



**FOSTERING
LEADERSHIP
ACADEMY**

Fostering Leadership Academy COVID-19 Preparedness and Response Plan

Address of School District: 26645 W 6 Mile Rd, Redford, MI 48240

District Code Number: 82772

Building Code Number(s): 03853

District Contact Person: Abby Stewart

District Contact Person Email Address: astewart@mchsmi.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: Carol Austerberry,
causterb@waynecounty.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: 7-27-20



FOSTERING LEADERSHIP ACADEMY

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.

Zackery Hugg
President of the Board of Directors

August 8, 2020

Date



Introduction and Overview

Fostering Leadership Academy (FLA) is a new Public School Academy committed to providing a trauma-informed education to students in the Metro Detroit area. FLA is proud to be authorized by Grand Valley State University (GVSU) and partnered with Methodist Children's Home Society (MCHS), an organization known for leading the way in supporting children and families suffering from childhood trauma. FLA was created to give students the opportunity to learn in a student focused environment.

While FLA will officially open in fall 2020, many of the guidelines needed to successfully open a school during COVID-19 were implemented when MCHS remained open and educating its residential students after all Michigan schools closed in March 2020. Due to the impact of COVID-19, visiting guidelines at MCHS have been adjusted to ensure the safety of children, families, and community. These implementations and input from the education department of MCHS has been pivotal in creating the Preparedness Plan for FLA. MCHS and FLA have implemented health screening for staff on grounds and made accommodations for employees to work remotely. All local and federal guidelines for personal protective equipment, cleaning protocols, and other safety guidelines were met and often when beyond mandated requirements. While not always easy, MCHS continued to change the lives of children and families who have experienced the added trauma of living through a pandemic. FLA is committed to high standards and will continue to respond accordingly in order to keep the FLA community safe, informed, and engaged. COVID-19 has not lowered the expectations for students; it has only made us more creative, flexible, and prepared to think outside the box when it comes to teaching and learning.

Our mission, vision, and core values at Fostering Leadership Academy continue to guide our work as we finalize plans for the 2020-2021 school year. The mission of Fostering Leadership Academy is to provide individualized education, treatment, and leadership skills to children impacted by childhood trauma. The need for social-emotional learning has become more prevalent during the is evermore present now during the COVID-19 pandemic. Through our dedicated and knowledgeable staff, meticulous plans for maintaining operations, and many safety protocols put into place, we will continue to meet the needs of students with trauma, not only academically but socially and emotionally as well. It is our vision at Fostering Leadership Academy that all students surviving childhood trauma will have access to a quality, trauma-informed education. It is for that reason that we are beginning the school year with staff-wide training on Positive Behavioral Intervention Supports (PBIS), Restorative Practices, trauma-informed curriculum, Multi Tier Support System (MTSS), remote instruction, social-emotional learning, and more. We have a plan for various scenarios including that these trainings can be done both in person and virtually. At our core, Fostering Leadership Academy is designed to meet students where they are by creating a blended learning model to ensure all students have



access to the materials, content and the learning style they need, despite the circumstances brought on by COVID-19.

There are many guiding principles that our team considered when developing this preparedness plan. First and foremost, our highest priority is the safety of staff, students, families and our shared community. We have carefully discussed, planned, and prepared for policies surrounding personal protective equipment, cleaning protocol, emergency preparedness plans, and more. We have considered communication to families, social-emotional needs of students in a virtual setting, special education accommodations, technology, and creating clear expectations around teaching and learning. We have ~~also~~ considered the logistics of our physical building and how we can recreate the master schedule to meet the social distancing needs of students when transitioning from one class to another. Above all, it is our commitment to the staff, students, and families of FLA that we will foster home/school communication and work at establishing personal relationships so we can best meet the needs of each and every student in our school. We remain flexible, understanding, openminded, and willing to make changes with additional input and feedback from students, staff, families, and other FLA stakeholders.

On June 30, 2020 Governor Whitmer issued the Return to School Roadmap, which served as the basis for the FLA preparedness plan. The first draft was developed by the school's administrative team consisting of the Principal, CEO and Director of Student Support. FLA stakeholders were then invited to review the plan and give feedback especially in their areas of expertise. Teachers were asked their feedback on various policies regarding special education, social emotional learning, logistics of transitions, and more. The Human Resources department at MCHS was involved when discussing the various protocols and procedures regarding the personnel, staffing, and policies surrounding COVID-19 scenarios as it relates to testing, opening school, closing school, and transitioning to remote learning. The maintenance and operations team at MCHS was involved when discussing the cleaning protocols, physical building, and sanitary supplies. Grand Valley State University (GVSU) coordinated principal collaboration meetings where we were able to get input and feedback from other principals and schools in the area. GSVU Charter School's office also released the template for submission to the state and guidance around the specifics that needed to be included in this plan. The plan was submitted to GVSU for approval before finally being submitted to the Board of Directors at Fostering Leadership Academy to grant the final approval. We are proud of the work that went into this plan, but we are aware that this situation is fluid and demands monitoring twenty-four hours a day. Fortunately, we are prepared to collaborate and respond to situations whenever they arise. We are grateful for the immense support, guidance, and input we've had from various FLA stakeholders on the creation of this plan in order to ensure the best possible outcome for the 2020-2021 school year.



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

Phase 1, 2, or 3 Safety Protocols

- Schools closed for in-person instruction
- Closure of building to anyone except:
 - Food service workers
 - Necessary employees needed to facilitate alternative modes of instruction, such as distributing materials and equipment, or performing other necessary in-person functions
 - FLA staff will be encouraged to work from home but will be allowed access to the building for the purposes of conducting basic school operations, including remote live instruction.
 - While in the building, staff must wear facial coverings and maintain 6 feet social distance from one another.
- Suspended after school activities, inter-school activities, and athletics
- Alternate modes of instruction offered
 - 1:1 Chromebooks & Free Wi-Fi resources provided to families who do not have technology or access to Wi-Fi
 - Summary provided to families of what materials are needed for parents and guardians to access the curriculum
 - Alternate modes of instruction will include online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, and/or the use of instructional packets.
- Continued pay of school employees and redeploying staff to meaningful positions needed to keep the mission of the school and the education of students moving forward
- Cleaning of FLA
 - Audit & supply chain for cleaning & disinfection supplies
 - Maintenance of school's condition for the return of students by our cleaning company and maintenance team.
 - School cleaning and disinfection protocol according to the CDC School Decision Tree
 - Custodial staff to wear masks when performing cleaning duties
 - Contingency Plan to use school building for essential actions such as food distribution, child care, and workspace for essential workers
 - MCHS remains open no matter what.
 - Coordination of Local Emergency Management Programs (LEMP) or support with procurement of cleaning and disinfecting supplies
 - MCHS orders from distributors as well as relies on donations
 - MCHS has secured plenty of PPE equipment in excess of 100 days worth of supplies, which would be readily available for FLA personnel. We haven't needed to rely on any type of LEMP.



