

CCAIE/MC COVID-19

Preparedness and Response Plan

2020-2021

INSTRUCTIONS:

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

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

COVID-19 Preparedness and Response Plan

Address of School District: 16911 Eastland, Roseville, MI, 48066

District Code Number: 50902

Building Code Number(s):08726 (elementary) 09089 (middle and high school)

District Contact Person: Russel Woodruff

District Contact Person Email Address: Woodruffr@connererekeast.org

Local Public Health Department: Macomb County Health Department

Local Public Health Department Contact Person Email Address: (586) 469-5235
dohcs@macombgov.org

Name of Intermediate School District: Macomb ISD

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: August 5, 2020

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. 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 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 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.


President of the Board of Directors

8-5-20
Date

Introduction and Overview

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

Academy Narrative:

Conner Creek Academy East and Michigan Collegiate serve students from a variety of cities in the Detroit Area. We have roughly 950 students in our K-12 program with locations in Roseville (K-6) and Warren (7-12). Our goal continues to be to inspire students to learn, create responsible citizens and empower students to reach their potential.

Over the last several months we have worked to ensure that students were able to continue their education from home as we dealt with the realities of today. Elementary students were given packets to work on at home and were distributed bi-weekly with our food distribution. Teachers held zoom classes to meet with students as well to help navigate the assignments. The high school and middle school used a combination of packets and online platforms in conjunction with zoom meetings. This helped us to get through the 2019/20 school year and helped guide us to what can work for our students in the future.

The guiding principles to the plan started with student and staff safety. We want to ensure that all stakeholders feel comfortable with whatever guidelines we have to follow. Next, we want to ensure that all students have the ability to access an education if that is face-face or virtually. We spoke with parents on the phone or via parent meetings on zoom to hear their concerns. We have also sent parent surveys to gauge their level of comfort and accessibility to various platforms.

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

Phase 1, 2, or 3 Safety Protocols

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

Academy Narrative:

School Closure for in-person Instruction

- The Academy will be closed for in-person instruction. Students will be taught remotely using a variety of techniques and tools including; Google Classroom, online platforms/programs and paper packets. Students will have a set schedule similar to how they have for face to face instruction.

Identify whether the Academy will be used by licensed child care providers and if so, under what conditions.

- The academy will not be used by licensed child care providers.

Outline the extent to which school employees and contractors will be physically present in the school building for the purposes of conducting basic school operations, include remote live instruction, as determined by school administrators.

- School building will be used as needed for the purposes of remote instruction planning and building operations at the discretion of the administration.
- On food and packet distribution days, approved personnel will be present to assist with the process.
- Cleaning crews will still work daily when staff is present to assure safety cleaning procedures are met.

Describe plans to ensure continued food distribution to eligible students.

- Food distribution will be provided weekly. Distribution center will be set-up at the elementary school location for eligible students.
- School staff will be assisting food service personnel

While the school is closed for in-person instruction, describe the cleaning protocols that will be adjusted to ensure the school building remains functional.

- Cleaning practices are adjusted to maintain school buildings in functional order
- Building will be cleaned based on use

If applicable, provide an assurance that states that all busing operations will be suspended.

- All bussing will be suspended if state is in phase 1-3 for student transportation
- Busses may be used to assist with distribution of food and or work packets

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

● All protocols included on page 16 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.

● Specifically identify which protocols on page 16 that are identified as “**Strongly Recommended**” that the Academy will not implement.

Academy Narrative:

Protocols CCAE/MC will be implementing to provide mental and social-emotional health services to students:

- Staff will contact families each week to assess the mental-emotional status of each student referring him/her to social and counseling services as necessary.
- Social and counseling services will be readily available through routine office hours daily.
- Social workers and counselors will continue to work with those students previously identified in their caseload through set-times and check-in.

- Counselors, social workers and administrators will update comprehensive lists of wellness resources and resiliency strategies available to both staff and students.
- Counselors, social worker and administrators will communicate with staff and guardians through virtual staff meetings and weekly family contact about the following: de-stigmatization of Covid-19, normal responses to crisis, best practices of trauma, and positive self-care;
- Professional development/training on social/emotional health and trauma-informed best practices will occur during our virtual August professional PD week by our social worker and counselors. This will also occur during staff PLCs as needed.
- We will be using all protocols necessary on the Return to School Roadmap for the safety and welfare of our students.

