



FERRIS STATE UNIVERSITY


CHARTER SCHOOLS OFFICE

COVID-19 Preparedness and Response Plan 2020-2021

Choose an item.

INSTRUCTIONS:

Please follow the step-by-step instructions below to complete the Preparedness and Response Plan.

1. Download and save the COVID-19 Preparedness and Response Plan to your computer prior to filling it out.
 2. Complete the report and make sure to save it to your computer.
 3. Submit the entire completed report in Epicenter. **Deadline: August 14, 2020**
- 



Choose an item.

COVID-19 Preparedness and Response Plan

Address of School District: Huron Academy - 11401 Metropolitan Parkway, Sterling Heights, MI 48312

District Code Number: 50903

Building Code Number(s): 08725 and 03028

District Contact Person: Mark S. Talbot

District Contact Person Email Address: talbotm@huronacademy.org

Local Public Health Department: Macomb County Health Department

Local Public Health Department Contact Person Email Address:
diseasecontrol@macombgov.org

Name of Intermediate School District: Macomb Intermediate School District


Name of Authorizing Body: Ferris State University

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 the 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. A copy of this plan is attached.
- 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.


Click here to enter a text.
President of the Board of Directors
08/12/2020
Click here to enter a date.
Date



Introduction and Overview

- Provide an introduction as an opportunity to introduce the reader to your school community and efforts to date that you have taken to ensure continued student learning during the COVID-19 pandemic.
- Consider including your school mission, vision and values and describe how they continue to guide your work.
- Identify guiding principles that your team considered when developing your Preparedness Plan.
- Describe how the plan was developed and how feedback from your school community was incorporated into the Preparedness Plan.

Academy Narrative:

Huron Academy is a charter school established in 1999 as a Public School Academy chartered by Ferris State University. Located in Sterling Heights and Clinton Township MI, the school is North Central Accredited (Cognia) and has been honored with many state and national awards. With innovative programs and initiatives, Huron Academy and its leadership has been recognized as one of the best public school academies in the state. Our goal is to provide a safe environment that provides a quality education for all students as well as instruction in character development. As a public school of choice, we accept children from throughout the geographic region. For the past two decades the school has grown in diversity to be fully representative of the cultural and ethnic multiplicity found in central Macomb County.

The school mission is simple *“Huron Academy’s mission is to be a leader in the areas of academic excellence and safety, while developing the character of our students.”* The visionary statements attached to this mission guide us to the realization of the mission - The school seeks to lead public charter elementary schools in Michigan and traditional public elementary schools in Macomb County, in academic excellence, as measured on state and national tests. The school seeks to promote the development of character in our students, as measured by a safe and orderly environment, where all children are accepted and can learn. These ideals have guided us for over two decades and they continue to be the principles that propel us through the decision making in this COVID-19 Preparedness plan.

At Huron Academy, the input of all stakeholders is valued in the decision making process. This was certainly evident in the development of this plan. Meetings were held, and the contributions of teachers, administrators, staff, parents, school board, management company, and others in the community were incorporated; we believe the plan to be a representation of the collaboration of the ideas shared. It speaks to the needs of our students and all in the community that service them; its first consideration



is safety and aligns with the strong advocacy of safe environments in our mission and vision.

[Click here to enter text.](#)



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

Phase 1, 2, or 3 Safety Protocols

- All protocols included on page 15 of the Roadmap are **“Required.”** This includes the closure of school building for in-person instruction and to anyone other than: 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, and 3) licensed child-care providers and the families they serve. It also includes the suspension of all athletics and busing operations, if applicable.
- Identify whether the Academy will be used by licensed child care providers and if so, under what conditions.
- Outline the extent to which school employees and contractors will be physically present in the school building for the purposes of conducting basic school operations, include remote live instruction, as determined by school administrators.
- Describe plans to ensure continued food distribution to eligible students.
- While the school is closed for in-person instruction, describe the cleaning protocols that will be adjusted to ensure the school building remains functional.
- If applicable, provide an assurance that states that all busing operations will be suspended.

Academy Narrative:

If we are in Emergency phase 1, 2, or 3 Huron Academy will be closed for in-person instruction. The Academy will not continue to provide child care under these circumstances. School employees and contractors will be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, and food prep and distribution. All inter-school activities, after-school activities and athletics are suspended. School cleaning and disinfecting practices will be adjusted to maintain school building functional order. Finally, all busing operations are suspended.