- Bussing protocol does not apply. FLA does not have transportation.

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

- Mental health screenings by School Social Worker and School Psychologist
 - Zoom screenings
 - Recurring communication with families
 - Phone call check ins
- Mental health screenings will be compliant with HIPAA and FERPA and disclosure of protocols to protect confidentiality while adhering to mandated reporting guidelines
- Rapid reporting of at-risk students to School Social Worker and Psychologist
- Staff training and Professional Development on a variety of topics including: social-emotional learning, trauma-informed best practices, proper local referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma, and identification of students at risk
 - Scheduled professional development on PBIS, Restorative Practices, trauma-informed practices, Special Education, MTSS, technology, curriculum, Google Classroom, and alternate modes of instruction
 - All PD available virtually
- Crisis Management Plan to respond to the loss of a student or staff member
- List of regularly updated wellness resources available to staff and students
- Ongoing reporting protocol for school staff to evaluate physical and mental health status
 - Staff surveys
 - Staff meetings
 - 1:1 meetings with Principal
 - Collaborative discussions
 - Professional development on self-care
- Resources provided to staff on self-care, including resiliency strategies
 - List regularly distributed in Memo's to school staff
- MCHS committee will include FLA personnel to work across school, community partners, and local public health agencies
 - MCHS in consistent communication with FLA and policies kept consistent across both agencies
- Mental health hotline information provided to address school stakeholder's emotional health concerns
 - Warmline: 888-PEER-753 (888-733-7753); seven days a week from 10 a.m. to 2 a.m.
 - Distress Helpline: 24/7 at 800-985-5990
 - National Suicide Prevention Lifeline: 24/7 at 800-273-8255
- Communication with parents and guardians regarding the following:
 - Destigmatization of COVID-19



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- Understanding normal behavioral responses to crisis
 - Talking to children about trauma (best practices)
 - Positive self-care strategies that promote health and wellness
- Social Worker as designated mental health liaison
- All protocols identified as “Strongly Recommended” on page 16 of Back to School Roadmap implemented

Phase 1, 2, or 3 Instruction

- Governance
 - Return to Instruction and Learning working group, led by the Principal and Director of Student Support composed of a broad group of FLA stakeholders to do the following:
 - Gather feedback from students, families, and FLA staff about their experience with remote instruction through online surveys and virtual focus groups and conversations
 - Revise the remote learning plan
 - Share the plan with stakeholders
 - Attendance expectations and time on schooling for students and teachers
 - Students will check in and answer a check-in question for each class each day.
 - Teachers will respond to check-in question daily.
 - If a student does not respond to the check-in question, the teacher will attempt to contact the student. If the student doesn't respond, the teacher will contact the parent/guardian or emergency contact. If contact isn't made within 48 hours, the teacher will turn the information over to administration who will have an intervention plan set up for that student in collaboration with other relevant staff members.
 - Teachers will keep a log of their student attendance and lessons to submit weekly reports to Principal.
 - Syllabus with due dates will be posted on Google Classroom and updated weekly.
- Remote Instruction
 - Conduct assessments virtually- including standardized assessments
 - NWEA: collaboration with teachers on coaching parents, guardians, and family members on how to proctor a standardized assessment
 - IEPs reviewed within the first 30 days of school to determine distance learning accommodations and make adjustments accordingly
 - Online academic interventions provided
 - Collaboration of special education teachers with general education teachers on planning instruction with IEP needs in mind
 - Progress monitoring conducted at regular intervals to monitor student progress



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- o MDE policies and guidance followed through the duration of the phases.
 - o Continuation plan for students needing occupational, physical, and/or speech and language therapy which includes evaluations by School Social Worker and School Psychologist
 - o Continuous student learning through clear expectations and consistency regarding homework, assignments and reminders posted on Google Classroom, teacher office hours, collaboration with special education teachers as well as clinical support team, and multiple modes of instruction
 - o Standards-aligned curricula and high-quality instructional materials
 - o Synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation
 - o MDE consulted for high-quality digital resources
 - o Every student assessed during the first few weeks of school, using a screener, diagnostic, or formative assessments given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families
- Communication & Family Supports
 - o Summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction
 - Student textbooks
 - Online login information for SuccessMaker, Savaas Realize platform, and Gradelink
 - Email addresses given to main office to stay up to date with notifications and updates
 - WiFi (school supplied hotspot reference sheet for lack of home access)
 - Chromebook for each student
 - Quiet place for student to study, attend Zoom sessions, and complete work
 - Access to phone for conferences with teachers and other FLA staff
 - o Communication in each family's home language to share:
 - Expectations about closing & reopening
 - Decisions about assessments, grade-level proficiencies, instructional time, and estimated workload
 - Supporting and strategies to help their children at home
 - Family workshop training on digital tools (or recorded informational sessions about the use of the software/systems)
- Professional Learning
 - o Professional development will continue for teachers virtually to:
 - Offer restorative supports around equity, implicit bias, culturally responsive education, and social-emotional learning
 - Collaborate with one another to gather ideas, share positives and failures around remote learning, and gather data around student assessment and work completion



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- Learn how to use online platforms
 - Build capacity for high-quality remote learning
 - Professional learning communities for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload
- Monitoring
 - Ensure all students have adequate Wi-Fi connectivity
 - Monitor and track students' daily attendance
 - Teachers provide feedback on student work
 - Student follow detailed rubrics to self-assess their quality of work, while reflecting on teacher feedback, and learning progress
- Special Education
 - FLA will strive in good faith and to the extent practicable, based on available resources and circumstances presented by COVID-19, to provide equal access to alternative modes of instruction to students with disabilities consistent with their IEPs, including auxiliary services
 - Regular progress monitoring
 - Collaboration between Special Education Teachers, General Education Teachers, Director of Student Support, Principal, School Social Worker, Speech and Language Pathology team, and School Psychologist
 - Regular collaboration meetings
 - Data analysis using NWEA and Acadience for MTSS planning
 - Accommodations for testing, opens for audio reading, visuals, extra phone calls, parent support, and more
- All protocols identified as "Strongly Recommended" on page 17 & 18 of Back to School Roadmap implemented

Phase 1, 2, or 3 Operations

- Facilities
 - Audit & supply chain for cleaning & disinfection supplies
 - Maintenance of school's condition for the return of students
 - School cleaning and disinfection protocol according to the CDC School Decision Tree
 - Custodial staff to wear surgical masks when performing cleaning duties
 - Contingency Plan to use school building for essential actions such as food distribution, childcare, and workspace for essential workers
 - MCHS remains open no matter what.
 - Coordination of Local Emergency Management Programs (LEMP) or support with procurement of cleaning and disinfecting supplies
 - MCHS orders from distributors as well as relies on donations