Phase 1, 2, or 3 Instruction

- All protocols included on pages 17-18 of the Roadmap are **“Strongly Recommended.”**
- Describe the alternative modes of instruction that will be used while in-person instruction is suspended. Reflect upon the challenges and successes of implementing your Continuity of Learning and COVID-19 Response Plan, incorporate feedback from your school community, and outline in detail how you will ensure continued student learning. Specifically include a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction.
- Describe how the Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.
- Use the protocols listed on pages 17-18 of the Roadmap, as well as other best practices, as a guide in outlining and highlighting your plan for remote instruction.
- Specifically identify which protocols on pages 17-18 that are identified as **“Strongly Recommended”** that the Academy will not implement.

Academy Narrative:

Describe the alternative modes of instruction and best practices that will be used while in-person instruction is suspended.

- Remote learning will take place via Google Classroom utilizing the schools' curriculum/standards for each grade level.
- All instructors are Google Classroom trained and/or certified.
- At-risk students are given an eligibility letter to receive a discounted internet rate.
- Students will be lent chromebooks as needed for remote learning use.
- K-2 students will be assessed using virtual DRA Level testing.
- 3-8 students will be assessed using the Initial Placement test on SuccessMaker.
- K-8 students will use Waterford or SuccessMaker for at-home intervention.
- K-6: Post tests will be given to students using Accelerate Education.
- K-12 teachers will use formative assessments to assess the needs of their students at the beginning of the school year.
- 7-12 teachers will use multiple formative and summative assessments based on the specific class needs of the students to determine proficiency.
- 7-12 students and teachers will use Edgenuity as the main source for curriculum. Teachers will be able to build their lessons through this program and post videos of instruction through our online platforms (Google Classroom). Students will be able master proficiency and work independently through Edgenuity as well.
- The Remote Learning Plan will be on the District Website and distributed through School Messenger.

Phase 1-3 Instruction	CCAIE Elementary	MC MS/HS
Delivery	-Full Remote	-Full Remote
Learning Platform	-Google Classroom & Accelerate Education -Paper Packet using Accelerate Education Curriculum	-Google Classroom & Edgenuity -Paper Packet using Edgenuity Curricula
Grading	- Grading and feedback will be provided using participation and work in Accelerate Education, workbook pages, and post tests. -Students overall grade will be	-50% of students' grades will come from Google Classroom Instruction and 50% from Edgenuity. -30% of students overall grade

	based on classroom assignments, participation in Accelerate Education, formative and summative assessments, virtual meeting attendance.	will be based on formative and summative assessments. 70% of students' overall grade will be at teacher's discretion (i.e. participation, virtual meeting attendance, classroom assignments, etc.)
Communication	-All stakeholders communication through: Gmail, Google Classroom, School Messenger, Social Media, School website, weekly phone calls -Staff will have a caseload of 15-20 students and families that they will reach out to weekly in addition to their daily instruction and classroom communication	-All stakeholders communication through: Gmail, Google Classroom, School Messenger, Social Media, School website -Staff will have a caseload of 15-20 students and families that they will reach out to weekly in addition to their daily instruction and classroom communication
Schedule	7:45-3:15 (Master schedule will be adapted for students to follow)	7:45-2:50 (Master schedule will be adapted for students to follow)
Intervention	-SuccessMaker (3-6) -Waterford (K-2) -Guided Reading/IRIP Groups -Virtual Tutoring option (K-6)	-Success Maker (7th and 8th grade) -Virtual tutoring after school hours (7-12) - Booster classes for 9th grade
Assessment	-Post-tests through Accelerate Education in all core subject areas -Formative assessments created/delivered through Google Classroom	Teacher designed assessments via Google Classroom in addition to assessments provided via Edgenuity will account for 30% of students' grade.
Support Services	-Social work, Speech Pathologist, Special Education services and reading specialist IRIP services will be provided virtually as mandated by IEP, 504 or Third Grade Reading Law	Special Education staff will provide virtual resource room and learning support class and other support staff i.e. social work, counselling, speech pathology will be provided virtually.
Technology	Students are lent chromebooks if needed; Students are virtually	Students are lent chromebooks if needed; Students are virtually trained

Preparation	trained in Accelerate Education	in Edgenuity
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Reflect upon the challenges and successes of implementing your Continuity of Learning and COVID-19 Response Plan, incorporate feedback from your school community, and outline in detail how you will ensure continued student learning.