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

- All protocols included on page 16 of the Roadmap are **“Strongly Recommended.”** Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
- Specifically identify which protocols on page 16 that are identified as **“Strongly Recommended”** that the Academy will not implement.

Academy Narrative:

[Click here to enter text.](#)

If we are in Emergency Phase 1, 2, or 3 Huron Academy will make every effort to make our community aware of our availability to offer help and support in these troubling times. We will lean on available trained staff such as our school counselor, school social worker, and others to provide one-on-one support through various communication media for members of our community that need it. School Administrators will be available for any member of the community that needs questions answered and someone to communicate accountability issues with. Our teaching staff will be the first connection, and we will count on each of them to communicate any issues that they perceive so that support for mental health can take place. We have staff who can communicate in multiple languages, particularly Arabic, that will be called upon to assist those who need support and have difficulty with English. We will make every effort to follow the strongly recommended guidelines in the MI Safe Schools Return to School Roadmap.



Phase 1, 2, or 3 Instruction

- All protocols included on pages 17-18 of the Roadmap are **“Strongly Recommended.”**
- Describe the alternative modes of instruction that will be used while in-person instruction is suspended. Reflect upon the challenges and successes of implementing your Continuity of Learning and COVID-19 Response Plan, incorporate feedback from your school community, and outline in detail how you will ensure continued student learning. Specifically include a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction.
- Describe how the Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.



- Use the protocols listed on pages 17-18 of the Roadmap, as well as other best practices, as a guide in outlining and highlighting your plan for remote instruction.
- Specifically identify which protocols on pages 17-18 that are identified as “**Strongly Recommended**” that the Academy will not implement.

Academy Narrative:

The Academy will not be open to provide face-to-face instruction, so it will continue to provide alternative instruction using the following platforms:

- Use of online learning and virtual instruction

Students have always been the focus and center of everything we do at the Academy. We move forward with a remote learning plan with that in mind. We will continue to provide our students with a multitude of different learning opportunities that are diversified to meet the needs of all students. Feedback and communication, as it is in the classroom setting, will be a focus here in the remote setting. Students will know that their teacher still cares about them through the daily interactions and continued support of their efforts. We will incorporate Google Classroom and video conferencing to provide a regular direct link for interaction between teachers and students. Teachers will schedule class meeting times and be available with online office hours.

- Videos and Slide-shows

There are many sites that provide students with video medium that they can be directed to engage. Teachers will use tools within Google Classroom to run slides and other visual media to enhance the lessons. Teachers may also instruct students to watch scheduled television programming to enhance the lessons as well.

- Special Instruction

Based on student needs, the student support team (Social Worker, Special Education Teacher, ELL, Student Support Staff, Speech Pathologist, and the School Leaders) will reach out to individual students and families to provide support. The student support team will help connect the family to outside agencies to help meet their needs. While general education teachers are making weekly progress, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the student support team to make the necessary follow-up.

The Social Worker, Speech Pathologist, Special Education Teachers, Student Support Teachers and paras will continue to provide services to students through virtual meetings, based on their current IEP or 504 plan. We will primarily be using video conferencing software to host these meetings. The student support team will also utilize Google Classroom, Google Hangout, Emails, Texts and phone calls to support



students. Students may also reach out to support staff through their regular teacher or through school email. We will utilize all of our resources to continue services defined in IEP's and 504 plans as best we can, of course this will look different but every effort will be made to meet the goals and objectives that are outlined for each student.

All instructional personnel will be involved in documentation and tracking of student participation and completion of student work. Support personnel will log all time on task to best serve IEP and 504 students as well as at risk students who had been receiving Response To Intervention services. The tracking capacity of Google Classroom and existing software applications such as IXL and RAZZ-KIDS will be incorporated as well continuing to hold student scores in PowerSchool. We will implement Little SIS for Classroom software to provide overarching tracking of our efforts in general.

The Academy will establish a centralized point for all staff to report on the activities and participation of students. We will track the successful completion of learning materials and provide feedback to all stakeholders. This will be done in part by incorporating tracking software and other methods to streamline the collection of data. Various staff members beyond teaching staff will assist students and their families who are having difficulties with any aspect of the student learning and work toward finding solutions for those students.

