 2020 (63% and higher is passing). However, Grades can improve between now and the end of the year based on the learning opportunities offered during this time.
- Students who currently have a failing grade for quarter 3 should use the upcoming learning opportunities to improve their quarter 3 grade to a status of passing.
- Students who are currently failing quarter 3, and make no effort to improve that grade, may fail quarter 3 and ultimately fail semester 2. These students may not be eligible for summer remediation program due to lack of effort and essential skills and content.
- Student retention will be decided on a case by case basis during review meetings in June. Students who are at risk of being retained would have already been informed several times of their at risk status through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Final report cards will be distributed in June. Students attending summer remediation program will receive their report cards in July.

In summary, high school families should expect that:
- Grades cannot get worse between now and the end of the year.

- Credit recovery and curriculum recovery can and should be completed during this time.
- Credit recovery classes/culminating assessments must be completed and passed to earn credit.
- Grade Point Averages will not change as a result of semester 2.
- Students who are currently failing and make no effort to improve that grade, may continue to fail and ultimately be retained. These students may not be eligible for summer remediation program due to lack of effort and essential skills and content.
- Student retention will be decided on a case by case basis during review meetings in June. Students who are at risk of being retained would have already been informed several times of their at risk status through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Final report cards will be distributed in early June. Student participating in summer school credit recovery programs will receive their report cards in July.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

Participation

Student participation is highly encouraged and recommended to all students. While the Academy understands the current pandemic situation, flexibility and patience is key to getting student engagement. For students who are not participating with online learning and or paper pencil learning the following are taking place at the Academy to address this lack of participation:

1. Teachers are calling home to ensure parents and students understand the requirements of their participation to ensure the students learns their grade level content standards so they can advance to the next grade level.

2. Administration team is working with teachers on providing support by following up with parents and students to ensure they are engaging within online/paper pencil learning by:

a. Utilizing social media and sending messages to all stakeholders about the requirements of online/paper pencil learning

b. Calling home to parents and students

c. Sending written notices to the home (if needed and mailed) letting them know their lack of participation may affect their overall grade level content and they may not be ready to advance to the next grade level.

3. Teachers in elementary are putting in 'blanks' in gradebook for elementary students who are not participating with online learning which is quickly alerts parents via text message generated in Parent Portal (parent gradebook view). For middle/high school teachers, they are putting in "0" in gradebook as we normally would which then would alert parents via text message to parents letting them know their child received a "0".

Again, the aim is not to penalize students, given the current pandemic has led to fear and nervousness. The Academy continuously works with the community to ensure they understand the importance of education through the pandemic and will support them. Family Engagement Liaisons have play a key role in touching base with parents/students who are not participating with online learning either by phone and or through social media.

Question #5
Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

*The Academy has in its budget sufficient funding in 31a which allows for below budgeted items to be expensed. The below general fund expenditures are also within the allocated budget. The Board of Directors will also be reviewing and amending the budgets for the 2019-20 in the month of May 2020 to ensure

the Academy remains in compliance with the Uniform Budgeting and Accounting Act.

COVID-19 Continuity Learning Plan Expenditures				
Universal Learning Academy				
Type of Expenditure	Quantity	Funding	Purchase Type	Cost
Chromebooks	631	31A	New	$129,986
Headsets	721	31A	New	$13,699
Chromebooks	90	NA	In Stock	$0
Shipping& Handling	1,442	General Funds	New	$4,700
TOTAL				$148,385

Questions #6
Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.
All stakeholders have collaborated in developing the Continuing of Learning and COVID-19 Response Plan. This includes, but not limited to, parents, students, Board, Academy Superintendent, administrative staff, teaching staff, support staff, special services staff, and paraprofessionals.
The manner in which the collaboration took place are as follows:
1. A Google classroom live session and other online video collaboration sessions were created by the building principal to host a live session with teachers, support staff, and many others to get feedback on various component of the plan and their thought process on remote learning and how it should function.
2. Administrative team meetings along with the Superintendent of Schools were held to collaborate and discuss various components of the Plan.

3. The board was presented with a draft of the plan for review and feedback.

Question #7
Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.
The plan will be shared with parents and pupils as followed:
1. The Plan will be posted on the district website (www.universalpsa.org)
2. The Plan will be posted on the following district social media site:
    a. Remind (@ulapa)
    b. Facebook (@ulabluejays)
    c. Instagram (@ulabluejays)
    d. Class Dojo

If needed (per request of parents) a translated copy will be provided to parents and students. The plan will also be given to teachers within the district to upload to their Google classroom accounts for students and parents to see and download as well. A copy will be emailed and/or mailed if requested.

