



Detroit Leadership Academy COVID-19 Preparedness and Response Plan

Address of School District:

13550 Virgil Street, Detroit, MI (PreK-8)
5845 Auburn Street, Detroit, MI 48228 (HS)

District Code Number: 82722

Building Code Number(s): 00334, 02222

District Contact Person: Kerri Smith

District Contact Person Email Address: ksmith@eqeducation.org

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: nancea@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: July 29, 2020



August 13, 2020 [via email]

Ms. Kerri Smith
Detroit Leadership Academy
13550 Virgil
Detroit, MI 48223

Re: Approval of COVID-19 Preparedness and Response Plan (“Plan”)

Dear Ms. Smith:

I am pleased to inform you that the Plan for Detroit Leadership Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and has been transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan.

To fulfill one of the required assurances, immediately add a copy of the approved Plan to the Academy’s Home Page of its website. An approved copy of the Plan is attached and can be found in Epicenter. The approved Plan constitutes a Charter Contract amendment and remains in effect as long as the Plan remains in effect.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org to initiate that process. Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a long, sweeping underline.

Corey Northrop
Executive Director

cc: Mark Lezotte, Board President

Attachment:

Approved COVID-19 Preparedness and Response Plan

RESOLUTION APPROVING THE COVID-19 PREPAREDNESS AND RESPONSE PLAN (“PREPAREDNESS PLAN”) AND APPROVAL OF CHARTER CONTRACT AMENDMENT

[Detroit Leadership Academy] (the “Academy”)

A [regular/ **special**] meeting of the Academy Board of Directors was held on the 29 day of **[July / August]**, 2020, at 4 [a.m. **[p.m.]**]

The meeting was called to order at 4:07 [a.m. / **[p.m.]**] by Board Member Dan Piepszowski :

Present: Alvina Gpson, LaKiesha Florence, Dan Piepszowski

Absent: Mark Lezotte

The following preamble and resolution were offered by Board Member LaKiesha Florence and supported by Board Member Alvina Gipson :

BACKGROUND

On June 30, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Gretchen Whitmer issued Executive Order 2020-142 (the “Order”) that provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the order, all schools must adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. Under the Order and the Michigan Safe Schools: Michigan’s 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education Return to School Advisory Council (“Return to School Roadmap”), Schools retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.

Acting under the Michigan Constitution of 1963 and Michigan law, the Order and the Return to School Roadmap state:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of the Order.
2. Every school must develop and adopt a Preparedness Plan that is informed by the Return to School Roadmap.
3. By August 15, 2020 or seven days before the start of the school year for students, whichever comes first: the Academy Board must approve its Preparedness Plan.
4. By August 17, 2020, the Academy’s authorizing body, Central Michigan University, must collect the Preparedness Plan and transmit such plan to the Superintendent and to the State Treasurer.
5. By August 17, 2020, the Academy must prominently post its approved Preparedness Plan on the Academy’s website home page.

The Academy submitted its Preparedness Plan to Central Michigan University (“Authorizer”) for review and approval.

The Academy Board of Directors (“Academy Board”) is required to approve the Academy’s Preparedness Plan by August 15, 2020 or seven days before the start of the school year for students, whichever comes first, and is required to approve the Academy’s Preparedness Plan as a charter contract (“Contract”) amendment.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy’s Preparedness Plan to Authorizer are ratified.
2. The Preparedness Plan, as approved by the Authorizer, is approved by the Academy Board as the COVID-19 Preparedness Plan and as the COVID-19 Preparedness Plan Amendment to the Contract. This Contract Amendment shall remain in effect as long as The Preparedness Plan remains in effect. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy’s Preparedness Plan as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy’s compliance with The Preparedness Plan or Executive Order 2020-142 are temporarily waived, suspended or altered.
6. Any actions or actions taken by authorized Academy representatives in the development, submission and implementation of The Preparedness Plan are (to the extent such actions or actions are not inconsistent with the delegation of authority provided under this resolution) ratified and confirmed in all respects.
7. This Resolution shall take immediate effect and continue through the end of the state of emergency and disaster declared in Executive Order 2020-127 and any subsequent executive order declaring a state of emergency or disaster in response to COVID-19 or the end of the 2020-2021 school year, whichever is sooner.

Ayes: 3

Nays: 0

Resolution declared adopted.



Print Name: Dan Piepszowski

Secretary, Academy Board



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. 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.

Mark Lezotte

President, Board of Directors

Board Approved: 07/29/2020



Introduction and Overview

Since March of 2020, when the COVID-19 pandemic impacted the way non-virtual PSA's function at their most fundamental levels every day, DLA and EQUITY Education have spent the majority of time reflecting on how to continuously remove barriers for the students and families we serve in Detroit, during this time and beyond. This means continuously providing high-quality education -- in-person or through a virtual setting, and continuously providing for social-emotional and socio-economic needs; including but not limited to food, technology, transportation, and other essentials such as facial coverings and cleaning products when and where we can.

During the COVID-19 Pandemic EQ and DLA also found ways to support the community we serve through intentional anti-racist, diversity, inclusion, and equity investments and development. This also includes a newfound priority to enhance college going choice and access for DLA families through the *Cougar Commitment* and *Cougars to College* initiatives to more closely align with the *Detroit Promise* and Governor Whitmer's *Sixtyby30* goal. Nevertheless, in order to fully realize DLA's mission, vision, and values (**as noted below**) the staff at DLA and EQ have adopted a mindset of "radical acceptance" in these uncertain times as educators. For our students and families, this translates to supporting them make connections and understand or embrace the guiding principles that if you always care for yourself, others, and the virtual or in-person educational spaces created during COVID-19 and beyond, the potential is limitless because there will be high expectations and high support for *all* regardless of the unknowns.

DLA's Mission, Vision, and Values

Detroit Leadership Academy's current **mission** reads that students will use their college degrees and careers to redefine what is possible by empowering future students and inspiring communities to become sustainable centers of educational excellence and innovation.

The Academy's current **vision** is to be a remarkable neighborhood school, providing a highly challenging, stimulating and supportive environment that unlocks the potential of all children and adults as leaders, pioneering the way to equity and excellence. Academy graduates are champions who have experienced and demonstrated success within and across the academic content areas, extracurricular and leadership opportunities who are prepared to take advantage of opportunities in a changing society. They are college-ready, career-focused and community-minded. Our community views the Academy as a model school. The school is innovative in its thinking and program offerings and is committed to providing a remarkable education for all students. The Academy aims to partner with the community to provide the best neighborhood school option.

It is the Academy's core belief that creating and sustaining excellent schools for all children is the most critical social justice issue today, that high-quality education is the only way to change the life trajectory and outcomes for kids. The Academy is relentless in this pursuit and refuses to accept



anything less than remarkable schools for all. The Academy works tirelessly to provide high quality services to Academy leaders, teachers, students and families rooted in our **values**:

- We operate with **EMPATHY**; We first seek to understand, then to be understood + We put ourselves in others' shoes.
- We produce **QUALITY**; We translate high expectations into high-quality systems and outcomes + We strive to make our best even better, mediocrity is not tolerated.
- We embrace being **UNCONVENTIONAL**; We are not afraid to try new things + We take calculated risks to produce results faster for kids.
- We take **INITIATIVE**; We are self-starters, diagnosing problems and implementing solutions + We take ownership for our results and do what is necessary to improve.
- We demonstrate **TENACITY**; We persevere when things are difficult + We are unrelenting, not lowering what we think is possible for our schools.
- We need **YOU**; We value our people, our greatest resource + We are a team, unapologetic in our pursuit of excellence and equity.