The Academy will use the following methods to reach stakeholders to provide support and open communication:

- Posting on the School Website
- Facebook and other social media platforms
- Mass Email
- Mass Texting
- Individual communications from teachers, administrators, and other staff members

The Academy will provide ample professional development opportunities and training for staff to handle the challenges of online instruction. The entire staff will continue to network and share ideas in support of one another. Existing structures such as our professional learning community system will continue to provide collegial outlets for the exchange of ideas and growth professionally.



Phase 1, 2, or 3 Operations

- All protocols included on pages 19-20 of the Roadmap are **“Strongly Recommended.”** Using these protocols as a guide, describe how the Academy will manage operations and technology.
- Specifically highlight the level of access to digital devices your students and families have, how you know this information, and how you will ensure equitable access to learning, as needed, through the use of technology.
- Describe the specific ways staff will be redeployed to meet the needs of the Plan.
- Specifically identify which protocols on pages 19-20 that are identified as **“Strongly Recommended”** that the Academy will not implement.

Academy Narrative:

If we are in Emergency Phase 1, 2, or 3 Huron Academy will do the following to manage the operations of our facilities. Custodial staff will continue to maintain schools in good working order to prepare for the subsequent return of students. They will execute school cleaning and disinfection protocols according to the CDC School Decision Tree. Working with our vendors we will procure necessary materials for cleaning and disinfection. We will work with the ISD and any Local Emergency Management Programs for support with procurement of cleaning and disinfection supplies if needed. The custodial staff is recommended to wear surgical masks when performing cleaning duties.

We will determine the level of access to digital devices our students and families have by conducting a survey with families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. We will designate a general technology support lead for each school to ensure every student



has access to the appropriate technology and connectivity needed to continue learning. Other duties may include: securing training and support for educators to adapt remote learning for the classroom; serve as a family technology liaison to support communication regarding the use of technology; oversee procedures for the distribution, safe return and inventory of school-owned devices; provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access; and monitor device usage and compliance with online learning programs. We will work with our current IT vendor to assist with maintaining devices, if needed. They will develop on-site triage of staff and student devices to minimize the time that staff may be without a device. They will oversee the Infrastructure Evaluation process and be certain that every WiFi access point and wired network device is tested. We will schedule ongoing staff training on platforms and tools and review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

Finally, we will ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families. We will work with our food vendor to solidify food service processes, device distribution, delivery sites, and communication plans as necessary. We will work with the ISD and MDE to determine ways that staff that are displaced can be redeployed to meet the needs of the plan.



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

Phase 4 Safety Protocols

- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Personal Protective Equipment protocols identified as **“Required”** on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings. Identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements.
- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Hygiene protocols identified as **“Required”** on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.
- Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.
- While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, if the Academy decides to offer in-person instruction, describe which, if any, practices the Academy will implement.
- Describe the Academy’s plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as **“Required”** on page 26.
- Describe the Academy’s plans to ensure compliance with Athletic and Cleaning protocols identified as **“Required”** on page 27.
- Describe how the Academy will comply with each of the Transportation protocols identified as **“Required”** protocols on page 28.
- Specifically identify which protocols on pages 22-28 that are identified as **“Strongly Recommended”** that the Academy will not implement.

Academy Narrative:

Personal Protective Equipment (PPE) - 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. Any staff member who cannot medically tolerate a facial covering must not wear one, and clearance by a physician (including physician signature) must be provided to administration. Any staff member that is incapacitated or unable to remove the facial covering without assistance must not wear a facial covering.
 - PreK-5 and special education teachers should consider wearing clear masks



- Homemade facial coverings must be washed daily
- Disposable facial coverings must be disposed of at the end of the day

Personal Protective Equipment (PPE) - Students

- Facial coverings must always be worn in hallways and common areas (rooms such as Art, Music, Media Center, etc.) by PreK-12 students in the building, except while eating meals.
Any student that is unable to medically tolerate a facial covering must not wear one, and clearance by a physician (including physician signature) must be provided to administration. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.
Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily
 - Disposable face coverings must be disposed of at the end of each day
- Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one and clearance by a physician (including physician signature) must be provided to administration. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear a facial covering.
- 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.

Personal Protective Equipment (PPE) - Strongly Recommended

- It is strongly recommended that facial coverings be considered for K-5 students and students with special needs in classrooms. It is also strongly recommended that facial coverings should be considered for Pre-K students and students with special needs in hallways and common areas. Huron Academy will not require these recommendations.