Question #8
Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.
March 16, 2020

Question #9
Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.
Students in dual enrollment courses have been contacted and offered the option of continuing in their courses given the move to distance learning at the college level, or withdrawing from the course without academic penalty. For students that choose to continue in the dual enrollment option, we will ensure that the students have the appropriate materials and support to complete those courses. The school counselor will continue to work closely but virtually with students to provide support per individual needs.

Question #10

Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

Universal Learning Academy will be offering through the MDE waiver period, food service meals (breakfast and lunch) to ALL enrolled and non-enrolled students within the district. These meals, served under the Unanticipated School Closure – School Food Service Program (SFSP) program, are made available at no cost to anyone. The meals are 'grab and go' breakfast and lunches and will be distributed at Universal Learning Academy (28015 Joy Rd, Westland, MI 48185) in the staff/student parking lot.

The first schedule 'grab and go' lunches is tentatively scheduled for Wednesday, April 22, 2020 from 11:00 AM until 2:00 PM. Thereafter, the district will maintain a weekly food distribution on Wednesday's of each week subject to change depending on demand and supply status and potential unforeseen conditions. The district will continue to be a hub for food distribution as allowed under the SFSP. The district will provide training to all of employees who are hired by the educational management company and will require any individual who enters the building for essential work to complete a temperature check and a daily building screening form to ensure the safety for all and to lower the COVID-19 incidents. Non-essential staff and/or unauthorized/unscheduled individuals will not be permitted in the school building.

Safety Action Plans in Accordance to CDC guidelines, the below terms and screening form guidelines, Serve Safe and HES Wellness Policy:

- All food service and support staff must be cleared by HES HR to access the school building.
- All food service and support staff will be trained on food safety and Covid19 CDC and HES guidelines prior to handling meals. All food service and support staff must check their temperature and fill out an online daily **COVID-19 Essential Workplace Screening Tool** as may be required by the Academy and/or HES before entering the building at which they are authorized to report.
- The supervisor and/or designated administrator must check the completion of the daily **COVID-19 Essential Workplace Screening Tool** on daily basis at the beginning of the day before the staff are in the building to ensure their cleared to be in the building.
- All food service and support staff MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another No exceptions.
- All food service and support staff MUST have face masks and gloves at all times while in the building.
- All food service and support staff MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing,

runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or designated administrator must promptly report the incident to HR@hesedu.com.

- All food service and support staff must wash hands for 20 seconds before and after handling food. All food service and support staff must use gloves before handling any food items.
- Food service and support staff will be assigned areas in the kitchen and cafeteria to uphold the social distancing guidelines.
- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.

DAILY SCHOOL BUILDING SCREENING FORM

This Screening Protocol is a component of the Academy's Continuity of Learning and COVID-19 Response Plan pursuant to the Governor's Executive Order 2020-35 and 2020-114. This form must be completed each day that an individual enters the Academy. If any of the questions is answered with "YES", a copy must be promptly scanned and emailed to HR.

COVID-19 Essential Workplace Screening Tool

Employee Name:

Date:	Time In:

13. Current Temperature*

- o 100.4 F or higher

- o 100.3 F or lower

14. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell.*) *

- o No

- o Yes

15. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*) *

   o No

   o Yes

16. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*) *

   o No

   o Yes

17. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.

   o If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.

   o If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.

18. If you answered "No" to all of the above, please check and sign below prior to entering. *

   o I will wear a face covering while in any public spaces when unable to social distance

   Signature: _____

Required Response

COVID-19 Visitor Screening Tool

Department Visiting:		
Visitors Name:	Appointment Date:	Time In:

19. Current Temperature*

   o 100.4 F or higher

   o 100.3 F or lower

20. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell*.) *

   o No

   o Yes

21. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*) *

   o No

   o Yes

22. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*) *

   o No

   o Yes

23. If you answered yes to any of the questions above or your temperature is 100.4 F or higher the visitor will not be permitted access to the building.

24. If the visitor answered "no" to all of the above:

- o Allow access to the facility and notify the visitor that they are required to wear a face covering while in any public spaces within the premises.

Completed by: _____Date:
Signature (Visitor/Employee): _____ Date: _____

Question #11
Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.
The district subcontracts with an educational service provider, Hamadeh Educational Services, Inc. (HES) that hires employees to provide complete management services to the Academy. The Academy will continue to pay its management company throughout the end of the school year as it continues to provide services and pay all its employees while it may redeploy its staff to provide meaningful work in the context of the plan as subject to the employment terms and to the terms outlined by the Governor's Executive Order *No. 2020-35*.