The Process:

Using the Academy's mission, vision, values, and guiding principles as the launching pad for this response and preparedness plan's development, EQ and DLA formed several committees to tackle this work as efficiently as possible. These internal committees included work groups for Health & Safety, Operations, and Academic/Social-Emotional supports, as aligned with *MI Safe School Roadmap*. The independent work of these committees then came to a culminating two-week event; *Leadership Summit*. School Leadership team members, leaders at EQ, support staff and teachers alike assessed their collective committee decisions to operationalize and finalize this plan in conjunction with DLA's partnership agreement, as well as the new MICIP system, so they do not function in isolation of one another but support each other.

EQUITY Education

Relevant to multiple Phases (1-3, 4, and 5) and multiple areas of the Michigan Roadmap is EQUITY Education's COVID-19 Preparedness and Response Plan, otherwise known as the Workplace Preparedness Plan. EQ is the employer of record at the Academy and its Charter Management Organization/Education Service Provider. Please find the plan [HERE](#).



Plan for Operating during Phases 1, 2 or 3

- The Academy assures that during **Phase 1, 2, or 3** of the *Michigan Safe Schools Roadmap* it will close its buildings to anyone except: (a) Academy employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers and relevant staff preparing and distributing food to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state. (d) Custodial services as aligned with preparedness plan. (e) Those employees responsible for Special Education instruction, as allowable.
- The Academy assures that during **Phase 1, 2, or 3** of the *Michigan Safe Schools Roadmap* it will suspend athletics, after-school activities, inter-school activities, and busing.
- The Academy assures that during **Phase 1, 2, or 3** of the *Michigan Safe Schools Roadmap* it 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.
- The Academy assures that in **Phases 1, 2, or 3** of the *Michigan Safe Schools Roadmap* it will provide for the continuation of food distribution to eligible students. Meals will be available for pick-up at one or more sites following guidance from the United States Department of Agriculture (USDA) and the Office of Nutrition within Michigan Department of Education (MDE).
- The Academy assures that during **Phase 3** of the *Michigan Safe Schools Roadmap* it will prohibit indoor assemblies that bring together students from more than one classroom.
- The Academy assures that all “**REQUIRED**” and “Strongly Required” cleaning protocols will occur while the school is closed for in-person instruction.
- The Academy assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to 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 in school.



Plan for Mental & Social-Emotional Health during Phases 1, 2 or 3

After review, the Academy will adopt all “**Required**” and “**Strongly Recommended**” protocols in Mental & Social-Emotional Health in the *Michigan Safe Schools Roadmap*.

Based on identification of need, students may receive support through a combination of synchronous and asynchronous methods, requiring access to a device connected to internet service and, at times, phone connection. The overall goal is to provide social-emotional support to students to ensure development of the whole child. The EQ approach to behavior is driven by the understanding that behavior is learned. With consistent support and development, emotional turmoil can be processed; healthy coping skills can be developed, leading to a decrease in social-emotional barriers to learning. Second only to the focus of the whole child, is the emphasis on restorative practices, which will be the core of the alternative to suspension program. Through this program, relationships are valued with emphasis on taking ownership of one’s actions, while repairing harm done to others.

Additional Considerations: As we work to support the emotional well-being of our students, it is important that classroom teachers are in constant contact with the appropriate support staff to ensure the following:

- Making sure all student welfare is accounted for
- Minimizing the amount of work the classroom teacher has to focus on; allowing for a team approach to support whole child development
- Ensuring support staff provide their specified skills and expertise of students’ social/emotional development

Crisis Management Plan:

- Crisis will be identified by the building leader, who will then inform EQ’s Senior Director of Mental Health and Wellness (SDMHW).
- Building leader + SDMHW will determine appropriate next steps for staff and students based on identified crises.
- Communication will go out to staff + families based on any necessary changes in the operation of school day.
- Mental health staff will be informed of needed support based on identified crises.
- Resources will be provided as needed.

COVID-19 Mental Health Response Plan



For Staff

- Staff will be provided with training and development on the following topics: Social-emotional learning, trauma-informed best practices, identification of students considered at risk via the MTSS process, proper local referral protocols + self-care to promote wellness and resilience and to prevent burnout and vicarious trauma (See PLC schedule).
- Academy will follow HR requirements + mandates regarding staff physical and mental health status.
- Academy will follow HR requirements + provide HR access to school stakeholders regarding communication of mental health concerns around COVID-19.

For School Community

- A resiliency PLC will be developed to support the management of mental strength + resilience. **PLC's will be offered to all staff and families within the school community.*
- A wellness resource list will be provided for staff and students with guidance provided by MDE mental health recommendations (<https://www.michigan.gov/mde/0,4615,7-140-74638-199286--,00.html>).
- School will regularly communicate with families, through various communications channels, regarding COVID-19 mental health concerns.
- Adult learning will include: Destigmatization of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>), 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.

For Students

- Each campus will disperse a basic wellness survey to all students to determine the need for additional support, age appropriate.
- Based on wellness survey results, teachers will refer students to the MTSS process as needed.
- A mental health professional will then conduct further screening to those identified as at-risk to ensure appropriate support and resources are given to those in need.

Department of Health and Human Services (DHHS)



- A DHHS worker will serve as the mental health liaison who will work across both campuses to provide connection to local public health agencies and community partners.
- DHHS worker will receive all attendance/participation referrals across campuses and provide additional outreach regarding barriers to learning.

Plan for Instruction during Phases 1, 2 or 3

Lessons Learned from Spring 2020 Continuity of Learning and COVID-19 Response Plan

With input from the academic department and school leadership, the network laid out clear guidelines to support quality, grade-level instruction during the time of virtual learning as well as strategies to monitor its implementation and assess quality thereof. Those expectations and strategies are outlined below, followed by reflection of their strengths/weaknesses (addressed in each italicized sub-bullet)

- The expectation laid out for all teachers during this time was that five days of learning needed to take place in each core subject area, of which two days needed to include 30 minutes (minimum) of synchronous instruction using Zoom. Outside of this, teachers were expected to hold daily office hours through Zoom that were available to students and families to address academic needs or serve as a point person for connecting them with technology, social-emotional, or food service support.
 - *Based upon review of submitted lesson plans and observations of virtual instruction across K-12, these expectations were implemented inconsistently. Evidence suggests that grades K-4 and 9-12 upheld these expectations with the greatest levels of fidelity. However, all Detroit Leadership Academy students deserve an equitable and quality instructional experience; as a result, a revised set of expectations will be enacted in a Phase 1, 2, or 3 virtual learning scenario that sets clear check points for instructional support personnel to monitor implementation and address inconsistencies immediately. Additionally, a formal virtual school-day schedule will be created that takes into account a students' full course load and allows the student to follow a learning schedule that parallels, to the degree possible, their in-person daily schedule.*
- Students were expected to show evidence of learning by submitting work aligned to their synchronous and asynchronous learning.
 - *Teachers exercised a great deal of creativity in finding ways for students to submit evidence of learning. Methods included submission through Google Classroom, pictures sent through email and text message, evidence held up to the screen for viewing during virtual sessions on Zoom, and other flexible means. While this*



creativity was adequate in the first season of virtual learning, students need a consistent manner in which to submit evidence of learning that they are taught and practice, across grade levels where possible. Reducing the manner in which work is submitted will allow teachers to focus more time on quality feedback that drives instruction as opposed to maneuvering multiple tools to access students' work. As a result, in a Phase 1, 2, or 3 virtual learning scenario, student work that is not completed within an asynchronous platform will be collected/submitted using Google Classroom as one common tool. Training will be provided for staff, students, and families in how to set-up, access, and utilize the features of Google Classroom necessary for submitting evidence of student learning. The use of Google Classroom was test-driven during the Academy's 5-8th grade Summer Program experience to assess the most common areas adults and students would need support in learning how to navigate.