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- MCHS has secured plenty of PPE equipment in excess of 100 days worth of supplies, which would be readily available for FLA personnel. We haven't needed to rely on any type of LEMP.
- Technology
 - Survey families to collect information about the numbers, types, and condition of devices in the home to support remote learning.
 - Provide training for educators to adapt remote learning to the classrooms
 - Technological support from INC Support, MCHS's Information System Contractor, for all FLA staff
 - Technology Support Contacts for parents & families
 - Students will be split into alphabetical, grade level and/or family groups, and each will have a point person for technology related concerns
 - Procedure for return and inventory of FLA-owned devices including:
 - Safely bagging devices collected
 - Sanitizing the devices prior to repair or replacement evaluation
 - Ordering new devices if needed
 - Contracted with MCHS to conduct maintenance on devices to remove malware and fix issues including screen, keyboard, or battery replacement
 - Monthly maintenance checks for devices
 - Excel Spreadsheet as an asset tracking tool
 - MCHS to assist with processing, returning, and maintaining devices
 - Extra devices stored to minimize the time that staff and students are without devices
 - 1:1 Chromebooks & Free Wi-Fi resources provided to families who do not have technology or access to Wi-Fi
 - Monitored device usage and compliance with online learning programs
 - Online submission of assignments with online teacher evaluation and feedback
 - Regularly updated technology plans and procedures based on new information, feedback, successes, and challenges
- Hiring
 - Remote hiring via Zoom and MCHS Human Resources Department
- Staff will be redeployed to put extra emphasis on parent and family support, meeting students' IEPs, outreach to students and families, food distribution, and other necessary tasks brought on by COVID-19 circumstances.
- Food Services:
 - Meal pick up once/week from FLA
 - Communication with families regarding meal pick up
 - List of alternative meal options provided to families
- All protocols identified as "Strongly Recommended" on pages 19 & 20 of Back to School Roadmap implemented



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

In-Person Instruction with Safety Protocols, Hybrid Instruction (50% Student Capacity) with Safety Protocols, or Remote Learning depending on feedback from parent surveys

Personal Protective Equipment (Phase 4)

- 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. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
 - 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 each day.
- Addressing staff or students who do not comply with PPE requirements
 - Gentle reminders
 - 1:1 private conversations with students
 - Data collection on why the student doesn't want to wear it
 - Listening to the students' needs and seeing if there is a solution to meet the students' needs while also keeping the rest of the students and staff safe
 - Referral to School Social worker, Director of Student Support, Principal, School Psychologist, or another trusted adult with a rapport with the student
 - Understanding, listening, and support for student while also establishing clear guidelines
 - Reinforcing the reasons for the facial coverings
 - Positive Behavioral Intervention Supports for wearing it
 - Continuous check-ins
 - Parent/family outreach if needed

Safety Protocols (Phase 4)

- No indoor assemblies for more than one classroom.
- Implementation of protocols governing hygiene, cleaning, athletics, screening, testing protocols, and student transportation
 - Hygiene & Cleaning
 - Hand sanitizing stations to set up throughout school
 - Adequate supply of soap, hand sanitizer (with at least 60% alcohol), paper towels, tissues, and proper handwashing signs
 - Regular collaboration and communication with central supply team at MCHS
 - Weekly and daily inventory of materials needed



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- Teacher reporting to principal who reports regularly to the Supervisor of Food Service & Central Supply
- Extra student instruction by teachers in the classrooms on the following:
 - Proper handwashing for more than 20 seconds with soap and water and safe use of hand sanitizer with at least 60% alcohol
 - Safe way to cough, sneeze, and disposing tissues while hand washing after
- Frequent checks to ensure proper levels of soap and hand sanitizer
 - Daily checks by maintenance
 - Extra supply on hand in main office
 - Reporting to main office of any materials needed
- Scheduled handwashing every 2-3 hours for staff and students
 - Rotation of students and classes built into master schedule to ensure handwashing (AM Advisory period, before lunch, after lunch, PM Advisory period)
- Limited sharing of writing utensils and shared materials
 - Disinfection between use
 - 1:1 Chromebooks assigned to students with number
 - Each student will have their own pencil box & supplies
- Students personal items kept in lockers or carried with them
- Disinfection of classrooms in between classes by teachers
 - Door handles, desks, and common areas wiped down in between each class
 - Disinfected areas each morning and at the end of the day
- o Spacing, Movement, and Access
 - Distancing as much as possible within the classrooms
 - When feasible, students faced toward same direction toward front of room
 - Teachers distanced from students as much as possible
 - Family members and guests prohibited except under special circumstances with prior approval from Principal and all health protocols followed
 - Floor markings to indicate social distancing
 - Rotations of classrooms in one systematic direction to avoid students crossing paths in the hallway
 - Social distancing in the hallways; staggered movements and intervals
 - Signage posted on restrooms indicating proper social distancing and hand washing techniques
 - Screening adults entering building- temperature checks, records kept
 - Facial coverings required
 - Windows opened in classrooms, weather permitting
 - “Specials” held in the classrooms



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- Student arrival and dismissal monitored by staff to ensure limited contact with peers
- Weather permitting physical education held outside
- Entrances and exits kept separate to keep traffic moving in a single direction
- o Screening Students and Staff
 - Cooperation with the local public health department regarding protocols for screening students and staff
 - Identified quarantine area and staff person designated to care for students who become ill at school
 - Both wearing surgical masks
 - Face shields worn if COVID-19 symptoms are present
 - Symptomatic students sent home should be kept home until a doctor's note specifies their clearance to return to school
 - Remote learning for ill students (valid for attendance purposes if work is completed)
 - Daily temperature checks of all staff kept at main office with record sheet
 - Self-examinations of all staff prior to coming to work
 - If staff exhibit a temperature greater than 100.4 or have respiratory or gastrointestinal symptoms, they should stay home
 - Communicate recommended temperature checks to families so students are checked before coming to school
 - Students with a temperature of 100.4 or greater should stay home
 - Coronavirus testing consideration if COVID-19 symptoms are present
- o Testing Protocols for Staff and Students and Responding to Positive Cases
 - Cooperation with local public health department regarding implementation protocols for screening staff and students
 - Staff who become ill with fever and COVID-19 symptoms present will be required to leave and consult medical care. Staff will be able to return with a doctor's note specifying a negative COVID-19 test.
 - Students who become ill with fever and COVID-19 symptoms will wear a mask and be quarantined until a parent or guardian picks him/her up.
 - Symptomatic students sent home should be kept home until a doctor's note specifies their clearance to return to school
 - Remote learning for ill students (valid for attendance purposes if work is completed)
 - Notification to families of any clinically diagnosed positive cases of COVID-19 in the classroom
 - In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts taken to contact any close contacts (those who spent more than 15



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minutes less than six feet in close proximity to the student or staff member) so they can be quarantined for 14 days at home. In this event, the school may resort to two weeks or more of remote learning for quarantine purposes.