Screening, Testing, and Response to Positive COVID-19 Cases - Staff

- Huron Academy will cooperate with the local health department regarding implementing protocols for screening staff. If a confirmed case is identified, we 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 present at the school.
- Huron Academy will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The local health department will initiate contact tracing, following regular public health practice. Anyone who was within close



contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine.

- To prevent the spread of COVID-19 and reduce the potential risk of exposure, Huron Academy will screen staff members on a daily basis upon entering the worksite. The following questions will be asked:

Are you currently suffering from any of the following symptoms – fever (100.4 degrees or higher) , chills, cough, shortness of breath, sore throat, new loss of smell or taste, muscle pain, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting?

1. If a touchless thermometer is available, temperature checks may be performed
2. If yes, access is denied, and the staff member is advised to self-isolate/self-quarantine at home, until the staff member is permitted to return to work as defined below.

Have you lived with, or had close contact with, someone in the last 14 days diagnosed with or displaying the symptoms of COVID-19?

3. If yes, access is denied, and the staff member is advised to self-isolate/self-quarantine at home, until at least 14 days after the close contact.

Have you traveled via airplane internationally or domestically in the last 14 days?

If yes, access is denied, and the staff member is advised to self-isolate/self-quarantine at home, until at least 14 days after the international or domestic travel.

- Staff members who develop a fever of 100.4 or above and/or COVID-19 symptoms during their shift must immediately leave the site and report it to their supervisor. It is strongly recommended that they wear a mask and be transported for off-site testing.
- A paper or electronic system of monitoring daily symptoms will be implemented.

Return to Work Requirements - Staff

- Staff members who were themselves diagnosed with COVID-19, or answered positive to the daily screening questions above, may only return to work upon confirmation of the cessation of symptoms and contagiousness which may be acquired via the test-based strategy. Under the test-based strategy, staff members may discontinue isolation and return to work upon achieving the following conditions:
 - Resolution of fever without the use of fever-reducing medications for 72 consecutive hours



- Improvement in respiratory symptoms (e.g., cough, shortness of breath); and
- Negative results of an FDA Emergency Use Authorized molecular assay for COVID-19 from two consecutive nasopharyngeal swab specimens collected at least 24 hours apart if feasible or one negative test and a return to work authorization from a medical doctor.

Staff members who came into close contact with, or live with, an individual with a confirmed diagnosis or symptoms may return to work after either 14 days have passed since the last close contact with the diagnosed/symptomatic individual, or the diagnosed/symptomatic individual receives a negative COVID-19 test. Further information may be obtained from a school administrator or human resources director.

Screening, Testing, and Response to Positive COVID-19 Cases - Students

- Huron Academy will cooperate with the local health department regarding implementing protocols for screening students. If a confirmed case is identified, we 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 present at the school.
- Huron Academy will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The local health department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine.
- Families will be provided with a list of COVID-19 symptoms and will be strongly encouraged to check their children for these symptoms on a daily basis, prior to the arrival at school.
- Students will be greeted at their classroom door where their teacher will take their temperature. If a student has a fever of 100 degrees or above, the teacher will send the student to the office. The office will follow specific protocols with sick students.
- Each building will have a designated quarantine area and an identified staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 will be placed in the quarantine area with a surgical mask in place until they can be picked up. The identified school staff caring for these children will wear a mask.



Return to School Requirements - Students

- Symptomatic students sent home from school due to COVID-19 symptoms will be kept home until they have tested negative for COVID-19 or have completely recovered with no symptoms and the student must be fever free for 72 consecutive hours without the use of fever reducing medications such as Tylenol or Motrin.
- 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.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to 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 is not recommended. Only those that develop symptoms require testing for COVID-19.
- Huron Academy will help the local health department by collecting data and contact information of those exposed.
- Note: Huron 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 must not participate in discussions or acknowledge a positive test).
- If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- Recommended cleaning/disinfecting procedures will occur throughout the day and after school and areas where a person with symptoms will be deep cleaned.

Hygiene

Huron Academy 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).
- Teach and reinforce to staff and students handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Will require staff and students to frequently wash their hands throughout the school day.
- Limit sharing of personal items and supplies such as writing utensils to the best of our ability.



- Will keep students' personal items separate and in individually labeled cubbies, containers, or lockers to the best of our ability.
- Will limit use of classroom materials to small groups and disinfect between uses, or provide adequate supplies to assign for individual student use to the best of our ability.
- Shall provide hand sanitizing stations throughout the building.