- Teachers were provided with common templates for planning virtual instruction; teachers also provided a weekly instructional calendar to students/families via a variety of platforms to communicate with families what learning would happen; asynchronous versus synchronous.
 - *Based upon lesson plan review, common instructional planning templates were used with fidelity among those plans that were submitted (tightening of expectations and follow-up when plans are not submitted will be evaluated). While the K-8 program also used the weekly instructional calendar for families/students with fidelity, the communication/distribution of that plan to families did not happen in a consistent manner, making it challenging for families and students to know where or how to access plans and especially arduous for families with students across multiple grade levels. Towards the end of May, the campus created its own Padlet as a one common place where families could find this information. At the high school level, weekly instructional calendars were not created or shared with students. Teachers chose various methods of communicating learning plans to students, sharing resources for the week, collecting work, etc. As a result, moving into the 2020-2021 school year, the network will provide one common space (Campus Google Sites linked to the school's website) where all virtual materials and instructional documents for K-12 courses can be located for students and families, to eliminate potential communication barriers.*
- Teachers were expected to continue instruction aligned to the scope and sequence of their content and grade level courses, using network-approved core and supplemental curriculum resources to maintain grade-level focus and use high-quality instructional materials.



- *Based upon review of submitted lesson plans and observations of virtual instruction across K-12, K-4 and 9-12 instruction largely continued in alignment to expected scope and sequence of instruction, though pacing slowed tremendously. At the 5-8 level, instruction generally turned towards review of previously taught skills and misaligned standards. Largely, however, much instruction deviated from the use of approved curricular resources and supplements, calling into question the quality and alignment of chosen resources. Consequently, not all students received an equitable and high-quality instructional experience. As a result, a revised set of expectations will be enacted in a Phase 1, 2, or 3 virtual learning scenario that sets clear check points for instructional support personnel to monitor implementation of scope and sequence, discuss progress and necessary adjustments against teachers' scope and sequence, as well as providing additional support using approved curricular resources during content PLCs.*
- Teachers uploaded lesson plans to a virtual platform weekly (Google Docs) to be reviewed by an assigned instructional support person (following the same protocols used for in-person instruction and support); instructional support personnel were to provide targeted feedback to ensure alignment of instruction to the intended rigor of the standards, ensure the general structure of teaching carried over from the classroom to the virtual space (Gathering for social-emotional connection, review of objectives and success criteria for the lesson, teacher model, student practice/collaboration opportunities, and an Exit Ticket to measure individual progress towards mastery of the lesson's objectives).
 - *Based upon informal and formal checks, teachers did not receive consistent, targeted feedback to ensure instruction alignment to scope and sequence and standard-level rigor; additionally, use of the desired lesson structure varied significantly across and within grade levels and content areas. As a result, a revised set of expectations and checkpoints will be added between instructional support personnel and the network academic team and school leaders to ensure this level of intended support is happening consistently and to continue calibration of high-quality, targeted feedback. Additionally, a modified planning template is being provided that will narrow teacher focus to preparing for the portions of instruction that are least-dependent upon the curricular resource being used and therefore require the most intellectual preparation for a quality lesson.*
- In addition to uploading weekly lesson plans, teachers were also asked to upload a weekly piece of “evidence of instruction” which could include a recorded virtual teaching session from Zoom, student work with the teacher’s feedback, or other evidence of two-way instructional interaction between teacher and students.
 - *This requirement served as a means of accountability; few teachers, instructional support personnel, or school leaders reported that the submitted evidence was*



utilized for any means other than showing compliance to the requirement (i.e. it's unknown if recorded videos were provided to students for review or if student work was projected for group collaborative discussion amongst students or working groups of teacher). Our focus needs to remain on providing high-quality instruction and so removing any task that isn't advancing that goal should be reevaluated and discontinued if possible; such is our stance on this requirement. Teachers will no longer be asked to submit evidence of live instruction; any recorded instruction will be for the purposes of posting to Google Classroom for student use and/or leveraged in professional development.

- School-level instructional support personnel “observed” virtual instruction in the months of March, April, May, and June; the purpose of observation was to provide immediate feedback to the teachers to improve/problem-solve technological issues students/adults faced, reflect on engagement strategies, practice the use of high-leverage strategies that had been provided by the network during in-person instruction, and to walk away with observations to compile a list of trends to be identified and addressed through professional learning in Summer 2020 ahead of the return to school in a possible virtual setting.
 - *While observation did frequently take place by instructional support personnel, it did not result in sustained, incremental improvements over time, as implicitly intended. A deeper assessment of this reality would suggest that in many cases instructional support personnel and/or school leaders shied away from providing the same level of instructional feedback during Spring 2020 virtual learning as they would have during in-person instruction, citing rationale including not wanting to overwhelm the teachers since virtual learning was new, not knowing what type of feedback to provide, or being uncertain that the feedback was useful in the new setting. While understandable, these mindsets are disempowering and lead to students not receiving equitable and high-quality instruction. As a result, a clear set of coaching/instructional support expectations and checkpoints will be in place for the upcoming school year, to be used regardless of the Phased plan we are implementing. Prior to the start of the school year, the academic team will unpack their own disempowering mindsets, calibrate on the coaching model and how to translate it into a virtual space, and re-norm on the key instructional strategies and expectations that they should be focusing on with all teachers. When teachers return for school-year preparation, these intentions will be clearly laid out in addition to a commitment to keeping “other, non-essential” tasks off teachers’ plates so they have the mental capacity to receive ongoing coaching with the expectation of continual improvement over time.*
- Weekly, assigned school-level instructional support personnel were tasked to meet 1:1 with teachers to review academic progress of students, provide feedback from virtual



observations, identify any non-academic needs that the teacher had been made aware of that a student or family needed support with, and check on the teacher's social-emotional wellness, also alerting HR if the teacher may need personal supports.

- *This expectation played out differently across each school campus; while the high school implemented 1:1 check-ins, they centered on social-emotional wellbeing of teachers and supporting technology needs. Whereas, at the K-8 level, the school leader opted to meet weekly with grade level teams (K-2, 3-4, 5-8) to address grade-level issues, provide general feedback around the weekly instructional calendar for students/families, and elicit other feedback. It is unclear that one approach was more effective overall than the other was; however, evidence suggests that the format and focus of the K-8 grade level conversations had a larger impact on instructional quality than did the approach at the high school.*
- Weekly, school leadership met with the Chief Schools Officer with the purpose of debriefing progress of learning, identifying common barriers to work through, or thought-partner on a variety of needs related to providing virtual instruction.
 - *By late March 2020, the Chief Schools Officer adopted and adapted a timeline of focus areas to move the school leaders, their leadership teams, and their school teams through a continuum of addressing student and staff social-emotional needs, ensuring access to needs including food resources and technology, assessing teacher ability to implement the virtual learning plan, and then move in to assessing quality of implementation and the degree to which students were actually learning and progressing in mastery of grade-level content. While well intentioned, weekly touchpoints never moved beyond support and problem solving around logistics (getting technology to students, troubleshooting attendance issues, implementing the revised grading policy, etc.). In order to ensure equitable and high-quality instruction for all kids, the conversations at the head of the organization need to mimic what is most important, a return to instructional leadership. As a result, the Chief Schools Officer, in collaboration with the network academic team, instructional support personnel, and school leadership will safeguard time every-other week to review student work and instruction (live or virtual), calibrate on targeted areas of growth and walk away with clear next steps for communicating and moving the collective team forward on a path of improved teaching and learning. This shared leadership and group dialogue will increase others' capacity to identify quality, name specific steps to improve instructional processes or outcomes, and spread a larger understanding of the instructional trends, needs, and successes amongst those who support academics across the campuses and network.*