- Recommendations to parents and guardians to monitor students for symptoms and keep students at home if there is presence of unexplained symptoms, such as shortness of breath and coughing. Families should follow up with their primary care physician.
- Parents and guardians encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- o Responding to Positive Tests Among Staff and Students
 - Cooperation with local public health department if COVID-19 case is identified, and in particular, collection of contact information of anyone who was in close contact with affected individual from two days before he/she showed symptoms to the time he/she was last present at the school.
 - Notification of local health officials, students, and staff of any positive cases, while keeping the confidentiality of the affected individual. Wayne County Health Department at (734) 727-7078 would be notified to perform contact tracing
 - Guidance to staff on confidentiality of students; even if family members or students announce they were affected, we are still not able to ever give names
 - Employees with COVID-19 to stay home until doctor's note specifies clearance to safely return to work
 - Cleaning staff to wear surgical masks, gloves, and face shields to perform cleaning duties of areas affected by COVID-19
 - After COVID-19 case detected, classrooms closed for 24 hours before cleaning to minimize risk of airborne particles
- o Food Service, Gathering, and Extracurricular Activities
 - Indoor assemblies for more than one classroom prohibited
 - Assemblies for parents will be held via Zoom.
 - Students eating in classrooms or with six feet distancing in the cafeteria
 - Disposable, one-use, plastic silverware used when utensils are necessary
 - Food service staff to use gloves, face shields, and surgical masks
 - Students, teachers, and staff to wash hands before and after each meal and event
 - Field trips using bus transportation prohibited
 - Review bus procedures with transportation companies and ensure procedures are informed by public health protocols.



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- Recess outside, weather permitting, with one class at a time
 - When there is more than one class outside at recess at one time, students are to wear surgical masks
- After school activities can continue with facial coverings
- o Athletics
 - Hand washing by all staff and students before and after every athletic event
 - Disinfection of all equipment before and after use
 - Face coverings used for inter-school competitions
 - Observers of sporting events to wear facial coverings; entry and exit points monitored to avoid crowding
 - Individually clearly marked water bottles for each participant
 - Handshakes, fist bumps, and other contact prohibited
 - Large scale indoor events prohibited; outdoor events limited to 100 people; social distancing of six feet or more for people not of the same household
- o Cleaning
 - Frequently touched surfaces disinfected with EPA-approved disinfectant or diluted bleach solution at least every 4 hours
 - Hand on classrooms disinfected between each class with EPA-approved disinfectant or diluted bleach solution
 - Student desks wiped down between each class period with EPA-approved disinfectant or diluted bleach solution
 - Playground structures to undergo normal routine cleaning using an EPA approved disinfectant as cleaning solution
 - Safe and correct storage of all cleaning supplies
 - Staff required to wear gloves, surgical masks, and face shields when cleaning
- o Student Transportation
 - FLA does not provide transportation.
 - Field trips will not be permitted during Phase 4.
 - FLA staff will not be transporting students anywhere. In the case of an emergency, either if a child is not picked up or if a student is sick and we cannot reach the parents/guardians, the police or ambulance will be called.
 - The police will be called at 4:30pm for any student who is not picked up from school.
 - An ambulance will be called for a student who has a temperature of 100.4 or greater and shows signs of COVID-19 symptoms.
- o Medically Vulnerable Students and Staff
 - Review of all student files (IEPs, medical documents, 504 plans, etc.) to ensure accommodations for medically vulnerable students to decrease risk of COVID-19



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- Process for students, staff, and families to self-identify as high-risk and plan to address requests for alternative arrangements or work assignments
 - For students, remote work assignments and facilitation of remote learning will be arranged.
 - Reasonable accommodations will be made for staff if the employer can meet those accommodations 100% without compromising the operations of the school.
 - FLA administration will evaluate each request to determine if accommodations can be made.
- Revision of remote learning plan after gathering input from students, families, and staff regarding medically vulnerable students
- To minimize face-to-face contact, modification of job responsibilities for staff who are high-risk for severe illness related to COVID-19
- Bussing protocol not applicable because FLA does not have transportation
- All protocols identified as “Strongly Recommended” on pages 23-28 of Back to School Roadmap implemented

Mental & Social-Emotional Health (Phase 4)

- Mental health screenings by School Social Worker and School Psychologist
 - Zoom screenings
 - Recurring communication with families
 - Phone call check ins
- Rapid reporting of at-risk students to School Social Worker and Psychologist
- Staff training and Professional Development on a variety of topics including: social-emotional learning, trauma-informed best practices, proper local referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma, and identification of students at risk
 - Scheduled professional development on PBIS, Restorative Practices, trauma-informed practices, Special Education, MTSS, technology, curriculum, Google Classroom, and alternate modes of instruction
 - All PD available virtually
- Crisis Management Plan to respond to the loss of a student or staff member (with internal, external, and community-based resources)
- List of regularly updated wellness resources available to staff and students
- Ongoing reporting protocol for school staff to evaluate physical and mental health status
 - Staff surveys
 - Staff meetings
 - 1:1 meetings with Principal
 - Collaborative discussions
- Resources provided to staff on self-care, including resiliency strategies
 - List regularly distributed in Memo's to school staff



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- MCHS committee to work across school, community partners, and local public health agencies
 - MCHS in consistent communication with FLA and policies kept consistent across both agencies
- Mental health hotline information provided to address school stakeholder's emotional health concerns
 - Warmline: 888-PEER-753 (888-733-7753); seven days a week from 10 a.m. to 2 a.m.
 - Distress Helpline: 24/7 at 800-985-5990
 - National Suicide Prevention Lifeline: 24/7 at 800-273-8255
- Communication with parents and guardians regarding the following:
 - Destigmatization of COVID-19
 - Understanding normal behavioral responses to crisis
 - Talking to children about trauma (best practices)
 - Positive self-care strategies that promote health and wellness
- All protocols identified as "Strongly Recommended" on page 29 of Back to School Roadmap implemented

Instruction (Phase 4)