Question #12
Provide describe how the district will evaluate the participation of pupils in the Plan.
The district understands that families maybe going through a lot during this unprecedented time and therefore will share the plan to all pupils and families and gently encourage engagement in hopes of engaging 100% of students in the learning process. Several means of communication will be in place including virtual, social media, phone calls, and/or mail.
Using Google Classroom as our platform, the district will evaluate the participation of pupils through various means: one in particular is that the district is continuing to take attendance via PowerSchool to account for who and how many students are activity engaged Monday through Friday with online learning. Attendance is reported out on a daily basis to the school administration team. Students who are not present for online learning, a district robocall is sent out to parents letting them know their child(s) are not present for online learning and marked as absent.
A second mode of evaluating the participation of pupils is through the district's online learning platform, Google classroom. Many reports of participation, logging in information, posting, and submitting assignments via Google classroom can be exported and used as a means of collecting participation reports per classroom. Teachers setup their classroom rosters of students and get them connected in to their Google classroom through a class code. Students who are not active within

each teacher's Google classroom, a phone call, email, and or technology support is setup for students/parents to get support on ensuring they are signed into their respective classrooms.

For seniors, students will complete a culminating project based activity to conclude the graduation requirements by mid May 15, 2020. The district is waiving the outstanding required community service hours for this school year during these unprecedented times through the end of the 2019-20 school year. Upon completion of the project, students will be considered as meeting all graduation requirements and will earn their diploma. Students who are missing credit, will work closely with teachers/counselors to complete credit recovery course(s) to complete the graduation requirements and to receive their diplomas.

Grading System:

1. Elementary students: using a 'green check' system, all teachers will provide a green check in our gradebook system to identify the following: 1. Student complete the work and 2. Student understood and mastered the learning content for that specific assignments. For students who did not

   receive a green check (either for not completing it or didn't master the learning standard) teachers reach out to each one of those students (online or by phone) to check in with each student. The student(s) is given additional time to complete the assignment without penalty.

   a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.

   b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.

   c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy

feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

1. Middle/High school: will continue to use the district wide grading system with letter grades for each formative/summative. Teachers will assign work to students in direct alignment to grade level content and grade the work. Once the work is graded (based on completion and mastery of learning content), teachers will import the grades in gradebook. For students who do not turn in the work or completed it not to satisfaction, teachers reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown. Once mastery has been shown the teacher will re-enter the grade the child earned based on mastery without penalty for the first attempt.

    a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.

    b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.

c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

Question #13
Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

The district social worker and teachers will work hand in hand to provide mental health support and focus on Social Emotional Learning (SEL) practices during the school closing. The nurse aid will assist with supporting students by making phone calls to pupils affected by the state of emergency. All staff that are in communication with pupils will report possible needs for mental health support to the principal, nurse aide and social worker. Teachers will report to the social worker any concerns that students may have and their need for additional support, particularly if they're experiencing crisis with incidents of COVID-19 so they may receive the needed support by the social worker as well as the counselor. School psychologists will continue to work with students via phone/online methods. Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Google Classroom to support them with any resources or social-emotional supports they may need during this time. Social workers are using Google Classroom as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Google Meet to review the lessons posted. Students with transition services are provided with the services through Google Hangout sessions.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic

needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Google hangout to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Other means of supporting students include:

1. Check In's: social work staff will continue to check in on students via phone or Google classroom
2. Support Resources: social work staff will provide supplemental support resources to students and families in need.
3. Restorative Circles: Deans of students and social workers will host (based on need and request) a restorative circle for students to allow students to have a voice and share their concerns in relations to the pandemic.
4.

Question #14

Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

Wayne County Regional Educational Service Agency (WRESA) has identified available space in Child Care Centers across Wayne County to respond to the need for disaster relief child care. Universal Learning Academy will support the efforts of Wayne RESA in any way the district can. The district's GSRP based Early Childhood program is closed, but is providing remote learning for them.

Question #15

Does the district plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the district plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

The district's online learning program will go through the remainder of the school year. The last day of school for students will be June 18, 2020; we will not be adopting a balanced calendar for 2019-2020. The Academy continues to plan for the fall learning for all students. In referencing a balanced calendar for the 2020-2021 school year, the Academy is considering pursuing the adoption of a balanced calendar pre-Labor day start. We will continue to monitor changes during these unprecedented times and facilitate flexibility to adapt with the changing requirements by the State and authorizer.