Some challenges we faced in regards to our Continuity of Learning plan include lack of consistent participation online, lack of devices, and internet connectivity. We plan to address these challenges by:

- More consistent and scheduled check-ins with families per classroom to ensure students are staying on track.
- Having a consistent schedule of classroom instructional time for students to follow and families to monitor.
- Through surveys and conversations with families we have a better understanding of our students technology needs and limitations.
- Offering chrome books for those families in need.

Some successes include the staff's resiliency and adaptability with the current environment to continue to instruct and build relationships with students and their families. Survey results depicted that staff members increased their proficiency in technology use and online platforms. All teaching staff completed a 15 hour comprehensive Google training. Staff also recognized communication efforts from administration and amongst themselves. Survey results from parents showed satisfaction of remote learning opportunities and staff communication.

Based on phone conversations, parent meetings, surveys and results from the COVID Response Plan we developed strategies that will reach a variety of students in a variety of ways. Parents and students both wanted alternative options to just online learning and desired paper packets as well as communication with teachers.

Communication on a daily and weekly basis with students and parents will help ensure that our students have the opportunity to continue their education. Using a variety of communication tools, including but not limited to; Phone calls, zooms, emails, online learning platforms and other.

Specifically include a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction.

- Technology devices such as laptop, chromebook, or PC and/or paper packets provided where needed.
- Wireless internet access
- Eligibility letter for a discounted rate of internet

Describe how the Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

- The Special Education team will provide students with a virtual resource room and learning support class for special education students.
- Special Education staff will virtually meet with general education staff in order to modify assignments and assessments as appropriate.
- Special Education staff will also inform general education teachers of specific student accommodations within their IEP.
- For students that need auxiliary services, our support team will make timely contacts with their caseloads.

Specifically identify which protocols on pages 17-18 that are identified as “Strongly Recommended” that the Academy will not implement.

- District will not be providing internet access, but will be providing resources for discounted options for families in need.

Phase 1, 2, or 3 Operations

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

Academy Narrative:

All protocols included on pages 19-20 of the Roadmap are “Strongly Recommended.” Using these protocols as a guide, describe how the Academy will manage operations and technology.

- Chromebooks will be provided to those in need, and will be managed by the school administrative team.
- Each building will have one contact person for parents to communicate with if they have any questions or issues with technology.
- Processes and Procedures are in place for distributing, collecting, and sanitizing of Chromebooks.

Specifically highlight the level of access to digital devices your students and families have, how you know this information, and how you will ensure equitable access to learning, as needed, through the use of technology.

- Based on a survey presented to the families approximately $\frac{2}{3}$ of the families that responded have access to a device.
- The families without access to a device, will have the opportunity to borrow a chromebook from the district free of charge.

Describe the specific ways staff will be redeployed to meet the needs of the Plan.

- The majority of staff members will conduct regular job duties remotely (teachers, administration, secretarial, support staff etc) .
- Building maintenance and cleaning staff will continue to work in the buildings as necessary.
- Some support staff members will be assigned duties to assist in other areas of need (ex. helping teachers make student contacts, making copies, food & packet distribution, etc.)

Specifically identify which protocols on pages 19-20 that are identified as “Strongly Recommended” that the Academy will not implement.

- We will not be using our school buildings for elections, child care, etc.

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

Phase 4 Safety Protocols

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

Academy Narrative:

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Personal Protective Equipment protocols identified as “Required” on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings.

- Face masks must be worn by students and staff:

- On school transportation
- In the hallways and common areas
- K-12 students and staff will follow state guidelines for personal protective equipment by wearing masks in all classrooms. Students will be allowed to take masks off during lunch and snack times.
- Social distancing will be enforced to the best of our ability.