Spacing, Movement and Access

- Desks will be spaced six feet apart in classrooms and class sizes will be reduced to accommodate this to the best of our ability.
- In classrooms where tables are used, students will be spaced as far apart as feasible.
- As feasible, desks will be arranged facing the same direction toward the front of the classroom.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Signs indicating proper social distancing will be placed throughout the building.
- Floor tape and other markers will be used at six-foot intervals where lines will form as feasible.
- Social distancing floor/seating markings will be arranged in waiting and reception areas as feasible.
- Adult guests entering the building will be screened for symptoms, (see form) wear a facial covering, and wash/sanitize hands prior to entering. Huron Academy will keep records, including date and time, of guests entering and exiting the building.
- Classroom windows will be opened if possible and with weather permitting, keeping in mind student and staff allergies.
- Groups of students will be kept as small as possible.
- "Specials" teachers will travel to classrooms when possible.
- Efforts will be made to keep six feet of distance between people in the hallways.
- Physical education classes will be held outside when possible.
- Flow of traffic in entrances, exits, and hallways will be directed in only one direction, and will be indicated by signage when possible.

Food Service, Gathering, and Extracurricular Activities

- Huron Academy will prohibit indoor assemblies that bring together students from more than one classroom unless absolutely necessary.
- Huron Academy will stagger lunchtimes and will encourage six feet of distance between students when possible.
- Staff and students will wash hands before and after meals.



- Food personnel will wear PPE such as gloves, face shields, and surgical masks.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess will be outside whenever possible with appropriate social distancing when possible. When more than one class is outside at recess, facial coverings are recommended.
- When school supplied meals are provided, disposable utensils will be provided by the school and staff will continue to use proper meal serving/cleaning protocols.

Athletics

- Huron Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)
- 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.
- All equipment must be disinfected before and after use.
- 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 “Busing and Student Transportation” section in the Michigan 2020-2021 Return to School Roadmap.
- 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.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- 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

- 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 uses products.
- Staff must wear gloves, surgical masks, and face shields when performing all cleaning activities.

Transportation

- Busing will be suspended until further notice.

Medically Vulnerable Students and Staff

- Huron Academy will systematically review all current plans (e.g. IEP's, Medical Action Plans, or 504 Plans) for accommodating students with special healthcare needs and will update their care plans as needed to decrease their risk for exposure to COVID-19.
- Students/ families and staff who self-identify as high-risk for severe illness due to COVID-19 may contact administration to request alternative learning arrangements or work assignments. Reasonable accommodations will be made when possible.

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

- | |
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| <ul style="list-style-type: none">• All protocols included on page 29 of the Roadmap are “Strongly Recommended.” Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.• Specifically identify which protocols on page 29 of the Roadmap, all of which are identified as “Strongly Recommended” that the Academy <u>will not implement</u>. |
|---|

Academy Narrative:



- If possible, Huron Academy will implement a mental health screening for all students by a trained professional. Any screening will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Huron Academy will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to the school social worker or school counselor.
- Huron Academy will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Huron Academy recognizes the school social worker or school counselor as the point person or will establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- The school social worker or school counselor will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- The school social worker or school counselor will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Huron Academy will encourage ongoing reporting protocol for school staff to evaluate physical and mental health status.
- The school social worker or school counselor will provide resources for staff self-care, including resiliency strategies.
- Huron Academy designates a mental health liaison (school-based) as the school social worker or school counselor who will work across the school, local public health agencies, and community partners as needed.
- The school social worker or school counselor will leverage MDE resources for student and staff mental health and wellness support as needed.
- The school social worker or school counselor will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Huron Academy will communicate with parents and guardians, via a variety of channels, return to school transition information including: Destigmatization 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.



Phase 4 Instruction

- All protocols included on pages 30-32 of the Roadmap are **“Strongly Recommended.”**
- Outline the Academy’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider describing the results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches, and/or rotating in-person schedules.
- When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form



of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy's plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.

- Using the protocols outlined on pages 30-32 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning. As all of the protocols in this section are identified as **“Strongly Recommended,”** list any that the Academy will not implement.

Academy Narrative:

For all student learning (virtual and face-to-face) Huron Academy will:

- Ensure that every student:
 - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning
 - Is assessed to determine student readiness to engage in grade-level content
 - Is offered scaffolds and supports to meet their diverse academic and social emotional needs
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each student's IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- For online, activate plans to monitor and assess the following:
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.