Name of District Leader Submitting Application: **Nawal Hamadeh, Superintendent of Schools**

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

Exhibit B
School Expenditures

#	Product	Unite Price	Quantity	Total
	Universal Learning Academy PPE Supplies Budget			
1	Face Shield (PG-2)	5.59	90	$503.10
2	Cloth Face Mask 3-PLY/ Washable	3.69	730	$2,693.70
3	Disposable masks 3-PLY/ BOX (07.20.2020)	0.34	1700	$578.00
4	Gloves (M-L-XL)	15	32	$480.00
5	Gloves (Small)	8.67	6	$52.02
6	Signs & Printing	0	100	$150.00
7	Disposable Protective Gowns	11.99	10	$119.90
8	Hand Sanitizer	39.48	156	$6,158.88
9	infrared thermometer sensor	1459	4	$5,836.00
10	COVID-19 Spray Sanitization Daily Services	2814.93	10	$28,149.30
11	COVID-19 Spray Sanitization Equipment	1706.67	1	$1,706.67
12	Chemical For Sanitization Equipment	56.09	80	$4,487.20
13	Wipes	2.77	2450	$6,786.50
14	Garbage Bin 32 Gallon	28.7	55	$1,578.50
15	HVAC UV lights	1000	27	$27,000.00
16	Roll Towel Dispenser	15	53	$795.00
17	Roll Towel	32.16	90	$2,894.40
18	Steriphene Sanitization Spray	3.66	90	$329.40
19	Desk Barrier	31	730	$22,630.00
20	Sanitization Daily Services Day Porter	0	1	$32,000.00
	Total			$144,928.57

Funded:

ESSER Grant : $15,903.25

General Budget: $129,025.32

Note regarding Covid-19/PPE related allocations: Please note that the some amounts included in this budget under "General Funds" will be shifted as appropriate when additional ESSER funding from federal and state sources are allocated. The ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities.

Note regarding Covid-19/PPE related allocations: Please note that some amounts included in this budget under "General Funds" will be shifted as appropriate when additional ESSER funding from federal and state sources are allocated. The ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities.

Exhibit C

**Universal Learning Academy
& Hamadeh Educational Services
Safe Start
COVID-19 Preparedness and Response Plan Policies**

UNIVERSAL LEARNING ACADEMY
&
HAMADEH EDUCATIONAL SERVICES
Safe Start
COVID-19 Preparedness and Response Plan Policies
Table of Contents

Plan

UNIVERSAL LEARNING ACADEMY (ULA) & HAMADEH EDUCATIONAL SERVICES (HES) SAFE START
COVID-19 Preparedness and Response Plan Policies

INTRODUCTION

The following COVID-19 Preparedness & Response Plan has been established for Universal Learning Academy and Hamadeh Educational Services in accordance with the requirements in the MI Safe Schools Roadmap, MI Safe Start Plan, EO 2020-142 and also in accordance with *Guidance on Preparing Workplaces for COVID-19*, developed by the Occupational Health and Safety Administration ("OSHA"). This Plan may be updated as this situation evolves or as state or local orders, or federal guidance, related to COVID-19 are issued or amended.

PERSONAL PROTECTION EQUIPMENT

A.   Facial Covering Requirements – Staff

- Facial coverings must always be worn by staff except for meals.

- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

- If homemade - must be washed daily.

- If disposable discard each day.

- Any staff member without a facial covering will be provided one.

- Any staff member who cannot medically tolerate a facial covering must not wear one. EMPLOYER reserves the right to request supporting documentation of the medical necessity.

- PreK-5 and special education teachers should consider wearing clear masks.

B.   Facial Covering Requirement – Students

- Facial coverings must always be worn in hallways and common areas by PreK-12 students in the building except for during meals.

- Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering

without assistance, must not wear one. Universal Learning Academy and HES reserve the right to request supporting documentation of the medical necessity.

- Homemade facial coverings must be washed daily.

- Disposable facing coverings must be disposed of at the end of each day.

- Facial coverings must be worn in classrooms by all students' in grades 6-12.

- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

C.   Facial Covering Requirements – Bus

- Facial coverings must be worn by Pre K-12 students, staff, and bus drivers during school transportation.

- Any staff or student that is unable to medically tolerate a facial covering must not wear one.

- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

D.   Enhanced Hygiene

- Universal Learning Academy and HES will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).

- Universal Learning Academy and HES will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

- Employees are instructed to wash their hands frequently, to cover their coughs and sneezes with tissue or the inside of their elbow, and to avoid touching their faces. Employees will be provided with access to places to frequently wash hands or to access hand sanitizer, including upon entry. Signs regarding proper hand washing methods will be posted in all restrooms and throughout each facility. Hand shaking is prohibited to ensure good hand hygiene.

- Employees are discouraged from using other staffs' phones, desks, offices, or other work tools and equipment, when possible. If sharing such items or spaces

is unavoidable, then wipe down any and all items and spaces prior to sharing with another person.

BASIC INFECTION PREVENTION MEASURES

A. Cleaning and Disinfecting Building and Classroom

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo *cleaning at least every four hours* with either an EPA-approved disinfectant or diluted bleach solution.

- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning *after every class period* with either an EPA-approved disinfectant or diluted bleach solution.

- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution *after every class period*.

- Playground structures must continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary.

- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

- Staff must wear gloves, surgical mask, and/or face shield when performing all cleaning activities.