**We will adjust our requirements as the state releases new guidelines.*

**Academy reserves the right to start the year remotely if needed in phase 4.*

Identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements.

Students and staff who cannot medically tolerate or remove facial covering without assistance may not be required to wear a face mask.

Students

- Families must submit a doctor's note stating the student's exemption from wearing a facial covering.
- Students under this circumstance will be encouraged to use our virtual option for at-home learning.
- Non-compliance will result in parent contact and the student will not be allowed to return to school without adhering to policy.

Staff

- Staff members must submit a doctor's note stating their exemption from wearing a facial covering.
- Non-compliant employees will be subject to regular employment disciplinary procedures.

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Hygiene protocols identified as "Required" on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.

- Administration and maintenance staff will ensure compliance with the hygiene protocols by replacing and tracking adequate supplies.

- Staff will teach and/or reinforce hygiene behaviors continually throughout the school year, providing opportunities for practice.
- Signage will be posted throughout the buildings to remind students and staff of proper hygiene practices.
- Custodian(s) will check and refill soap dispensers, hand sanitizers and teacher cleaning supplies on a daily basis.

Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.

- Our district will follow the guidelines of the Macomb County Health Department in terms of screening and reporting for Covid-19 exposure and positive cases.
- A designated quarantine area will be established in each building for staff or students that may become ill.
- Students who become ill with symptoms COVID-19 will be placed in the designated quarantine area with a mask until the student is picked up.
- Symptomatic students will be kept home until they have completely recovered according to the Macomb County Health Department guidelines.
- Staff will complete daily monitoring forms for screening purposes.

While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, if the Academy decides to offer in-person instruction, describe which, if any, practices the Academy will implement.

- Our district will plan for limited interactions by providing schedules for spacing, movement and access.
 - Desks/tables will be as far apart as possible to maintain the health and safety of the school community and to follow social distancing to the best of our ability.
 - All desks/tables will be arranged facing the same direction
 - Family members and other guests will not be allowed in the building except for extenuating or emergency circumstances. Pertinent adult guests will be required to complete a screening form upon entrance.
 - Signage will be posted around the building about social distancing, hygiene and safety procedures.
 - Social distancing markers will be implemented in all common areas.
 - Windows will be open where applicable.
 - Students will be placed in cohorts as appropriate.
 - Special classes will push into the classrooms or outdoors when available.
 - Schedules for locker use, bathroom breaks including hand washing, and other hallway movement will be scheduled and/or limited.

- Students will be released from buses one bus at a time and use grade assigned doorways to encourage social distancing. Students will report directly to their classes from the buses. At the end of the school day, students will be released by classroom to board the bus to encourage social distancing.
- 7-9 PE outdoor activities encouraged. PE classroom time in the gym will have social distancing by using gym floor tape 6 feet apart.
- One way direction will be used where appropriate.
- For boarding and deboarding buses, there will be a staggered schedule in place with assigned entrances and exits.

Describe the Academy’s plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as “Required” on page 26.

- Indoor assemblies that bring together students from more than one classroom will not take place.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils. Cafeterias may be used for meal distribution one class at a time dependent on state guidelines. All students will eat in classrooms.
- Off-site field trips are suspended.

Describe the Academy’s plans to ensure compliance with Athletic and Cleaning protocols identified as “Required” on page 27.

Athletics

- Academy Athletic Director will ensure that the district follows the protocols given by the Michigan High School Athletic Association and the National Federation of State High School Associations with a checklist for compliance.

Cleaning

- Maintenance and Administrative staff will work with daytime cleaning staff to ensure all require cleaning protocols.
- Student desks will be wiped down between each transitional period.
- Playground equipment will be cleaned routinely by day-time custodial staff.
- Maintenance staff will go over proper cleaning procedures with all appropriate staff.
- Staff will be given all necessary cleaning supplies and safety equipment.
- Hand Santizer will be provided in each classroom.
- Cleaning checklists and schedules will be used to ensure completion.

Describe how the Academy will comply with each of the Transportation protocols identified as “Required” protocols on page 28.

- Transportation administration will create and supply a checklist to follow in regards to safety procedures.
 - Hand sanitizer will be required when entering the bus.