- With input across the academic department and school leadership, the Academy adopted a revised grading policy to ensure students were being awarded grades representative of their mastery of skills taught during virtual learning without being penalized for non-participation when barriers to participation fell outside of needs the school could address (access to technology, food, social-emotional support services, etc.). As a result, no student was permitted to fail the 4th quarter or Semester 2 of the school year. Students' progress was expected to be reflected weekly through updated grades submitted into PowerTeacherPro and written/verbal feedback provided directly from teachers to students.
 - *The revised policy was implemented as intended; students who participated in learning through the MICL plan received the letter grade they earned on completed work (A-F). However, if their earned grade was an F, those were turned into passing (P) grades for Quarter 4 and Semester 2, overall. Similarly, those students who did not participate received a P for pass without a percentage score on their report card. An unintended consequence of the move to the MICL plan, however, was that numerous teachers moved from grading that reflected mastery of skills and knowledge to effort-based and participation-based grading. In an attempt to reward students for showing up during a challenging season we instead communicated that grades are about the act of showing up as opposed to a reflection of what was learned, a well-intentioned but disempowering mindset. Continuing to use grades to communicate learned vs unlearned material is important so that students, families, and teachers understand real, accurate progress. During summer preparation with instructional staff prior to fall 2020, time will be spent unpacking these mindsets with staff and reorienting them to the purpose of feedback and grades and how to communicate value in showing up versus equating one with mastery of concepts...and why BOTH are important to do.*
- A committee of instructional support personnel, Master Teachers, school leaders, and network-level academic directors was selected by the Chief School Officer to conduct a series of organized instructional observations during May and June. Prior to these observations, the committee identified three distinct areas to focus observation: Teacher Modeling, Student Engagement, and Structure of Learning, provided observation tools and norms for virtual observations. Approximately twenty virtual classes were observed in the span of three weeks; following, a facilitated discussion took place to identify trends within each of the three focus areas and identify key areas of professional learning needed for teachers prior to the launch of fall virtual learning (if applicable).
 - *As a result of this process, the team collectively identified core areas that will need strategic development amongst staff, including setting virtual learning norms, transferring lesson structure from the classroom to virtual setting, utilizing Zoom features, and implementing formative assessment for learning. These topics will be*



addressed in the two weeks prior to students returning (EQ Summer Summit) and continuously supported through ongoing coaching cycles as needed.

As a result of reflection, team dialogue, and participation in local, state, and national learning groups, the details on pages 17-21 outline the methodologies, structures, and expectations of Phase 1, 2, or 3 instruction. After review, the Academy will adopt all “**Strongly Recommended**” protocols in Instruction in the *Michigan Safe Schools Roadmap*.

Phases 1-3 Modes of Instruction for Virtual Learning for 2020-2021 School Year & Core Curriculum			
	K-2	3-8	9-12
Modes of Instruction	Google Classroom Live Zoom Classes	Google Classroom Live Zoom Classes	Google Classroom Live Zoom Classes
ELA	Core Knowledge Language Arts (CKLA) K-3 Guided Reading will implement Springboard Collaborative	Expeditionary Learning	Expeditionary Learning
Social Studies	Embedded in CKLA	Oakland Schools	Oakland Schools
Math	Eureka Math	Eureka Math	Eureka Math
Science	Phenomenal Science	Full Option Science System (FOSS)	9th - CPO Physics & RESA Chemistry 10th- Model Based Biology 11th and 12th- New Visions Earth Science
Specials/ Electives	Art: Oakland Schools PE: EPEC Health: MMH Technology: TechnoKids	Art: Oakland Schools PE: EPEC Health: MMH Technology: TechnoKids	Spanish: Oakland Schools Art: Oakland Schools PE: EPEC Health: MMH 21st Century Skills: TechnoKids

**Additional supplemental curricular resources will be approved by Academic Team Leadership and school Administration*



In order to support Phases 1-3 learning, the Academy will provide students with:

1. A beginning of the year kit that includes commonly required learning resources like pencils, markers, paper, etc.
2. By subject area and grade level, any workbooks needed to be distributed at the start of each quarter (ex: CKLA, Eureka Math).
3. Technology, such as a Chromebook or tablet, if needed.
4. Operational support in terms of internet access.

The structure of learning for Phases 1-3 replicates the in-person class structure that incorporates focus strategies to ensure quality instruction and student engagement.

Structure of Virtual Class Time			
	K-2	3-8	9-12
Gathering	3-5 min	3-5 min	3-5 min
Do Now	5-7 min	5-7 min	5-7 min
Modeling/Focused Instruction	10-15 min	10-15min	10-15min
Student Work Time	15-20 min	15-20 min	15-20 min
Exit Ticket	5-7 min	5-7 min	5-7 min



Student Engagement in Phases 1-3 Learning	
Student Engagement is supported by the following teaching actions:	Student Engagement is indicated by the following student actions:
<ul style="list-style-type: none"> ● Preparing a strong lesson following the structure of virtual class time ● Daily review of norms and expectations ● Consistently follow the 4-Step Model ● Utilizing cold call strategy ● The use of strategic break out rooms 	<ul style="list-style-type: none"> ● Cameras are on for the duration of class ● Do Now/Exit Tickets completed during allotted time during class ● Participation in the chat box ● Answering questions out loud ● Contributing to classwork in shared Google Documents

Monitoring the Progress of Student Learning in Phases 1-3				
	Do Now/ Exit Tickets <i>Administered Daily through Google Forms</i>	Unit/Module Assessments <i>Administered through Google Suite</i>	Interim Assessments <i>Administered through Mastery Connect Online</i>	Academic Approach (8-11) <i>Administered Online</i>
Teacher Use	Delivers daily to drive towards mastery of scope/sequence of skills /knowledge for content/grade	Teacher delivers at end of Unit or Module to gauge mastery of grade level standards and progress towards proficiency on high stakes testing	Teachers deliver 3x/year; informs re-teach plans and identifies extent to which kids are meeting grade-level mastery	Teachers deliver 1x a year in the Fall to lift up key standards to focus on between Fall and P/SAT
Director of Academics / Instructional Coach Use (and Principal knowledge of)	Examines results w/teachers during Coaching Meetings about content and student progress	Examines results w/teachers during Coaching Meetings about content and student progress Support teachers with scaffolding assessments during coaching meetings and PLCs Make direct connection with college readiness	DOAs/IC will support teachers during PLCs in analyzing results and creating re-teach plans DOAs/ICs need to know mastery by grade/content to know the pulse of progress.	DOAs/IC will support teachers during PLCs in analyzing results and planning next steps DOAs/ICs need to know mastery by grade/content to know the pulse of progress.
Director of STEM	Examines results	Examines results	Will use to monitor	Will support teachers and