- Beginning the 2020-2021 school year with 100% in person instruction with safety protocols
- Monitoring COVID-19 data regularly, and depending on enrollment numbers, we may change instruction to a rotating schedule of 50% capacity for students
 - Group 1 on Mondays & Wednesdays; Group 2 on Tuesdays and Thursdays; 100% remote instruction on Fridays
 - Teachers in classrooms Monday-Thursdays with option to work from home on Fridays
 - Hybrid blend of Special Education and Intervention services
- Surveys distributed in August to families to get feedback about their preferences for instruction; then again monthly thereafter
- Depending on feedback from parents and families, family circumstances, and availability of resources, FLA may offer an option for students to opt into 100% remote learning.
- Full staff team meetings to monitor and discuss survey data to improve instruction
- Governance
 - Return to Instruction and Learning working group, led by the Principal and Director of Student Support composed of a broad group of FLA stakeholders to do the following:



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- Gather feedback from students, families, and FLA staff about their experience with remote instruction through online surveys and virtual focus groups and conversations
- Revise the instructional plan
- Share the plan with stakeholders
- Instruction
 - o Hybrid learning programs with standards-aligned curricula and high-quality instructional materials with synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation
 - o Clear expectations for teachers including:
 - Best practices for blended or remote learning
 - Grade level proficiencies
 - Differentiation supports for students
 - Modes of assessment and feedback
 - Inclusion of social emotional learning
 - Guidance around daily instructional time and workload to ensure consistency across classes for students
 - o Instructional vision ensuring that:
 - Every student has access to high quality instruction
 - Every student assessed on prerequisite skills and grade level material using formative assessment, screeners, or diagnostics
 - Social and Emotional Learning (SEL) integration and strengthening connections between staff and students
 - o Implementation of grade-level curricula that is aligned to Michigan preK-12 standards
 - o Support provided for teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction
 - o Revision of IEPs and 504 plans with collaboration between special education teachers and general education teachers to design accommodations and meet students' needs accordingly
 - o Structured times for special education and general education teachers to collaborate
 - o SuccessMaker interventions available to all students
 - o Connection with MDE about policies and guidance
 - o Continuation of services plan for students needing occupational, physical, and/or speech and language therapy
 - Review of IEP
 - IEP meetings to determine services needed (virtual or in person)
 - Evaluations by School Psychologist and Social Workers
 - o Ensure that every student:
 - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;



FOSTERING LEADERSHIP ACADEMY

- Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- o Checkpoints conducted with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration
- o Review of student data to identify overall trends and gaps in student learning to design systemic supports and interventions
- o Review of each students' 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
- o Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs
- o Expectations set 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
- o Structures determined and activated 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
- o Support 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
- o If hybrid, plans to monitor and assess the following:
 - Connectivity and Access: Ensuring all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork
 - Attendance: Systems developed to monitor and track students' online attendance on a daily basis
 - Daily wellness checks for staff and students; must be filled out each morning; that counts as their attendance
 - Two grades per week minimum; students must submit an assignment showing mastery of concepts as well as proof of participation
- o 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
- Communications and Family Supports
 - o Multiple modes of communication to families to share:
 - Expectations around return to school
 - Clear information about schedules



FOSTERING LEADERSHIP ACADEMY

- Information about modes of assessment, details of curriculum, and grade level proficiencies
 - Plans for different school opening scenarios
 - o Provided resources to parents, guardians, and families to show that we are partners in their child's education
 - Training about how to use digital tools and systems
 - Opportunities to build digital literacy
 - Grade-specific strategies and activities for families to help their children at home
- Professional Learning
 - o Adequate time in school for teachers to engage in:
 - Curriculum planning and data analysis for student growth
 - Identify students who need more supports
 - Share ideas and knowledge about digital tools
 - o Training to:
 - Offer restorative supports around equity, implicit bias, culturally responsive education, and social-emotional learning
 - Learn how to use online platforms
 - Build capacity for high-quality remote learning
 - Develop blended and remote learning experiences that are equitable and engaging
- All protocols identified as “Strongly Recommended” on pages 30-32 of Back to School Roadmap implemented

Operations (Phase 4)

- Facilities
 - o Audit necessary materials and supply chain for cleaning and disinfecting supplies
 - o Coordination of Local Emergency Management Programs (LEMP) or support with procurement of cleaning and disinfecting supplies
 - MCHS orders from a few distributors as well as relies on donations
 - MCHS has secured plenty of PPE equipment. We haven't needed to rely on any type of LEMP.
 - o Guidance provided to ensure frequently touched surfaces are cleaned each day
 - o Maintenance updated promptly on changes in recommended cleaning guidelines issued by OSHA and/or CDC. MCHS contracts with a third party vendor that monitors this.
 - o Include maintenance staff on discussions to review and make changes to cleaning and disinfecting protocol
 - o Training for maintenance staff on safe cleaning
 - o Deep cleaning continued over the summer
 - o Audit of building for:



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- Amount of classrooms available
 - Size of classrooms
 - Additional spaces available (gym, lunchroom, etc.)
 - Ventilation in each classroom
 - School security protocols to determine if changes need to be made
 - o Maintenance of building for in-person school operation
 - HVAC system checked to ensure it's running efficiently
 - Air filters changed regularly
 - Distribution of wastebaskets, tissues, and CDC-approved soap and/or hand sanitizer to every office and classroom so that these materials can be used upon entry and exit
 - Signage posted about handwashing, cough etiquette, and nose blowing; communication through email, newsletters, and meetings about this as well
 - CDC guidance about face coverings when performing cleaning duties
 - o Walkthrough conducted by administration and maintenance to ensure classrooms, common, spaces, and exterior are ready for staff and students
 - o Staff to wear surgical masks while cleaning
 - o School cleaning and disinfection protocol according to the CDC School Decision Tree
- Budget, Food Service, Enrollment, and Staffing
 - o Protocols for arrival & dismissal
 - o Focus on staff wellness, technology support, and other COVID-19 related needs
 - o Modification or shifting of staffing as necessary with COVID-19 needs
 - o Communication of enrollment or attendance policy changes to families
 - o Digital & in-person outreach to community and families for enrollment purposes
 - o Online enrollment and re-enrollment through Gradelink
 - o Digital staff and parent/student handbooks
 - o Master schedules created with COVID-19 protocols in mind
 - o Collaboration with food services to ensure proper handling of food
 - o Guidance from MCHS for recruiting, interviewing, and hiring staff remotely
 - o CARES Act funding sought out for key purchases
 - o Coordination of services with related service providers in the school and community to identify and address new student and adult needs
 - o Inventory of substitute teachers
 - o Back to school communications built and sent to all relevant stakeholders (families, school staff) and updates communicated in school policies & procedures
 - o Legal counsel consulted to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 to share with school leaders