- Masks will be provided and required for all persons entering the bus.
- Busses will be cleaned before and after every use.
- Parents/Guardians will be required to escort students to the bus to ensure they are cleared to ride.
- Students who are ill while at school will be required to be picked up by a parent or designated guardian.

Specifically identify which protocols on pages 22-28 that are identified as “Strongly Recommended” that the Academy will not implement.

- While the 6 foot spacing recommendation between desks may not be feasible in every classroom, students will be spaced at a distance to promote social distancing and the safety of students.
- Due to our limited amount of classroom space, upon a positive Covid-19 case, we will have to clean affected areas immediately for use the following day.

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

● All protocols included on page 29 of the Roadmap are “Strongly Recommended.” Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.

● Specifically identify which protocols on page 29 of the Roadmap, all of which are identified as “Strongly Recommended” that the Academy will not implement.

Academy Narrative:

All protocols included on page 29 of the Roadmap are “Strongly Recommended.” Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.

- Our social worker and counselors are the SEL first point of contact and will utilize a school-specific website to provide resources and make appointments.
- Staff will assess the mental-emotional status of each student referring him/her to social and counseling services as necessary.
- Social and counseling services will be readily available in each building.
- Social workers and counselors will continue to work with those students previously identified in their caseload through set-times and check-in.

- Counselors, social workers and administrators will update comprehensive lists of wellness resources and resiliency strategies available to both staff and students.
- Counselors, social worker and administrators will communicate with staff and guardians about the following: de-stigmatization of Covid-19, normal responses to crisis, best practices of trauma, and positive self-care.
- Professional development/training on social/emotional health and trauma-informed best practices will occur during our (virtual) August professional PD week by our social worker and counselors. This will also occur during staff PLCs as needed.
- The Academy purchased and will utilize Purpose Prep to provide a high quality curriculum for social-emotional success.
- We will be using all protocols necessary on the Return to School Roadmap for the safety and welfare of our students.

Phase 4 Instruction

- All protocols included on pages 30-32 of the Roadmap are **“Strongly Recommended.”**
- Outline the Academy’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider describing the results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches, and/or rotating in-person schedules.
- When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy’s plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.
- Using the protocols outlined on pages 30-32 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning. As all of the protocols in this section are identified as **“Strongly Recommended,”** list any that the Academy will not implement.

Academy Narrative:

Outline the Academy’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider

describing the results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches, and/or rotating in-person schedules.

Based on phone conversations, parent meetings, surveys and results from the COVID Response Plan we developed strategies that will reach a variety of students in a variety of ways. Parents and students both wanted alternative options to just online learning and desired paper packets as well as communication with teachers.

The Academy will be prepared for two options, Face-to-Face Learning and an all virtual option for students through our Conner Creek Virtual Academy K-12.

Conner Creek Academy East Elementary

Phase 1-4 Learning Options	Phase 4-6 Face-To-Face Learning	Phase 4 (Potential) Hybrid Learning	Phase 1-4 Remote Learning (if transitioning to during school year)	Phase 1-4 Remote Learning (beginning of year)
Platform	Google Classroom	Google Classroom	Google Classroom	Accelerate Education
Schedule	Follow Traditional Master Schedule	Group A: M-T at school; W-F at home Group B: M-W at home; Th-F at school Alternating weekly schedule for specials	Follow Remote Master Schedule	Follow Remote Master Schedule
Subjects	CCAIE Core subjects (ELA, Math, Science Social Studies)	CCAIE Core subjects (ELA, Math, Science Social Studies)	CCAIE Core subjects (ELA, Math, Science Social Studies)	AE 4 core courses and 2 electives
Support Staff	Special/Support teachers create own GC by grade or by cluster grades	Special/Support teachers create own GC by grade or by cluster grades	Special/Support teachers create own GC by grade or by cluster grades	Special/Support teachers monitor electives or are the Teacher of Record for a specific class.