Director of Humanities Chief Schools Officer Use	w/teachers during Coaching Meetings and PLCs about content and student progress	w/teachers during Coaching Meetings or PLCs about content and student progress Make direct connection with college readiness Support teachers with scaffolding assessments during coaching meetings and PLCs	overall level of mastery, identify adjustments to scope/sequence needed, or informing PLCs, Network PD, or Coaching	DOAs/IC during PLCs in analyzing results and planning next steps. Need to know mastery by grade/content to know the pulse of progress.
--	---	--	---	---

Equal Access for Students with Disabilities in Phases 1-3		
Planning	During Instruction	Following Instruction
<ul style="list-style-type: none"> ● General Education and Special Ed teachers meet weekly ● General Education teacher brings reviewed lesson plan and any student concerns affecting the learning ● Special Ed teacher brings knowledge of the student caseload and appropriate accommodations/modifications for their students ● General education teacher walks away with strategy for specific special ed students ● Special Education teacher walks away with what skills are being taught and how to support the lesson ● Additionally, office hours for general education teachers who need additional support (identifying specific days/time blocks when SPED teachers are available in Zoom together for open conversations with teachers)...build into campus' weekly schedules ● Prior to class, students are provided with necessary learning materials, as outlined in IEP ● Special Education Teacher will provide students with hard copies of lesson materials as needed or as requested by student or family 	<ul style="list-style-type: none"> ● General Education Teacher will ensure that accommodations and modifications are implemented per students' IEPs ● As determined by lesson plan review in planning meeting, Special Education Teachers will join break-out rooms during class time to support learning for students with disabilities 	<ul style="list-style-type: none"> ● Special Education Teachers will provide office hours for students who need additional support with asynchronous work ● Special Education teachers will log interactions and attendance with students ● General Education and Special Education teachers will collaborate following class as needed to address any concerns of the students or either of the teachers



Planned Adult Supports for Phases 1-3 Instruction		
Technology-Based Support	Instructional Support	Content Support
<ul style="list-style-type: none"> ● Google Classroom ● Zoom ● Google Suite (Docs, Forms, Slides, Sheets) ● PowerSchool ● Online Learning Platform for Intervention/Asynchronous Learning (K-8) ● Online Learning Platform for Asynchronous Learning (9-12) ● GoalBook Pro ● MasteryConnect ● Training for proctoring online assessments ● General tech use; ex: email, calendar, etc. 	<ul style="list-style-type: none"> ● Lesson plan feedback ● Model lesson plans ● Four-step model from Classroom to Virtual ● Do Now and Exit Ticket ● How to use Forms to support ● Focused Instruction ● Engaging/meaningful strategies for digital learning that maintains rigor ● Differentiation utilizing break out rooms ● Model videos (lesson delivery) ● Zoom Peer observations ● Coaching Cycles ● Mindfulness for staff 	<ul style="list-style-type: none"> ● Lesson plan feedback ● PLCs ● Using Do Now and Exit Ticket data to inform instruction and progress monitoring on standards mastery ● Zoom Peer observations ● Engagement strategies with same content by building ● Coaching Cycles

Plan for Operations during Phases 1, 2 or 3

After review, the Academy will adopt all “**Strongly Recommended**” protocols in Operations in the *Michigan Safe Schools Roadmap* with the exceptions and modifications indicated below:

Access to Digital Devices:

- All families will be given the opportunity to have an Academy device (Chromebook or tablet) based on need. Surveys will occur with families to determine need (such as for internet or device) at the beginning of August via online Google Forms, with follow up provided via Zoom DLA Family Town Halls and direct phone calls. Devices will be available for distribution (pick up and drop off as needed) at the end of August. Technical support can be accessed via the Academy’s website, email, and phone calls with school-based staff and, as needed, dedicated IT vendor support.



- During online learning, students’ participation and access will continue to be evaluated by Academy staff, specifically checking for technology concerns. This way Academy staff can proactively reach out to families who may need a device during the year, but either did not need one at the beginning of the year or have not reached out to indicate a need. If families did not indicate a technology need at the beginning of the year, but one arises, they can also contact staff to receive a device. Devices can be deployed via pick up and drop off, as needed.
- To ensure equitable access to remote learning, the Academy will work with families to secure devices and other technology needs (such as internet access). The Academy will also work with families to provide on-going learning opportunities related to the most frequently used technology platforms.

Staff Redeployment:

- In Phases 1, 2, or 3 staff may be redeployed in conjunction with Human Resources and their Supervisor to support the Academy being fully virtual. This includes, but is not limited to, revised job descriptions in a fully virtual setting.

Facilities:

- “Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.”
 - *The Academy will adopt this as modified to reflect:* The Academy will work with the ISD and relevant distribution chains to procure necessary supplies such as PPE and cleaning agents.

Technology

- “Assign technology process leaders to key effort and publish their contact information on the district intranet and/or internet.”
 - *The Academy will adopt this as modified to reflect:* change from “their contact information” to “relevant contact information”

Budget, Food Service, and Enrollment and Staffing:

- No modifications or exceptions.



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

Phase 4 Safety Protocols

After studying the *Michigan Safe Schools Roadmap*, DLA has adopted all Phase 4 Safety “**Requirements**” and “**Strongly Recommended**” protocols, with the following assurances and some slight modifications as noted below.

Personal Protective Equipment

- The Academy will ensure compliance with the Personal Protective Equipment protocols identified as “**Required**” and “**Strongly Recommended**” on page 22 and 28 of the Roadmap, with any exceptions to protocol or for staff and students noted above. The Academy will address staff, including when and where staff and students are required to wear facial coverings. The Academy will address staff who do not comply with these requirements per guidance in the EQ Employee Handbook, which is available upon request and hyper-linked in this document. The Academy will address students who do not comply through administration and family meetings to determine the best instructional placement for the student, with consideration of the health and safety of the student and school community.
- The policies and procedures that the Academy will follow when the region in which the Academy is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:
 1. **Face coverings** (p. 22)
 - a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
 - i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
- The expectations for the wearing of face coverings and how to obtain clean face coverings



will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations.

- Students and parents will sign-off on their awareness of face covering policies before the students are permitted to enter the classroom on the first day of school.
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Fabric face coverings will be ordered and provided to every staff member.
- AS the need arises, disposable face coverings will be available to all staff and students.
- Individuals (staff or students) who claim medical exemption will need to meet with the Principal/School Nurse/Human Resources to provide rationale and documentation.
- Exempted individuals will be recorded in a master database.
- School staff will define, teach and prompt the wearing of face coverings within their predictable school routine. Re-teaching will occur daily until predictable school routines are established.
- Students requiring special considerations (example: 504 Plans, IEPs, health care plans) regarding failure to wear a face covering will be referred to their specific case manager for the development of additional interventions.
- Guests to the school building (substitute teachers, etc.) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene

- During in-person instruction during Phase 4 the Academy will ensure compliance with the Hygiene protocols identified as “**Required**” on page 22 of the Roadmap, by coordinating with vendors for supply delivery on-going in the school year, advanced purchasing, operations team, including custodial staff checking on supply levels of items such as soap, hand sanitizer, paper towels, and tissues. Additional signs will be posted throughout the building to teach and reinforce hygienic behaviors.
- Every classroom will be supplied with a fixed or portable handwashing or hand sanitizing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, and trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include



- Hand-washing schedule
- Room and materials cleaning schedule
- Teacher or school nurse will teach students the following to students and reinforce weekly or more often as needed (this may be done via video)
 - proper handwashing on the first day of school and reinforce weekly or more often if needed
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by August 15 and quarterly, or more frequently as needed.
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 30
 - Monitor hygiene supplies and refill as needed
 - Procure hand sanitizing stations as deemed necessary
- Sharing school supplies will be limited

Spacing, Movement and Access

- “Space desks six feet apart in classrooms. Class Sizes should be kept to the level afforded by necessary spacing requirements.”
 - *The Academy will adopt this as modified to reflect: “In classrooms, space students as far apart as feasible”*
- “In classrooms where large tables are utilized, space students as far apart as feasible.”
 - *The Academy will adopt this as modified to reflect: “In classrooms, space students as far apart as feasible”*

Screening Students and Staff

- “Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.”
 - *The Academy will adopt this as modified to reflect: “Sick staff/students stay home until recovered according to CDC guidelines”*
- Each school building will identify a remote and secluded room to serve as an isolation area. This room will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, and portable two-way radios.
- Each building will have an identified and trained staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and therefore



this individual must have the flexibility to leave their regular assignment at a moment's notice.

- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and suggestions as to where to report for testing.
- A designated person (office staff) will contact the student/family after removal until the student is recovered according to CDC guidelines before the student can return to school.
- During the time of quarantine, the student will be asked to self-identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through an application, *ClearToGo*, as recommended by legal counsel. Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school. Human Resources will monitor and follow up with any symptomatic person to suggest testing locations.

Testing Protocols for Students and Staff and Responding to Positive Cases

- For Academy staff, COVID-19 screening and reporting protocols, including the reporting of any positive cases to the local public health authority, will be managed by Human Resources.
- For Academy students, COVID-19 screening and reporting protocols, including the reporting of any positive cases to the local public health authority, will be managed by School Leader or his/her designee.
- “Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.”
 - *The Academy will adopt this as modified to reflect:* “Symptomatic students/staff sent home from school will be kept home until they no longer show symptoms according to CDC guidelines.”
- “In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should 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.”
 - *The Academy will adopt this as modified to reflect:* In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts to contact any close contacts –



staff and families (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) - so that they may self-isolate. Only those that develop symptoms require monitoring for COVID-19, according to CDC guidelines. At this time, empiric testing of all students or staff members in the class is not recommended.

Responding to Positive Tests Among Staff and Students

- For Academy staff, COVID-19 screening and reporting protocols, including the reporting of any positive cases to the local public health authority, will be managed by Human Resources.
- For Academy students, COVID-19 screening and reporting protocols, including the reporting of any positive cases to the local public health authority, will be managed by School Leader or his/her designee.

Food Service, Gathering, and Extracurricular Activities

- The Academy will ensure compliance with the Food Service, Gathering, and Extracurricular Activities protocols identified as “**Required**” on page 26 ensuring that indoor assemblies that bring together students from more than one class are prohibited.

Athletics

- The Academy will ensure compliance with the Athletic and Cleaning protocols identified as “**Required**” on page 27 and as identified and modified above. The Academy will work with vendors, coaches, students, and other relevant staff to ensure knowledge and compliance of Athletic protocols on page 27 and which have been identified by MHSAA.
- “Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).”
 - *The Academy will adopt this as modified to reflect:* Comply with all guidance published by Michigan High School Athletic Association (MHSAA).
- “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.”
 - *The Academy will adopt this as modified to reflect:* Inter-school competitions may be held if facial coverings are worn if school transportation is provided. To the extent possible and in conjunction with the vendor, buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

Cleaning



- The Academy will support their Operations team, including custodial staff, to ensure knowledge and compliance of the Cleaning requirements as identified on page 27.
- Academy Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations the *MI Safe School Roadmap*.
- An inventory related to all cleaning supplies that comply with the EPA-approved related to COVID will be taken and orders will be made to address increased cleaning protocols.
- If desired by staff, classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, and gloves in order to address new cleaning protocols. Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building.
- Custodial staff will walk the building wiping all high frequency usage areas at multiple times throughout the day and following any evening activities in the building.
- When feasible, special classrooms i.e. art, music, and gym will have EPA-approved cleaning supplies stored in the classroom away from students to be used to wipe down all frequently used materials after each class has exited.
- When feasible, classroom teachers will wipe down the students desks with EPA-approved disinfectant.

Busing and Student Transportation

- The Academy will comply with each of the Transportation protocols identified as “**Required**” protocols on page 28 as implemented through contractual service agreements with the vendor and supported by Academy Operations staff.

Medically Vulnerable Students and Staff

- The Academy will ensure compliance with the “Strongly Recommended” protocols for Medically Vulnerable Students and Staff.

Phase 4 Mental & Social-Emotional Health

After studying the *Michigan Safe Schools Roadmap*, DLA has adopted all Phase 4 Mental & Social-Emotional Health “**Requirements**” and “**Strongly Recommended**” protocols.

Based on identification of need, students may receive support through a combination of synchronous and asynchronous methods, requiring access to a device connected to internet service and, at times, phone connection. The overall goal is to provide social/emotional support to students to ensure development of the whole child. The EQ approach to behavior is driven by the understanding that behavior is learned. With consistent support and development, emotional turmoil can be processed; healthy coping skills can be developed, leading to a decrease in social/emotional barriers to learning. Second only to the focus of the whole child, is the emphasis on restorative practices, which will be the core of the alternative to



suspension program. Through this program, relationships are valued with emphasis on taking ownership of one's actions, while repairing harm done to others.

Additional Considerations: As we work to support the emotional well-being of our students, it is important that classroom teachers are in constant contact with the appropriate support staff to ensure the following:

- Making sure all student welfare is accounted for
- Minimizing the amount of work the classroom teacher has to focus on; allowing for a team approach to support whole child development
- Ensuring support staff provide their specified skills and expertise of students' social/emotional development

Crisis Management Plan:

- Crisis will be identified by the building leader who will inform EQ Senior Director of Mental Health and Wellness.
- Building leader + SDMHW will determine appropriate next steps for staff and students based on identified crises.
- Communication will go out to staff + families based on any necessary changes in the operation of school day.
- Mental health staff will be informed of needed support based on identified crises.
- Resources will be provided as needed.

COVID-19 Mental Health Response Plan

For Staff

- Staff will be provided with training and development on the following topics: Social-emotional learning, trauma-informed best practices, identification of students considered at risk via the MTSS process, proper local referral protocols + self-care to promote wellness and resilience and to prevent burnout and vicarious trauma (See PLC schedule).
- Academy will follow HR requirements, mandates regarding staff physical and mental health status.
- Academy will follow HR requirements/provide HR access to school stakeholders regarding communication of mental health concerns around COVID-19.

For School Community

- A resiliency PLC will be developed to support the management of mental strength + resilience. *PLC's will be offered to all staff and families within the school community.
- A wellness resource list will be provided for staff and students with guidance provided by MDE mental health recommendations (<https://www.michigan.gov/mde/0,4615,7-140-74638-199286--,00.html>).
- School will regularly communicate with families, through various communications channels, regarding COVID-19 mental health concerns.



- The return to school plan will include: Destigmatization of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>), 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.

For Students

- Each campus will disperse a basic wellness survey to all students to determine the need for additional support, age appropriate.
- Based on wellness survey results, teachers will refer students to the MTSS process as needed.
- A mental health professional will then conduct further screening to those identified as at risk to ensure appropriate support and resources are given to those in need.

Department of Health and Human Services (DHHS)

- A DHHS worker will serve as the mental health liaison who will work across both campuses to provide connection to local public health agencies and community partners.
- DHHS worker will receive all attendance/participation referrals across campuses and provide additional outreach regarding barriers to learning

Phase 4 Instruction

After studying the *Michigan Safe Schools Roadmap*, DLA has adopted all Phase 4 Instruction “Requirements” and “Strongly Recommended” protocols.