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- o School leaders engaged in budgeting exercises to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars
- o School leaders to orient new school staff to any operational changes
- Technology
 - o Initial setup of classrooms on Google Classroom so all assignments are submitted electronically; set up classrooms for the event of return to 100% remote learning
 - o Operational plans in the event that FLA is required to close for in-person
 - Survey families to collect information about the numbers, types, and condition of devices in the home to support remote learning.
 - Deployment of Chromebooks & WiFi resources
 - Communication through email, voice, and text memos regarding transitioning to a fully remote learning environment
 - o Ongoing training and regular collaboration for educators on remote learning instructional strategies
 - o Technological support from INC Support for all FLA staff
 - o Online curriculum training for teachers and support resource page for parents
 - o Technology Support Contacts for parents & families
 - Students will be split into alphabetical, grade level and/or family groups, and each will have a point person for technology related concerns
 - o Procedure for return and inventory of FLA-owned devices including:
 - Safely bagging devices collected
 - Sanitizing the devices prior to repair or replacement evaluation
 - Ordering new devices if needed
 - Conducting maintenance on devices to remove malware and fix issues including screen, keyboard, or battery replacement
 - o Excel Spreadsheet as an asset tracking tool
 - o MCHS to assist with processing, returning, and maintaining devices
 - o Extra devices stored to minimize the time that staff and students are without devices
 - o Resources for families about free WiFi hotspots
 - o Monitored device usage and compliance with online learning programs
 - o Online submission of assignments with online teacher evaluation and feedback
 - o Regularly updated technology plans and procedures based on new information, feedback, successes, and challenges
 - o Principal as point of contact to plan and communicate with district technology
 - o District technology plan including guidance for teachers & families
 - o Training and support for educators to adapt to remote learning for the classroom
 - o Principal and Director of Student Support to work together as general technology support leads; parents will be considered as potential additional support
 - o Principal and Director of Student Support designated as technology process leaders



- o Technology Support Plan developed for families
- All protocols identified as “Strongly Recommended” on pages 33-36 of Back to School Roadmap implemented



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

- In-Person Instruction with Minimal Safety Precautions

Safety Protocols (Phase 5)

- Personal Protective Equipment
 - o Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - o Any staff member who cannot medically tolerate a facial covering should not wear one.
 - o Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
 - o Special Education Teachers should consider wearing clear masks.
 - o Homemade facial coverings should be washed daily.
 - o Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings should always be worn in hallways and common areas by all students in the building except for during meals.
 - o Any student that is unable to medically tolerate a facial covering should not wear one.
 - o Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one.
 - o Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings should be washed daily.
 - Disposable facing coverings should be disposed of at the end of each day.
- Hygiene
 - o Adequate supply of soap, hand sanitizer (with at least 60% alcohol), paper towels, tissues, and proper handwashing signs
 - Regular collaboration and communication with central supply team at MCHS
 - Weekly and daily inventory of materials needed
 - Teacher reporting to Principal who reports regularly to the Supervisor of Food Service & Central Supply
 - o Extra student instruction by teachers in the classrooms on the following:
 - Proper handwashing for more than 20 seconds with soap and water and safe use of hand sanitizer with at least 60% alcohol
 - Safe way to cough, sneeze, and disposing tissues while hand washing after
 - o Frequent routine checks and refill of soap and hand sanitizer
 - Daily checks by maintenance
 - Extra supply on hand in main office



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- Reporting to main office of any materials needed
- o Scheduled handwashing every 2-3 hours for staff and students
 - Rotation of students and classes built into master schedule to ensure handwashing (AM Advisory period, before lunch, after lunch, PM Advisory period)
- o Limited sharing of writing utensils and shared materials
 - Disinfection between use
 - 1:1 Chromebooks assigned to students with number
 - Each student having their own pencil box & supplies
- o Students personal items kept in lockers or carried with them
- o Hand washing and sanitizer accessible throughout the building
- Spacing, Movement, and Access
 - o Distancing as much as possible within the classrooms
 - o When feasible, students faced toward same direction toward front of room
 - o Teachers distanced from students as much as possible
 - o Floor markings to indicate social distancing
 - o Rotations of classrooms in one systematic direction to avoid students crossing paths in the hallway
 - o Social distancing in the hallways; staggered movements and intervals
 - o Signage posted on restrooms indicating proper social distancing and hand washing techniques
 - o Windows opened in classrooms, weather permitting
 - o “Specials” brought into the classrooms
 - o Staff-monitored arrival and dismissal to discourage congregating of students
- Screening Students and Staff
 - o Identified quarantine area and staff person to care for students who become ill at school, both wearing surgical masks
 - Face shields worn if COVID-19 symptoms are present
 - o Symptomatic students sent home should be kept home until a doctor’s note specifies their clearance to return to school
 - o Remote learning for ill students (valid for attendance purposes if work is completed)
 - o Strict records, including date and time, kept of non-school employees or visitors entering and exiting building
 - o Self-examinations of all staff prior to coming to work
 - If staff exhibit a temperature greater than 100.4 or have respiratory or gastrointestinal symptoms, they should stay home
 - o Any parents or guardians entering the building should wash or sanitize hands prior to entry.
 - o Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials.



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- o Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials.
- o Recommended temperature checks to families so students are checked before coming to school
 - Students with a temperature of 100.4 or greater should stay home
 - Coronavirus testing consideration if COVID-19 symptoms are present
- Testing Protocols for Staff and Students and Responding to Positive Cases
 - o Staff and students who become ill with fever and COVID-19 symptoms to wear a mask and be transported by their parent or guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
 - o Staff who develop fever or become ill with symptoms of COVID-19 should immediately leave and get tested for COVID-19. Staff can return to work with a doctor's note confirming it's negative.
 - o Notification to families of any clinically diagnosed positive cases of COVID-19 in the classroom
 - o Symptomatic students sent home should be kept home until a doctor's note specifies their clearance to return to school
 - o Remote learning for ill students (valid for attendance purposes if work is completed)
 - o In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts taken 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 they can be quarantined for 14 days at home. In this event, the school may resort to two weeks or more of remote learning for quarantine purposes.
 - o Recommendations to parents and guardians to monitor students for symptoms and keep students at home if there is presence of unexplained symptoms, such as shortness of breath and coughing. Families should follow up with their primary care physician.
- Responding to Positive Tests Among Staff and Students
 - o Notification of local health officials, students, and staff of any positive cases, while keeping the confidentiality of the affected individual. Local health officials to perform contact tracing.
 - o Guidance to staff on confidentiality of students; even if family members or students announce they were affected, we are still not able to ever give names
 - o Employees with COVID-19 to stay home until doctor's note specifies clearance to safely return to work
 - o Cleaning staff to wear surgical masks, gloves, and face shields to perform cleaning duties of areas affected by COVID-19
 - o After COVID-19 case detected, classrooms closed for 24 hours before cleaning to minimize risk of airborne particles
- Food Service, Gathering, and Extracurricular Activities
 - o Food service staff to use gloves, face shields, and surgical masks