B. Busses and Student Transportation: The following policies will be followed:

- Students and bus driver are required to use of hand sanitizer before entering the bus.

- Hand sanitizer must be supplied on the bus.

- The bus driver, staff, and all students in grades Pre K-12, if medically feasible, must wear facial coverings while on the bus. *Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.*

- Bus driver will clean and disinfect transportation vehicles before and *after every transit route*. Children must not be present when a vehicle is being cleaned.

- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

- Create a plan for getting students home safely if they are not allowed to board the vehicle.

- If a student becomes sick during the day, they must not use school transportation to return home.

- If a driver becomes sick during the day, they must follow protocols for sick staff outlined below and must not return to drive students.

- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

- Weather permitting, consider keeping windows open while the vehicle is in motion, if appropriate and safe.

SCREENING

A. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

B. Employees and Visitors will be required to submit a self-health questionnaire before being allowed entry in the building. (Appendix A). The self-health questionnaire can be submitted electronically or completed in person at the entry. Any individual answering yes to any of the questions regarding symptoms or exposure will not be allowed into the building. All questionnaires will include the date and time of the response.

SPACING MOVEMENT AND ACCESS

A. Space desks six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements.

B. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.

C.   As feasible, all desks will be arranged facing the same direction toward the front of the classroom.

D.   Teachers will maintain six feet of spacing between themselves and students as much as possible.

E.   Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.

F.   Signage will be posted to indicate proper social distancing.

G.   Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.

H.   Social distancing floor/seating markings will be provided to the extent possible in waiting and reception areas.

I.   Additional signs will be posted on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

TESTING PROTOCOLS FOR STUDENTS AND STAFF

A.   We will cooperate with the Public Health department regarding any protocols they require.

B.   The school has identified and designated a quarantine area and a staff person to care for students who become ill at school.

C.   Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up.

D.   Identified school staff who are caring for these children must wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which case an N95 mask is required.

E.   Symptomatic students and staff sent home from school remain home until they have tested negative or have completely recovered according to CDC guidelines. (*Remain at home until symptom/fever free for 72 hours (3 full days) without the use of fever-reducing or other symptom altering medicines (e.g., cough suppressants)*).

F.   Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported/sent home or off-site for testing.

RESPONDING TO POSITIVE CASES

A.   The Academy principal will notify and cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, it will collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

B.   The Academy and HES will notify staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.

C.   The Local Health Department will initiate contact tracing, following regular public health practice. Schools will help the local health department by collecting data and contact information of those exposed.

D.   HES and the Academy will rely on the local health officials to provide instruction about return to work, using the most current guidelines from the CDC for this determination. (*If positive but symptom free - ten (10) days have passed since the date of his or her first positive test, **and** he/she has not had a subsequent illness. If positive with symptoms at least 72 hours (3 full days) have passed since recovery; **and** at least ten (10) days have passed since symptoms first appeared*).

E.   Cleaning staff must wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

F.   If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

G.   Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home

H.   The HES and Academy will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials will not participate in discussions or acknowledge a positive test).

FOOD SERVICE, GATHERINGS AND EXTRACURRICULAR ACTIVITY

A.   Indoor assemblies that bring students together from more than one classroom will be prohibited.

B.   Large scale assemblies of more than 50 students are suspended.

C.   Meals should be eaten outdoors (weather permitting) or in classrooms. When using the cafeterias must be used, meal times will be staggered to create seating arrangements with six feet of distance between students when required.

EMPLOYEE TRAINING REQUIREMENTS

A.   HES and Universal Learning Academy will coordinate and provide training to employees related to COVID-19.

B.   At minimum, HES and Universal Learning Academy will provide the following training:

- Workplace infection-control practices.

- The proper use of personal protective equipment.

- Steps the employee must take to notify Employer of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19.

- How to report unsafe working conditions.

C.   Training will be implemented as soon as practicable after employees return to work. Online training, if available, will be completed within one day of return to work.

ADMINISTRATIVE

A.   Sick Leave Policies: Employees will be permitted to take paid leave consistent with the Families First Coronavirus Response Act and HES and Universal Learning Academy's applicable Operation and Personnel Management (OPM) policies. Questions regarding leave shall be directed to Human Resources. Any on-site employee who appears to have a respiratory illness may be separated from other employees and sent home.

B.   Remote Work: Telework will be considered for all employees who are not essential to operations, and whose job duties reasonably allow them to telework during virtual learning times. Telework is not guaranteed. All remote work must be coordinated and authorized by the HES President, Mrs. Nawal Hamadeh or HES Vice President, Dr. Hamadeh. Business-related travel is restricted to essential travel only.