- Attendance:
 - Develop systems to monitor and track students' online attendance on a daily basis
- Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress

On-line Learning

Virtual learning platforms were already established in Phase 1, 2, and 3 and will be continued in Phase 4 if requested by parents for their students. The following outlines protocols for this phase:

State Requirements: Students must be registered, enrolled, and taught by a certified teacher. Teachers are responsible to take attendance daily, as they would in face to face instruction.

School Requirements: Students must enroll in our virtual program for a minimum of one card marking. The virtual program takes place every day and students are expected to be online every day. A hybrid/part-time option is not available at this time. Students using school owned equipment are expected to adhere to our district Acceptable Use Policy for Technology.

Schedule: Our virtual program will follow our published school calendar for the 20/21 school year, which includes full day instruction Monday through Friday, with the exception of our previously scheduled half days. A typical day for a student would be balanced between virtual instruction from a teacher and independent practice on learning activities.

Special Education/504/Students Needing Additional Support: Students will have access to Resource/Intervention providers. To ensure our students receive the needed academic and social-emotional support, the student schedule times may be adjusted to allow for interventions to occur.

Staffing: The virtual program will be staffed by Huron Academy teachers who will use our academy curriculum.

Technology Platform: We will continue to provide our students with a multitude of different learning opportunities that are diversified to meet the needs of all students. We will incorporate Google Classroom and video conferencing to provide a regular direct link for interaction between teachers and students.

Technology Support: We will designate a general technology support lead for each campus to ensure every student has access to the appropriate technology and



connectivity needed to continue learning. Other duties may include: securing training and support for educators to adapt remote learning for the classroom; serve as a family technology liaison to support communication regarding the use of technology; oversee procedures for the distribution; safe return and inventory of school-owned devices; provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access; and monitor device usage and compliance with online learning programs.

Role of Parents: Parents are vital supports to their children's learning in a virtual environment and should be prepared to assist their students in logging on and monitoring their time spent on school work.

Communication: As always, the Academy will keep stakeholders informed of important developments. It is critically important that families maintain accurate contact information in PowerSchool to ensure they receive all the information from our school.

Phase 4 Operations

- All protocols included on pages 33-36 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.
- Specifically highlight the level of access to digital devices the Academy's students and their families have, how the Academy has collected this information, and how the Academy will ensure equitable access to learning, as needed, through the use of technology.
- Address operational plans in the event that the Academy is required to close for in-



person instruction, including the deployment of digital learning devices and transitioning to a fully remote learning environment.

- Specifically identify which protocols on pages 33-36 of the Roadmap, all of which are identified as “**Strongly Recommended**” that the Academy will not implement.

Academy Narrative:

Facilities

Huron Academy will:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies if necessary.
- Audit any additional facilities that the district may have access to that could be used for learning.
- 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 as feasible.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage advanced training for custodial staff.
- Will continue to deep clean its buildings over the summer.
- Audit its school buildings with a focus on:
 - how many classrooms are available
 - the size of each classroom
 - additional spaces that are available (e.g., gym, lunchroom, auditorium)
 - the ventilation in each classroom
 - the ventilation in each building
- Audit school security protocols to decide if any process changes need to be implemented.
- Require staff to follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations in the following ways:
 - Check HVAC systems at each building to ensure that they are running efficiently
 - Air filters will be changed regularly
 - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites



- Signage about frequent handwashing, cough etiquette, and nose blowing will be posted, disseminated, and encouraged through various methods of communication.
- Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- Require school leaders to conduct and document a facility walk-through with their custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 face coverings for PreK-5 teachers, low-income students, and students with special needs. Facial coverings with a transparent front will be available upon request.
- Provide level - 1 surgical masks for cleaning and janitorial staff.
- Provide face shields to staff upon request.

Communications and Family Supports

Huron Academy will:

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g. text, all call, email, home visit) to share:
 - Expectations around their child's return to school.
 - Clear information about schedules and configurations, if hybrid.
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies.
 - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - Training about how to access and use the school's chosen digital systems and tools.
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child.
 - Opportunities to build their digital literacy.
 - Strategies to support their child's learning at home.

Budget, Food Service, Enrollment, and Staffing

Huron Academy will:

- Support schools in assessing student arrival protocols. This will include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Determine staff and student outreach to understand who is coming back.
 - For staff, this will 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).



- For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview and hire new staff. Consider redeploying underutilized staff to serve core needs.
- Identify and modify staff positions that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Recruit, interview, and hire staff remotely if possible.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- 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.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 if necessary.
- Study budgets to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules (if 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.