FOSTERING LEADERSHIP ACADEMY

- Students, teachers, and staff to wash hands before and after each meal and event
- Maximum capacity of indoor events 50 people; outdoor events 250 people
- For field trips, transportation is disinfected before and after each transit route and facial coverings are used.
- Classrooms or cafeteria with distancing used for eating
- Telecasting of assemblies when more than 50 people
- After school activities to continue with facial coverings
- If possible, classrooms considered for eating in place, taking into consideration food allergies
- If cafeterias need to be used, meal times staggered to create seating arrangements with six feet of distance between students
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils
- o Athletics
 - Indoor events limited to 50 people, and large scale outdoor events limited to 250 people
 - Hand washing by all staff and students before and after every athletic event
 - Disinfection of all equipment before and after use
 - Individually clearly marked water bottles for each participant
 - Handshakes, fist bumps, and other contact prohibited
- o Cleaning
 - Frequently touched surfaces disinfected with EPA-approved disinfectant or diluted bleach solution at least every 4 hours
 - Hand on classrooms disinfected between each class with EPA-approved disinfectant or diluted bleach solution
 - Student desks wiped down between each class period with EPA-approved disinfectant or diluted bleach solution
 - Playground structures to undergo normal routine cleaning
 - Safe and correct storage of solution
 - Staff required to wear gloves, surgical masks, and face shields when cleaning
- o Student Transportation
 - FLA does not provide transportation.
 - Field trips will not be permitted during Phase 5.
 - FLA staff will not be transporting students anywhere. In the case of an emergency, either if a child is not picked up or if a student is sick and we cannot reach the parents/guardians, the police or ambulance will be called.
 - The police will be called at 4:30pm for any student who is not picked up from school.



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- An ambulance will be called for a student who has a temperature of 100.4 or greater and shows signs of COVID-19 symptoms.
- o Medically Vulnerable Students and Staff
 - Review of all student files (IEPs, medical documents, 504 plans, etc.) to ensure accommodations for medically vulnerable students to decrease risk of COVID-19
 - Process for students, staff, and families to self-identify as high-risk and plan to address requests for alternative arrangements or work assignments
 - For students, remote work assignments and facilitation of remote learning will be arranged.
 - Reasonable accommodations will be made for staff if the employer can meet those accommodations 100% without compromising the operations of the school.
 - o FLA administration will evaluate each request to determine if accommodations can be made.
 - To minimize face-to-face contact, modification of job responsibilities for staff who are high-risk for severe illness related to COVID-19
- How Phase 5 is Different than Phase 4
 - o All instruction is 100% in person for all students
 - Exception for students who are ill
 - o No family option for remote learning
 - o Students and teachers in the building full time Monday-Friday
 - o Indoor events 50 people; outdoor events 250 people
 - o Family members and guests welcome
 - o Less emphasis on Physical Education being held outside
 - o Less emphasis on facial coverings
 - No masks required outside, but strongly encouraged
 - o Adults entering the building do not need routine temperature checks; although signing in as a visitor is required.
 - o Assemblies for parents not required to be on Zoom; parents & families welcome with 50 person indoor maximum or 250 outdoor maximum
 - o Visitors: During Phase 4, all visitors will be restricted from visiting FLA. During Phase 5, visitors will be allowed, but will be required to have a health self-screening and temperature checks as well as face coverings. Entry may be denied upon failing the health screening or having a temperature above 100.4 degrees.
 - o Parent/Caregivers: During Phase 4, all parents and caregivers will be restricted from entering FLA. Drop off and pick up will occur outside of FLA. During Phase 5, parents and caregivers will be permitted access to the building, but will be required to have a health screening and temperature checks as well as face coverings. Entry may be denied upon failing the health screening or having a temperature above 100.4 degrees.



FOSTERING LEADERSHIP ACADEMY

- All protocols identified as “Strongly Recommended” on pages 38-44 of Back to School Roadmap implemented

Mental & Social-Emotional Health (Phase 5)

- Ongoing mental health screenings by School Social Worker and School Psychologist
- Mental health screenings will be compliant with HIPAA and FERPA and disclosure of protocols to protect confidentiality while adhering to mandated reporting guidelines.
- Rapid reporting of at-risk students to School Social Worker and Psychologist
- Staff training and Professional Development on a variety of topics including: social-emotional learning, trauma-informed best practices, proper local referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout an vicarious trauma, and identification of students at risk
 - Scheduled professional development on PBIS, Restorative Practices, trauma-informed practices, Special Education, MTSS, technology, curriculum, Google Classroom, and alternate modes of instruction
- Crisis Management Plan to respond to the loss of a student or staff member (with internal, external, and community-based resources)
- List of regularly updated wellness resources available to staff and students
- Ongoing reporting protocol for school staff to evaluate physical and mental health status
 - Staff surveys
 - Staff meetings
 - 1:1 meetings with Principal
 - Collaborative discussions
- Resources provided to staff on self-care, including resiliency strategies
 - List regularly distributed in Memo’s to school staff
- MCHS committee to work across school, community partners, and local public health agencies
 - MCHS in consistent communication with FLA and policies kept consistent across both agencies
- School Social Worker as designated mental health liaison
- Mental health hotline information provided to address school stakeholder’s emotional health concerns
 - Warmline: 888-PEER-753 (888-733-7753); seven days a week from 10 a.m. to 2 a.m.
 - Distress Helpline: 24/7 at 800-985-5990
 - National Suicide Prevention Lifeline: 24/7 at 800-273-8255
- Communication with parents and guardians regarding the following:
 - Destigmatization of COVID-19
 - Understanding normal behavioral responses to crisis
 - Talking to children about trauma (best practices)
 - Positive self-care strategies that promote health and wellness



Instruction (Phase 5)

- 100% In-Person Instruction with Minimal Safety Protocols
- Governance
 - o Return to Instruction and Learning working group, led by the Principal and Director of Student Support composed of a broad group of FLA stakeholders to do the following:
 - Gather feedback from students, families, and FLA staff about their experience with remote instruction through online surveys and virtual focus groups and conversations
 - Continue to revise and update the remote learning plan to prepare for return to Stage 4 if necessary
 - Share the plan with stakeholders on our website
- Instruction
 - o Instructional vision ensuring that:
 - Every student has access to high quality instruction
 - Every student assessed on prerequisite skills and grade level material using formative assessment, screeners, or diagnostics
 - Social and Emotional Learning (SEL) integration and strengthening connections between staff and students
 - o Instructional alignment to Michigan Standards
 - Support for teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction
 - o Revision of IEPs and 504 plans with collaboration between special education teachers and general education teachers to design accommodations and meet students' needs accordingly
 - o Inventory of all intervention programs and services available to students and identification of any gaps
 - o Continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers
 - o Structured times for special education and general education teachers to collaborate
 - o SuccessMaker interventions available to all students
 - o Connection with MDE about policies and guidance
 - o Continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers
 - o Ensure that every student:
 - Has access to grade level, standards aligned instruction