C.   HES and Universal Learning Academy will follow CDC and OSHA guidance with respect to prevention and mitigation measures. Various posters will be posted within the workplace to inform employees of recommended prevention and

mitigation measures. HR will check the OSHA and CDC websites regularly for updates about recommended hygiene and mitigation measures. Finally, HES and the Academy will adopt any additional infection-control measures that are reasonable in light of the work performed at the worksite and the rate of infection in the surrounding community.

D.   Employees are encouraged to avoid in-persons' meetings. When possible, conduct meetings via phone or other electronic methods such as Zoom. When required, in-person contact should be limited to appointment only, with PPE and appropriate social distancing.

E.   HES HR and the Academy shall maintain the following records:

- Employee training

- A record of daily entry self-screening protocol for all employees or visitors entering the building, including, at a minimum, a questionnaire covering symptoms and suspected or confirmed exposure to people with possible COVID-19.

- When an employee is identified with a confirmed case of COVID-19, any required notifications that are made.

Hamadeh Educational Services

COVID-19 Essential Workplace Screening Tool

Employee Name:

Date:	Time In:

25. Current Temperature*

   o   100.4 F or higher

   o   100.3 F or lower

26. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell*.) *

   o   No

   o   Yes

27. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*) *

   o   No

   o   Yes

28. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*) *

   o   No

   o   Yes

29. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.

- o If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.

- o If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.

30. If you answered "No" to all of the above, please check and sign below prior to entering. *

- o I will wear a face covering while in any public spaces when unable to social distance

Signature: _____

*Required Response

Hamadeh Educational Services
COVID-19 Visitor Screening Tool

Department Visiting:		
Visitors Name:	Appointment Date:	Time In:

1. Current Temperature*

    o 100.4 F or higher

    o 100.3 F or lower

2. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell*.) *

    o No

    o Yes

3. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*) *

    o No

    o Yes

4. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*) *

    o No

    o Yes

5. If you answered yes to any of the questions above or your temperature is 100.4 F or higher the visitor will not be permitted access to the building.

6. If the visitor answered "no" to all of the above:

- o Allow access to the facility and notify the visitor that they are required to wear a face covering while in any public spaces within the premises.

Completed By: _____ Date:

References

Occupational Safety and Health Administration website: www.osha.gov

Centers for Disease Control and Prevention website: www.cdc.gov

National Institute for Occupational Safety and Health website: www.cdc.gov/niosh

Governor Whitmer's Executive Order 2020-114:
https://content.govdelivery.com/attachments/MIEOG/2020/06/05/file_attachments/1467520/EO%202020-114.pdf

Helpful CDC Guidance:
https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html

CDC Handwashing Fact Sheet:
https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf

CDC Fact Sheet and Poster on Preventing the Spread of Germs:
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention-H.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf

CDC Fact Sheet on What to Do if You Are Sick:
https://www.cdc.gov/coronavirus/2019-ncov/downloads/sick-with-2019-nCoV-fact-sheet.pdf

CDC Poster for Entrance Reminding Employees Not to Enter When Sick:
https://www.cdc.gov/coronavirus/2019-ncov/downloads/stayhomefromwork.pdf

CDC Guidance on Reopening Businesses:
https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html

Exhibit D

**Universal Learning Academy
& Hamadeh Educational Services
Safe Start
GSRP COVID-19 Preparedness and Response Plan Policies**

**Universal Learning Academy
& Hamadeh Educational Services
Safe Start
GSRP COVID-19 Preparedness and Response Plan Policies**

Policies for Re-Opening in Response to the COVID-19 Pandemic
Using guidelines from CDC and LARA (Licensing and Regulatory Affairs Michigan) Hamadeh Educational Services has developed new policies for children, families and staff for re-opening. This is in response to the COVID-19 pandemic. This includes guidance required by Michigan licensing rules, COVID-19 public health and executive orders and national, state, and local recommendations for best practices during this health emergency.
Our program communicates with Wayne County Health Department and Wayne RESA and we collaborate with them for health planning, re-opening, and operating procedures. COVID-19 information and guidance are fluid and changes almost daily and therefore this document may change frequently. This is uncharted territory for us so we will begin procedures and will most likely need to adapt and be flexible as we go.
These policies are designed to protect the health and safety of our families and staff and will allow us to continue face to face care in a safe, clean, healthy environment.
Current staff will be trained prior to re-opening and new staff will be trained in policies and procedures prior to start of work in <u>everyday preventive actions</u> to prevent the spread of respiratory illness. These actions include:

- Training as needed to include information on special health care needs, medications, infectious disease, and review of COVID-19 signs and symptoms
- Focusing on hand washing. Staff and Children <u>Wash hands</u> often with soap and water. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
    - Staff: At start of work day and between classrooms
    - Children: At arrival, after sensory activity, after gym/playground
    - After touching door handles, tables, light switch, tablet etc.
    - Before, during, and after preparing food

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- o Before eating food
- o Before and after caring for someone who is sick with vomiting or diarrhea
- o Before and after treating a cut or wound
- o After changing diapers or cleaning up a child who has used the toilet
- o After blowing your nose, coughing, or sneezing
- Staff will supervise young children if hand sanitizer is used.
- Staff will clean and disinfect frequently touched surfaces such as door knobs, light switches, hand railings and drinking fountain.
- Staff and Visitors must cover mouth and nose with a cloth face covering inside the building. Staff working with at least a 6- feet radius may choose not to wear the cloth face covering.
- Children will not be required to wear a mask. Parents may request for their child to wear a mask.