Based upon data and input from students, families, and staff, The Academy has decided to operate with full virtual instruction for students during Quarter 1 of the 2020-2021 school year; instruction during this time will follow the Phases 1-3 plan of instruction outlined on pages 15-19 of this document. While students will learn virtually, staff will report to the buildings daily to deliver virtual instruction, conduct necessary meetings, and meet the needs of students and families who require in-person support (arranged with school leadership).

The decision to move back into the brick and mortar building will be made on a quarterly basis based upon relevant regional data and family and staff input; when conditions do permit adults and students to move back to in-person instruction more confidently, the Academy will meet the needs of students and families by providing two options for learning. Families will choose the option with which they are the most comfortable.

1. **OPTION 1:** In-person Monday, Tuesday, Thursday, Fridays with Virtual Wednesdays, as described below.



2. **OPTION 2:** 100% virtual learning, as described below.

If a family should decide to change options, those changes can be made 14 days prior to the start of a new quarter. Families will be provided with a process to request a change.

OPTION 1: Monday, Tuesday, Thursday, Friday in the school building, with virtual learning for all on Wednesday

SCHOOL TIMES:

1. **Pk-8 CAMPUS -**

- 9:15am Student arrival
- 9:30am-2:30pm instruction; buses drop-off at 9:15am
- Students will engage in 120 minutes of asynchronous learning per day outside of the school building
- In-building Staff Hours are: 9:00am-4:00PM

2. **HIGH SCHOOL -**

- 8:15am Student arrival
- 8:30am-1:30pm instruction; buses drop-off at 8:15am
- Students will engage in 120 minutes of asynchronous learning per day outside of the school building
- In-building Staff Hours for HS are: 8:00am-3:00PM

WEDNESDAY 100% VIRTUAL LOOKS LIKE... <i>1 Weds. per month is Cougars to College</i>				
	K-2	3-6	7-8	9-12
	10:15 - 10:45 Community Circle: Whole School	10:15 - 10:45 Community Circle: Whole School	10:15 - 10:45 Community Circle: Whole School	10:30 - 10:40 Whole school Morning Meeting
<i>Start Time for Students</i>	11:00	11:00	11:00	10:45-11:30am - 1st Hour (A Day); 4th Hour (B Day)



				11:45-12:30pm - 2nd Hour (A Day); 5th Hour (B Day) 12:45-1:30pm - 3rd Hour (A Day); 6th Hour (B Day)
<i>End Time for Students</i>	12:00pm	1:00pm	1:30pm	1:30pm
<i>Courses Included for Live Instruction</i>	Reading and Math	Reading and Math	Reading and Math	All courses
<i>Asynchronous Learning Time*</i>	Minimum 30-minutes Reading, 30-Minutes Math	Minimum 60-minutes Reading, 60-Minutes Math	Minimum 60-minutes Reading, 60-Minutes Math	Minimum 120-minutes ELA 120-Minutes Math
<i>Courses /content areas NOT addressed on these days</i>	Science	Science/SS	Science/SS (Science/SS teachers support Reading/Math)	
<i>What does the structure/format of that time in class look like?</i>	5-minute Gathering 25-minute Math/Reading 5-minute Brain Break 25-minute Math/Reading Teacher choice: Whole-group	5-minute Gathering 55-minute Math/Reading 5-minute Brain Break 55-minute Math/Reading		Re-teaching/ small group instruction



	new/reteach /targeted breakout groups	Teacher choice: Whole-group new/reteach /targeted breakout groups	
<i>Office Hours</i>	1 hour of regularly- scheduled Office Hours		2 hours of regularly-scheduled Office Hours
<i>Are there any teacher planning times DURING the instructional day?</i>	<p>If nobody attends office hours, they can be planning during that time while they're sitting in the Zoom</p> <p>Special Education Teachers- preparing for IEP meetings, etc.</p>		<p>During Office Hours, if no one attends AND during scheduled prep hours</p> <p>PLUS, strategic coaching trainings during 9-10 when not used for TH</p> <p>Special Education Teachers- preparing for IEP meetings, etc.</p>

**Asynchronous learning time should not be completed consecutively, as all students learn best when brain breaks are taken.*

OPTION 2: Full Virtual Learning

- K-8 full virtual students will attend virtual lessons simultaneously with in-person students with predetermined teacher Office Hours for additional support.
 - Teachers will have Zoom classroom open and cameras running during regular instruction time
 - Students can seek help during teachers' office hours
- 9-12 full virtual students will attend fully virtual classes taught by a live teacher who is only teaching a virtual class during that time.



- Students will log into Zoom for direct instruction from a live teacher.
- Students can seek additional help during teachers' office hours.

Equal Access for Students with Disabilities in Phase 4:

- Planning and Instructional support will follow the same structure as Phases 1-3 Instruction to ensure equal access for students with disabilities.
- Each Special Education teacher has ½-day in-person schedule and ½-day virtual schedule (can be adjusted based upon the percentage of caseload that chose Option 1 versus Option 2).
- The use of breakout rooms during student work time will be used when pushing into Zoom classes (It will be essential for both sets of teachers to collaborate on virtual Wednesdays to make sure that instruction is aligned).
- There will also be time for additional hours to be met during asynchronous learning times to meet education and IEP requirements.

Planned Adult Supports in Phase 4:

- The topics outlined in Phases 1-3 will also be followed in Phase 4, as a percentage of students will opt-in to virtual learning

Phase 4 Operations

After review, the Academy will adopt all “**Strongly Recommended**” protocols in Operations in the *Michigan Safe Schools Roadmap* with the exceptions and modifications indicated below:

Facilities:

- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- “Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.”
 - *The Academy will adopt this as modified to reflect:* The Academy will work with the ISD and relevant distribution chains to procure necessary supplies such as PPE and cleaning agents.
- “Audit any additional facilities that the district may have access to that could be used for learning.”
 - *The Academy will exempt this language:* No additional facilities exist.



- Check HVAC systems at each building to ensure that they are running efficiently
 - *The Academy will adopt this as modified to reflect:* This will occur at the PreK-8 (DLA Elementary/Middle School), but DLA High School does not have an HVAC system.
- Air filters should be changed regularly.
 - *The Academy will adopt this as modified to reflect:* This will occur at the PreK-8 campus but the High School does not have an HVAC system.

Budget, Food Service, and Enrollment and Staffing:

- The Academy’s approved budget has 100% of CARES act funding in FY21 in addition to a contingency at 0.5% of the entire budget for PPE or other emergency facilities related costs due to COVID-19 Pandemic.
- The Academy will work with the food service vendor to ensure 100% compliance with Phase 4 “requirements” and “strongly recommended” protocols including the use of facial coverings, socially distancing -- where feasible and wearing gloves while preparing and serving food.
- Enrollment is being monitored by the CEO and Chief of Staff through the network recruitment and retention committee. This committee is collecting data from new and re-enrolled families on their technology needs; instructional preference albeit in-person or virtual, socio-emotional needs, updated contact information, transportation needs all while recruiting new families and reassuring currently enrolled families of our plans through social media outreach, phone calls, and letters home indicating requirements and information on safety and health concurrently in phases 4 and 3.
- Staffing is being monitored by the CEO and Sr. Director of Talent, along with support from the Director of HR to ensure high retention rates, communicate the workplace response and preparedness plan, compliance with certifications and training in the workplace or for COVID-19, enrollment into alternative certification programs, and hiring new staff and more.
- “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.”
 - *The Academy will exempt this language:* No local bargaining units exist.
- “Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.”
 - *The Academy will adopt this as modified to reflect:* The removal of “and in partnership with local bargaining units” as local bargaining units do not exist.