FOSTERING LEADERSHIP ACADEMY

- Is assessed to determine readiness for grade level materials
 - Is offered scaffolds and support to meet the wide range of social-emotional and academic needs
 - o Checkpoints conducted surrounding curriculum pacing, honing in on the growth of students needing acceleration
 - o Review student data to develop interventions and supports
 - o In partnership with parents and teachers, conduct a review of each students' IEP to determine evolving needs from time away associated with OT, PT, and Speech while school buildings were closed
 - o Procurement of any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs
 - o Expectations set for 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
 - o Interventions provided based on student needs
 - o Expectations for teachers to use digital tools to increase familiarity with online learning in case of a return to remote instruction
 - o Structures created outside of the regular school day to create additional learning opportunities for students (i.e. summer school, tutoring, after school programming, etc.)
 - o Communication with families about student progress and additional supports needed
- Communications and Family Supports
 - o Multiple modes of communication to families to share:
 - Expectations around return to school
 - Information about modes of assessment, details of curriculum, and grade level proficiencies
 - Plans for different school opening scenarios
 - o Provided resources to parents, guardians, and families to show that we are partners in their child's education
 - Training about how to use digital tools and systems
 - Opportunities to build digital literacy
 - Grade-specific strategies and activities for families to help their children at home
 - Professional Learning
 - o Adequate time in school for teachers to engage in:
 - Curriculum planning and data analysis for student growth
 - Identify students who need more supports
 - Share ideas and knowledge about digital tools
 - o Training to:
 - Offer restorative supports around equity, implicit bias, culturally responsive education, and social-emotional learning



FOSTERING LEADERSHIP ACADEMY

- Learn how to use online platforms
- Develop blended and remote learning experiences that are equitable and engaging
- How Phase 5 is Different than Phase 4
 - o All instruction is 100% in person for all students
 - Exception for students who are ill
 - o No family option for remote learning
 - o Students and teachers in the building full time Monday-Friday

Operations (Phase 5)

- Facilities
 - o Audit necessary materials and supply chain for cleaning and disinfecting supplies
 - o Coordination of Local Emergency Management Programs (LEMP) or support with procurement of cleaning and disinfecting supplies
 - MCHS orders from a few distributors as well as relies on donations
 - MCHS has secured plenty of PPE equipment. WE haven't needed to rely on any type of LEMP.
 - o Guidance provided to ensure frequently touched surfaces are cleaned each day
 - o Maintenance updated promptly on changes in recommended cleaning guidelines issued by OSHA and/or CDC
 - o Include maintenance staff on discussions to review and make changes to cleaning and disinfecting protocol
 - o Training for maintenance staff on safe cleaning
 - o Deep cleaning continued over the summer
 - o Audit of building for:
 - Amount of classrooms available
 - Size of classrooms
 - Additional spaces available (gym, lunchroom, etc.)
 - Ventilation in each classroom
 - School security protocols to determine if changes need to be made (following CDC protocol interacting with general public)
 - o Maintenance of building for in-person school operation
 - HVAC system checked to ensure it's running efficiently
 - Air filters changed regularly
 - Distribution of wastebaskets, tissues, and CDC-approved soap and/or hand sanitizer to every office and classroom so that these materials can be used upon entry and exit
 - Signage posted about handwashing, cough etiquette, and nose blowing; communication through email, newsletters, and meetings about this as well



FOSTERING LEADERSHIP ACADEMY

- CDC guidance about face coverings when performing cleaning duties
 - o Walkthrough conducted by administration and maintenance to ensure classrooms, common, spaces, and exterior are ready for staff and students
 - o Staff to wear surgical masks while cleaning
 - o Procurement of level-1 facial coverings, including those with a transparent front for students with special needs
 - o Procurement of level-1 surgical masks for cleaning and janitorial staff
- Budget, Food Service, Enrollment, and Staffing
 - o Protocols for arrival & dismissal
 - o Focus on staff wellness, technology support, and other COVID-19 related needs
 - o Modification or shifting of staffing as necessary with COVID-19 needs
 - o Communication of enrollment or attendance policy changes to families
 - o Digital & in-person outreach to community and families for enrollment purposes
 - o Online enrollment and re-enrollment through Gradelink
 - o Digital staff and parent/student handbooks
 - o Master schedules created with COVID-19 protocols in mind
 - o Collaboration with food services to ensure proper handling of food
 - o Recruit, interview, and hire new staff.
 - o MCHS guidance for recruiting, interviewing, and hiring staff remotely
 - o Seeking out CARES Act funding for key purchases
 - o Coordination of services with related service providers, in the school and community, to identify and address new student and adult needs
 - o Inventory of available substitute teachers
 - o Student and staff handbooks printed and ready for distribution
 - o Legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 for school leaders
 - o Budget exercise with school leaders to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars
 - o Orientation of new school staff to operational changes
- Technology
 - o Initial setup of classrooms on Google Classroom so all assignments are submitted electronically; set up classrooms for the event of return to 100% remote learning
 - o Operational plans in the event that FLA is required to close for in-person
 - Survey families to collect information about the numbers, types, and condition of devices in the home to support remote learning.
 - o Ongoing training and regular collaboration for educators on remote learning instructional strategies
 - o Technological support from INC Support for all FLA staff
 - o Online curriculum training for teachers and support resource page for parents
 - o Technology Support Contacts for parents & families
 - Students will be split into alphabetical, grade level and/or family groups, and each will have a point person for technology related concerns



FOSTERING LEADERSHIP ACADEMY

- o Procedure for return and inventory of FLA-owned devices including:
 - Safely bagging devices collected
 - Sanitizing the devices prior to repair or replacement evaluation
 - Ordering new devices if needed
 - Conducting maintenance on devices to remove malware and fix issues including screen, keyboard, or battery replacement
- o Excel Spreadsheet as an asset tracking tool
- o MCHS to assist with processing, returning, and maintaining devices
- o Extra devices stored to minimize the time that staff and students are without devices
- o Resources for families about free WiFi hotspots
- o Live streaming of classroom for medically vulnerable students
- o Principal as point of contact to plan and communicate with district technology teams
- o Technology plan created for school, including training and support for teachers to adapt remote learning skills for classroom
- o General technology support lead with contact information posted on website
- o Prepared Infrastructure Evaluation process
 - Every WiFi access point and wired network device tested
- o Technology support plan developed for families
- Transportation
 - o No bussing of students; protocol not applicable
 - o No field trips; protocol not applicable for transportation needs
 - Virtual field trips only
 - o No transporting of FLA students or staff; transportation protocol not applicable
 - Ambulance called for student illness & emergencies
 - Police called for students not picked up