Sick children and staff are required to stay home.
- At enrollment staff will communicate to parents the importance of keeping children home when they are sick.

- Staff is encouraged to be vigilant for symptoms in themselves and to stay in touch with administration if or when they start to feel sick.
- Children and staff who come to the child care center sick or become sick while at the facility will be sent home as soon as possible.
- Sick children and staff will be kept separate from well children and staff until they can be sent home.
- At this time, daycare licensing (LARA) recommends that children who had a fever, be fever free for 72 hours before returning to care (even if other symptoms are not present).
- If a staff member or child exhibits multiple symptoms of COVID-19, you suspect possible exposure, or an individual tests positive for COVID-19, the individual must stay home until:
  - o Fever-free for at least 72 hours without the use of medicine that reduces fevers AND
  - o Other symptoms have improved AND
  - o At least 10 days have passed since your symptoms first appeared.

Plan for someone who is or becomes sick
A cot in a corner of the main office will be used to isolate a sick child. A staff member will remain with child until picked up by parent or guardian. The child will be encouraged to wear a disposable face mask until picked up.
A staff member who becomes ill while at work will be sent home immediately. Cleared staff member will cover the classroom immediately to maintain ratio.

Monitor and Plan for Absenteeism among Staff
- A substitute will cover classes in the event ill staff needs to be sent home.

Monitoring Symptoms of COVID 19 in Children

Staff member will screen children upon arrival.

Fever is the Key indicator for young children. Children who have a fever of 100.40 F (38.00C) or above or other signs of illness will not be admitted to the facility. Cough and/or diarrhea in addition to fever is suggestive of coronavirus.

Parents will be encouraged to be on the alert for signs of illness in their children and to keep them home when they are sick. At drop off parents will be asked:

- If their child has been in close contact with a person who has COVID-19. (If yes, the family should self-quarantine for 14 days.)
- If their child has felt unwell (If yes, the child must go home with parent)
  - persistent cough,
  - temperature,
  - difficulty breathing,
  - cold,
  - diarrhea and/or vomiting
  - rash
- Staff member will also visually check the child for signs of illness, including flushed cheeks, rapid or difficulty breathing, fatigue, rash or extreme fussiness.

Teachers will continue to monitor symptoms throughout the day and monitor temperatures when children appear ill or "not themselves."

Monitoring Symptoms of COVID-19 in Staff

When staff members arrive:

- **Before reporting to work each day, staff will complete the online COVID-19 symptoms screening questionnaire at Michigan.gov/containcovid**
- Perform temperature checks on staff at arrival.
- Screen for cough, shortness of breath, difficulty breathing, change in smell or taste, and diarrhea.
- Staff arriving with fever above 100.4 F (38 C) or other symptoms must be sent home.
- Staff must report contact with anyone outside of work who has had a documented case of COVID-19. Staff will be instructed to self-quarantine if they have been exposed to COVID-19.

Communication Protocol to Report Symptoms or a Positive Test

Families and staff should report possible illness if anyone in their household shows symptoms or has tested positive for COVID-19, including the child or family members if they or their children experience possible symptoms or have a positive test.

Office staff should be notified the same day this occurs so preventative action can be taken immediately.

The office staff will contact the local health department and daycare licensing consultant for the next steps and the determination on whether to close the classroom or facility is based on guidance from the health department. Parents will be notified immediately by phone if COVID-

19 is present in the facility. Confidentiality of the person who has tested positive will be respected.

Social Distancing Strategies

We will continue to work with our local health officials to determine a set of strategies appropriate for our community's situation. We will continue using preparedness strategies and consider the following social distancing strategies:

- Child care classes will include the same group each day, and when possible, with the same teachers.
- Siblings of the same age will be kept together when possible.
- Group size for Preschoolers will be kept at 16 or less
- Smaller child use areas will be created when using large spaces to keep children from gathering outside of their group. Seating at tables and during activities and meal times will be spaced out so children can sit apart.
- All preschool activities and events will be canceled or postponed until further notice.
- Daily group activities that may promote transmission will be altered or halted:
  - Use of water and **sensory tables** will be halted. Each child will have their own individual bag of sensory material.
  - Family style **meals** will be halted.
  - The mixing of children will be limited and **playground** times will be staggered.
  - When **common spaces** remain in use the space will be disinfected between groups.
  - At **nap time,** children's naptime mats are spaced out as much as possible, ideally 6 feet apart. Mats will be placed head to toe in order to further reduce the potential for viral spread.
  - Parents will provide a pair of clean **indoor shoes** for each child to be kept at the center for indoor use only.
  - **Playground equipment** will be disinfected between class groups or not used at all. Teachers will take indoor activities outside to the fresh air as much as possible.