- 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.
 - *The Academy will adopt this as modified to reflect: removal of “and planners”.*

Access to Digital Devices + Technology:

- All families will be given the opportunity to have an Academy device based on need. Surveys will occur with families to determine need (such as for internet or device) at the beginning of August via online google forms, with follow up provided via Zoom Town Halls and direct phone calls. Devices will be available for distribution (pick up and drop off as needed) at the end of August. Technical support can be accessed via the Academy’s website, email, and phone calls with school based staff and, as needed, dedicated IT vendor support.
- If the Academy were to close for in-person instruction, additional digital learning devices can be deployed based on need.
 - Prior to the beginning of the school year families can indicate if they are in need of devices. Both options for Phase 4 learning have a remote component (either 100% remote or remote on Wednesday), which the Academy is hoping will support early device distribution if an in-person closure were to occur.
 - If an in-person closure were to occur, the Academy will reach out to families, via survey and phone calls, to determine if devices are needed.
 - Similar to deployment at the end of August 2020, if devices are needed following in-person closure, they will be deployed via pick up and drop off, as needed.
- “Assign technology process leaders to key effort and publish their contact information on the district intranet and/or internet.”
 - *The Academy will adopt this as modified to reflect: change from “their contact information” to “relevant contact information”.*

Transportation:

- Contact will be made to all transportation companies that support the Academy to ensure that they have received a copy of the criteria in the *MI Safe School Roadmap*.
- Regular meetings will be held with district transportation supervisors or contracted transportation departments to review the criteria required for level IV and discuss concerns or issues arising.
- Contracts will be altered to address the cleaning, sanitizing and professional development that is needed for the fleet.



- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.
- Begin the ordering of hand sanitizer and supplies in which to support the bus vendor to provide the hand sanitizer at the entrance of each bus.
- An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact has been developed.
- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage.
- Facemasks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.
- Regular communication will be sent out to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported, unless “It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering.”
- Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a facemask.
- Professional development will be requested for all bus drivers, employed by vendors, related to the changes including the appropriate usage of facemasks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route.
- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.
- “Utilize buses to provide food service and delivery of instructional materials where possible.”
 - *The Academy will adopt this as modified to reflect:* “Utilize buses to provide food service and delivery of instructional materials where possible and as prohibited by contracted service vendors.” DLA does not own its school busses.



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

Phase 5 Safety Protocols

Upon reviewing the *MI Safe Schools Roadmap* DLA will adopt all “Strongly Recommended” **Phase 5** Safety protocols that are maintained as “Requirements” during **Phase 4**, and as previously described in this plan. Until the State of MI or the region are in Phase 6 or “Post-Pandemic”, the Academy will provide all these assurances, with some slight modifications as named below:

- “Space desks six feet apart in classrooms. Class Sizes should be kept to the level afforded by necessary spacing requirements.”
 - *The Academy will adopt this as modified to reflect: “In classrooms, space students as far apart as feasible”*
- “In classrooms where large tables are utilized, space students as far apart as feasible.”
 - *The Academy will adopt this as modified to reflect: “In classrooms, space students as far apart as feasible”*
- “Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.”
 - *The Academy will adopt this as modified to reflect: “Sick staff/students stay home until recovered according to CDC guidelines”*
- “Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.”
 - *The Academy will adopt this as modified to reflect: “Symptomatic students/staff sent home from school will be kept home until they no longer show symptoms according to CDC guidelines.”*
- “In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should 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.”
 - *The Academy will adopt this as modified to reflect: In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts to contact any close contacts – staff and families (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) - so that they may self-isolate. Only those that develop symptoms require monitoring for COVID-19, according to CDC*



guidelines. At this time, empiric testing of all students or staff members in the class is not recommended.

- “Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).”
 - *The Academy will adopt this as modified to reflect:* Comply with all guidance published by Michigan High School Athletic Association (MHSAA).
- “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.”
 - *The Academy will adopt this as modified to reflect:* Inter-school competitions may be held if facial coverings are worn if school transportation is provided. To the extent possible and in conjunction with the vendor, buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

Phase 5 Mental & Social-Emotional Health

Upon studying the *MI Safe Schools Roadmap* DLA will adopt all “Strongly Recommended” **Phase 5** Mental & Social-Emotional Health protocols that are maintained as “Requirements” during **Phase 4**, and as previously described in this plan.

Mental & Social-Emotional Health support in Phase 5 will be implemented as described in pages 32-34 of this plan.

Phase 5 Instruction

Upon studying the *MI Safe Schools Roadmap* DLA will adopt all “Strongly Recommended” **Phase 5** Instruction protocols that are maintained as “Requirements” during **Phase 4**, and as previously described in this plan.

Instruction in Phase 5 will be implemented as described in pages 35-38 of this plan.

Phase 5 Operations

Upon studying the *MI Safe Schools Roadmap* DLA will adopt all “Recommended” **Phase 5** Operations protocols that are maintained as “Requirements” or “Strongly Recommended” during **Phase 4**, and as previously described in this plan. Until the State of MI or the region are in Phase 6 or “Post-Pandemic”, the Academy will provide all these assurances, with some slight modifications as named below:



Facilities:

- “Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.”
 - *The Academy will adopt this as modified to reflect:* The Academy will work with the ISD and relevant distribution chains to procure necessary supplies such as PPE and cleaning agents.
- “Audit any additional facilities that the district may have access to that could be used for learning.”
 - *The Academy will exempt this language:* No additional facilities exist.
- Check HVAC systems at each building to ensure that they are running efficiently
 - *The Academy will adopt this as modified to reflect:* This will occur at the PreK-8 (DLA Elementary/Middle School), but DLA High School does not have an HVAC system.
- Air filters should be changed regularly.
 - *The Academy will adopt this as modified to reflect:* This will occur at the PreK-8 campus but the High School does not have an HVAC system.

Budget, Food Service, and Enrollment and Staffing:

- “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.”
 - *The Academy will exempt this language:* No local bargaining units exist.
- “Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.”
 - *The Academy will adopt this as modified to reflect:* The removal of “and in partnership with local bargaining units” as local bargaining units do not exist.
- 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.
 - *The Academy will adopt this as modified to reflect:* removal of “and planners”.

Technology

- “Assign technology process leaders to key effort and publish their contact information on the district intranet and/or internet.”
 - *The Academy will adopt this as modified to reflect:* change from “their contact information” to “relevant contact information”.



Transportation:

- “Utilize buses to provide food service and delivery of instructional materials where possible.”
 - *The Academy will adopt this as modified to reflect:* “Utilize buses to provide food service and delivery of instructional materials where possible and as prohibited by contracted service vendors.” DLA does not own its school busses.

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Thursday, August 13, 2020 12:42 PM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

Thank you for your recent submission of your COVID-19 Preparedness and Response Plan Submission.

STATE BOARD OF EDUCATION

CASANDRA E. ULBRICH – PRESIDENT • PAMELA PUGH – VICE PRESIDENT
MICHELLE FECTEAU – SECRETARY • TOM MCMILLIN – TREASURER
TIFFANY D. TILLEY – NASBE DELEGATE • JUDITH PRITCHETT
LUPE RAMOS-MONTIGNY • NIKKI SNYDER

808 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • 833-633-5788