Instruction	<p>Google Classroom: -Enroll students/guardians -Use school curriculum -Add lesson items (Journey's story, guided practice, vocab, fact sheet, algorithm, etc...) -Add assignments by date</p> <p>Traditional Classroom: -In-person instruction using school curriculum -Grading and Feedback -Progress reports, conferences, report cards</p>	<p>Google Classrooms: -Enroll students/guardians -Use school curriculum -Add lesson items (Journey's story, guided practice, vocab, fact sheet, algorithm, etc...) -Add assignments by date</p> <p>Traditional Classroom: -In-person instruction using school curriculum -Grading and Feedback -Progress reports, conferences, report cards</p> <p>No internet Option: 3-Day At-home learning using CCAE Curriculum</p>	<p>Google Classroom: -Enroll students/guardians -Use school curriculum -Add lesson items (Journey's story, guided practice, vocab, fact sheet, algorithm, etc...) -Add assignments by date -Instructional videos -Google Meets -Progress reports, conferences, report cards -Weekly contact with family -Grading and Feedback on GC assignments</p> <p>Traditional Classroom: -TBD -No Internet Option: 5-Day At-Home learning using CCAE curriculum</p>	<p>Accelerate Education: -Enroll students in AE courses -Weekly contact with family -Google Meets -Grading and Feedback through Accelerate Education -Progress reports, conferences, report cards</p> <p>Traditional Classroom: -TBD -No Internet Option: AE printed workbook pages (plus supplemental)</p>
Grading	<p>Grading: All assignments graded in PS gradebook/ no requirement to grade GC assignments</p>	<p>Grading: All assignments graded in PS gradebook/ no requirement to grade GC assignments</p>	<p>Grading: All assignments graded in GC; one overall grade for final in PS for reporting</p>	<p>Grading: All assignments graded in Accelerate Education; one overall grade for final in PS for reporting</p>
Technology Preparation	<p>Students are taught how to use GC and complete assignments to be prepared for remote learning</p>	<p>Students are taught how to use GC and complete assignments to be prepared for remote learning</p>	<p>Students are taught how to use GC and complete assignments to be prepared for remote learning</p>	<p>Through Accelerate students are virtually trained on how to use Accelerate and complete assignments</p>

Michigan Collegiate MS/HS

Phase 1-4 Learning Options	Phase 4 Face-To-Face Learning	Phase 4 (Potential) Hybrid Learning	Phase 1-4 Remote Learning (if transitioning to during school year)	Phase 1-4 Remote Learning (beginning of year)
Platform	Google Classroom & Edgenuity	Google Classroom & Edgenuity	Google Classroom & Edgenuity	Google Classroom & Edgenuity
Schedule	7:45-2:50 students will follow master schedule rotating classes	Group A: M-T at school; W-F at home Group B: M-W at home; Th-F at school Alternating weekly schedule for specials	Students will have the same schedule as face to face learning, but in a virtual capacity.	Students will have the same schedule as face to face learning, but in a virtual capacity.
Subjects	Core classes + Electives Math, ELA, Science, Social Studies, Physical Education, Ferris Woodbridge Promise Courses.	Core classes + Electives Math, ELA, Science, Social Studies, Physical Education, Ferris Woodbridge Promise Courses.	Core classes + Electives Math, ELA, Science, Social Studies, Physical Education, Ferris Woodbridge Promise Courses.	Core classes + Electives Math, ELA, Science, Social Studies, Physical Education, Ferris Woodbridge Promise Courses.
Support Staff	Support staff will be assisting directly with our online labs using various interventions and support systems.	Support staff will be assisting directly with our online labs using various interventions and support systems.	Support staff will be assigned to specific courses to assist teachers with instruction and intervention.	Support staff will be assigned to specific courses to assist teachers with instruction and intervention.