Technology

Huron Academy will:

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.



- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Consider identifying family technology liaisons to support communication regarding the use of technology.
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools.
 - Sanitizing the devices prior to a repair or replacement evaluation.
 - Ordering accessories that may be needed over the summer.
 - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool if needed.
- Identify a vendor to assist with processing, returning and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Consult with the current technology vendor to prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device will be tested.
- Develop a technology support plan for families.

Transportation

- Busing will be suspended until further notice.



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

Phase 5 Safety Protocols

- All of the protocols listed on pages 38-44 of the Roadmap are listed as either **“Strongly Recommended”** or **“Recommended.”** Using these protocols as a guide, and incorporating other best practices, describe the Academy’s plans during Phase 5 of the Michigan Safe Start Plan for each of the following areas: Personal Protective Equipment; Hygiene; Spacing, Movement and Access; Screening Students, Staff, and Guests; Testing Protocols for Students and Staff and Responding to Positive Cases; and Responding to Positive Tests Among Staff and Students; Food Service, Gatherings, and Extracurricular Activities; Athletics; Cleaning; Busing and Student Transportation; and Medically Vulnerable Students and Staff.
- Highlight specific examples of how the Academy’s Plan for Operating during Phase 5 of the Michigan Safe Start Plan is different from its Plan for Operating during Phase 4 of the Michigan Safe Start Plan.
- Specifically identify which protocols on pages 38-44 that are identified as **“Strongly Recommended”** that the Academy will not implement.

Academy Narrative:

If the State moves to Phase 5 we will continue to follow Phase 4 protocols with the noted modifications:

In-person instruction permitted with minimal required protocols such as:

Personal Protective Equipment

Face Coverings are strongly recommended, but not required, for:

- All staff.
- Pre-K-12 students in hallways and common areas.

Hygiene

It is strongly recommended, but not required, to:

- Provide supplies including soap, hand sanitizer, paper towels, tissues, and education about healthy behaviors.
- Require students wash hands or use hand sanitizer when changing classrooms, entering the cafeteria, or getting on a bus.



Spacing, Movement, Access

It is recommended that:

- Desks, students, and teachers be spaced as far apart as possible.
- Guests are limited in buildings.
- Signage, floor markings, and seating encourage distancing and proper hygiene.

Testing Protocols

It is strongly recommended, but not required to:

- Identify a space and designate it as a quarantine area.
- Send symptomatic students and staff home until they have a negative test or have recovered according to CDC guidelines.

Responding to Positive Tests Among Staff and Students

It is strongly recommended, but not required, to:

- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

It is strongly recommended, but not required, that the health department:

- Initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure.

Cleaning

It is strongly recommended, but not required, to:

- Clean frequently touched surfaces including light switches, doors, benches, bathrooms at least every four hours.
- Clean libraries, computer labs, arts, and other hand-on classrooms after every class period.
- Wipe down student desks after every class period.
- Playground structures must continue to undergo normal routine cleaning.



Phase 5 Mental & Social-Emotional Health

- All protocols included on page 45 of the Roadmap are identified as **“Recommended.”** Using these protocols as a guide, describe to what extent the Academy will provide on-going mental and social-emotional health services for students.

Academy Narrative:

If the State moves to Phase 5 we will continue to follow Phase 4 protocols without modification.

Phase 5 Instruction

- All of the protocols included on pages 46-48 of the Roadmap are identified as **“Recommended.”** Outline the Academy’s plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan.
- Using the protocols outlined on pages 46-48 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular emphasis on any differences from the Academy’s plans during Phase 4 of the Michigan Safe Start Plan.

Academy Narrative:

If the state moves to Phase 5, we will continue to follow Phase 4 protocols without modification. However, we will be strongly encouraging students to return to face-to-face instruction as we get closer and closer to the end of this health crisis.

Phase 5 Operations

- All protocols included on pages 49-52 of the Roadmap are **“Recommended.”** Using these protocols as a guide, describe how the Academy will manage each of the following sub-sections: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation, with particular emphasis on any differences from the Academy’s plans during Phase 4 of the Michigan Safe Start Plan.

Academy Narrative:



If the State moves to Phase 5 we will continue to follow Phase 4 protocols without modification. The recommendations move from “strongly recommended” to “recommended,” so we will keep the protocols in place.