New Parent Drop-Off and Pick-Up Procedures

- Children will wash hands with soap and water upon arrival. Hand sanitizer with at least 60% alcohol will be provided next to parent sign-in sheets. Hand sanitizer will be kept out of children's reach.
- Sign-in stations will be placed outside or just inside the door. Sanitized pens are provided for each parent.
- **Only staff and children can enter classrooms.**
  - A staff member will walk child in the classroom, and at the end of the day, walk child back to his parent at the door
- Ideally, the same parent or designated person should drop off and pick up the child every day.

Nonessential Visitors

When possible, all maintenance/repair workers will be scheduled after childcare hours.

Classroom volunteers will be halted until further notice.

Methods to Ensure Hygiene

Hand Washing:

Children and staff will wash hands all day long with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, sneezing; going to the bathroom; and before eating or preparing food.

Staff will wash hands upon entering building and upon entering classrooms.

Intensify cleaning and disinfection efforts:

- Common areas will be disinfected all day long (for example, sinks, bathrooms, doorknobs, tabletops, and shared items). Dirty surfaces will be first cleaned with soap and water and then disinfected with a bleach and water solution. Bathrooms will be sanitized (cleaned and disinfected) daily with an EPA approved cleaner.
- Each classroom will follow a daily and weekly schedule for cleaning and disinfecting as directed by the CDC.
- EPA-registered disposable wipes will be used between users for commonly used surfaces such as keyboards, desks, and remote controls and phones.

Clean and Sanitize Toys

- Toys that cannot be cleaned and sanitized will not be used. This includes cloth dolls, stuffed animals and dress up clothes.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions will be set aside until they are cleaned with water and detergent, rinsed, sanitized with a bleach and water solution or cleaned in a dishwasher.
- Machine washable cloth toys be used by one individual child at a time or not be used at all.
- Set aside toys that need to be cleaned and placed in a dish pan with soapy water or put in a separate container marked for "soiled toys."
- Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

Clean and Disinfect Bedding

- Each child's bedding will be kept separate and stored in individually labeled bins, cubbies, or bags. Cots and mats are labeled for each child and disinfected daily. Bedding provided by the parent will be kept at the center and will be sent home weekly to be cleaned.

Items from Home

- None essential items will be prohibited
- Parents will be asked to provide a pair of indoor shoes at the facility.

Use of Face Masks

Child care providers do not need to wear N95 or surgical masks, smocks, or face shields, however, all staff will be provided a cloth face mask to use at designated times during the day.

Staff Participating in Drop Off or Pick UP

Staff will wear a mask or other suitable face covering (Cloth material that can withstand the test of trying to blow out a candle through the material).

Classroom staff

Must wear a mask or other suitable covering performing the following tasks:

- While serving children food and for the duration of the entire meal service
- Assisting children with basic care tasks such as toileting, changing diapers, changing clothes.
- Anytime the teacher is face to face with a child for more than a few seconds.
- When ill and waiting for a replacement teacher.

Classroom staff, at their discretion, may choose to wear a face mask or other suitable covering at other times of the day.

Administration

Must wear a mask performing the following tasks:

- Engaged in onsite activities involving visitors and parents, including tours, registration, payments, enrollment paperwork, etc.
- Before entering a classroom.
- If two or more staff are sharing a work space less than 6 feet apart.
- While tending to sick children who are waiting to be picked up by parent or guardian.

Children

Are not required to wear a mask. Daycare licensing does not recommend the use of masks if maintaining consistent groups.

Children two years of age and older, who are being sent home sick, will be encouraged to wear a mask awaiting pickup by parent or guardian.

Parents

Parents must wear a mask or other suitable face covering:

- At Drop off and Pick up
- Anytime they enter the office or building and for the duration of the visit.

Visitors and Workers (Utility, repair, etc.)

Visitors and Workers must wear a mask or other suitable face covering before entering the building and for the duration of the entire visit.

Use of Gloves

It is recommended by daycare licensing that providers wear gloves in a manner consistent with existing licensing rules (for example, gloves should be worn when handling contaminates, changing diapers, cleaning or when serving food). Staff members should wash hands before putting gloves on and immediately after gloves are removed. Gloves are not recommended for broader use.