Instruction	Teachers will offer traditional face to face in class instruction while following all social distancing guidelines. Teachers will make use of Google Classroom as well as Edgenuity in their face to face instruction as well.	Teachers will follow a flipped classroom model offering traditional face to face in class instruction with fewer students in attendance while following all social distancing guidelines. Teachers will also conduct a virtual component.	Teachers will use their google classroom and Edgenuity to seamlessly transition from in person learning to virtual learning picking up where face to face learning stopped.	Teachers will start the year through Google classroom and virtually train all students on Google classroom and Edgenuity.
Grading	-30% through Edgenuity course. -70% through Google Classroom, teacher led classroom instruction, small group activities, etc.	-30% through Edgenuity course. -70% through Google Classroom, teacher led classroom instruction, small group activities, etc.	-30% through Edgenuity course. -70% through Google Classroom, teacher led virtual classroom instruction, small group activities, google meet attendance etc.	-30% through Edgenuity course. -70% through Google Classroom, teacher led virtual classroom instruction, small group activities, google meet attendance etc.
Technology Preparation	Students will have access to chromebooks and iPads to use in the classroom as needed.	Remote students will have the opportunity to borrow chromebooks if needed.	Students will have the opportunity to borrow chromebooks if needed.	Students will have the opportunity to borrow chromebooks if needed.

When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy's plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.

- Special Education students will still be assigned to their caseload teacher who will:
 - Monitor work and provide feedback.
 - Provide accommodations and modifications as necessary.
 - Work with the content area teacher to ensure IEP is being implemented as intended.
 - Provide opportunities for virtual resource room instruction and support students per the mandated minutes/hours determined by their IEP.

- The Student Support Team will continue to conduct IEP meetings in compliance with state mandates virtually.

- Auxiliary services will be provided virtually.

- Students with disabilities will have access to all general education instruction and support in all disciplines offered to all students K-12 and in addition be offered a free and appropriate public education plan as determined within their individual IEP's.

- Students within the resource room context will receive instruction toward the attainment of individual goals and objectives

- Each student with an IEP will be reviewed individually and IEP's revised and amended to reflect the student's current needs.

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

Governance:

- A return to instruction work group will be led by the Curriculum Coach and consist of the administration team.
- The team will gather feedback periodically from families, teachers, and students in regards to online learning experiences via surveys and parent focus group meetings.
- The team will discuss the remote learning program and revise the plan as needed based on survey results and family/student/teacher feedback.
- The team will share and communicate the finalized remote learning plan with all involved stakeholders via school website and phone/email communication.

Instruction:

- Virtual students will use digital curriculum with CCAE/MC teachers facilitating learning.
- All instructors are Google Classroom trained and/or certified.
- At-risk students are given an eligibility letter to receive a discounted internet rate.
- Students will be lent chromebooks as needed for virtual learning use.
- K-8 students will use Waterford or SuccessMaker for in-school and/or at-home intervention.
- Social worker and counselors will provide services as needed.
- Social and Emotional learning will take place during Health & Wellness Classes.
- August PD week will include professional learning around best practices for blended or remote learning including giving feedback and assessment.
- Teachers will focus on critical/power standards when creating instruction on their Google Classroom.
- IEPs/504 will be reviewed and conducted in compliance with state mandates.
- Information and support for students transitioning to postsecondary will be provided through school website and informational virtual meetings provided by counselors.
- After-school tutoring will be provided if allowable.

Communications & Family Supports

- An informational memorandum will be distributed including our plan for reopening under any phase.
- Staff will conduct training sessions and support for parents to use virtual or remote curriculum.
- Weekly School Messenger communication along with emails will be conducted informing students and families of any updates and changes to the learning environment and expectations.
- All schedule information will be mailed to students and be available on Powerschool.

- All necessary information regarding assessment, curriculum, and school setting information will be communicated as necessary through School Messenger, email, and teacher contact.

Professional Learning

- August Professional Development week and monthly PLCs will address the following:
 - Stability of Instruction & curriculum
 - Student Participation & documentation of communication
 - Providing specific feedback on assignments
 - Digital tools & resources
 - Culturally responsive education

Phase 4 Operations

- All protocols included on pages 33-36 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will effectively manage each of the following: Facilities; Budget; Food Service; Enrollment and Staff; Technology; and Transportation.
- Specifically highlight the level of access to digital devices the Academy’s students and their families have, how the Academy has collected this information, and how the Academy will ensure equitable access to learning, as needed, through the use of technology.
- Address operational plans in the event that the Academy is required to close for in-person instruction, including the deployment of digital learning devices and transitioning to a fully remote learning environment.
- Specifically identify which protocols on pages 33-36 of the Roadmap, all of which are identified as “**Strongly Recommended**” that the Academy will not implement.

Academy Narrative:

All protocols included on pages 33-36 of the Roadmap are “Strongly Recommended.” Using these protocols as a guide, describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.

Facilities:

- Building leaders and maintenance personnel will evaluate the buildings to ensure maximum use.

- Cleaning supplies will be monitored to ensure we have the proper equipment and cost effectiveness.
- Schools will have a regular cleaning schedule and protocol that is monitored for effectiveness and completion.
- Training for all necessary staff on cleaning procedures will be implemented.
- Required protocols set forth by the health department will be adhered.

Budget, Staffing, Food Service and Enrollment:

- Budget will be evaluated regularly to ensure the academy is utilizing funds in areas necessary for student success and in alignment with CARES funding requirements.
- Staffing will be evaluated based on enrollment needs and phase of operation.
- Recruitment and hiring of new staff will be done virtually.
- Food service will be offered following guidelines from the state and health department.
- Enrollment information, student and staff handbooks will be available in print and posted on the school website and will include a Covid-19 addendum. .
- Schedules and protocols will be developed and distributed including arrival/dismissal, master, student, bus, lunch, and bell schedules.
- Dialogue with academies legal counsel will be ongoing as needed.

Technology

- Using survey information, our academy has assessed the need of devices for our students.
- At-risk students have received an eligibility letter for a discounted rate for the internet.
- Devices will be available for students in need.
- The academy PD plan will address technological training as needed.
- Our administration team and our technical support staff will be the point of contact for troubleshooting.
- The academy has a tracking system within our SIS system for devices lent out and returned
- The academy's Family Focus Group can assist as an added support for technological troubleshooting and best practices for guardians.

Transportation

- Students will be required to wear a mask during the duration of the ride, unless they medically can not.
 - Masks will be provided for students that do not have one.

- Students or Parents will have to fill out a self checklist form daily.
- Students will be allowed to sit two to a seat.
- Windows will also be open weather permitting.
- Transportation will be provided for school, athletic events and food service delivery only.
- Bus drivers will be trained on all health and safety guidelines provided by the transportation coordinator.
- Buses will be cleaned before and after each trip.

Specifically highlight the level of access to digital devices the Academy’s students and their families have, how the Academy has collected this information, and how the Academy will ensure equitable access to learning, as needed, through the use of technology.

- Using survey information, our academy has assessed the need of devices for our students.
- At-risk students have received an eligibility letter for a discounted rate for the internet.
- Devices will be available for students in need

Address operational plans in the event that the Academy is required to close for in-person instruction, including the deployment of digital learning devices and transitioning to a fully remote learning environment.

- The academy will set up times to visit the building to pick up necessary devices or materials for their students remote learning.
- Teachers will have prepared a Google Classroom for remote learning.
- Teachers will utilize Google Classroom during in-person instruction to train and prepare students for remote learning.
- Teachers will run their classrooms through our online platform.
- Students will follow a remote schedule similar to face to face instruction.
- Paper packets will be provided for students that do not have internet access.

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

- We will not be using family technology liaisons to support communication regarding the use of technology.

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

Phase 5 Safety Protocols

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

Academy Narrative:

Specific examples of how the Academy’s Plan for Operating during Phase 5 of the Michigan Safe Start Plan is different from its Plan for Operating during Phase 4 of the Michigan Safe Start Plan.

Listed below are the changes the academy would make if in Phase 5 versus Phase 4:

- If instruction was remote or hybrid, there is a potential for in-person instruction
- There is potential for elementary special classes to move to their original classrooms (gym, art room and music room)
- There is potential for K-12 Lunch to move to cafeteria
- There is potential for visitors to be allowed in the building with the use of a face covering and a symptom screener form completed.

Specifically identify which protocols on pages 38-44 that are identified as “Strongly Recommended” that the Academy will not implement.

- The Academy will be implementing all strongly recommended protocols.

Phase 5 Mental & Social-Emotional Health

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

Academy Narrative:

Describe to what extent the Academy will provide on-going mental and social-emotional health services for students.

- There is no change for Mental & Social Emotional Health support between Phase 4 and Phase 5.

Phase 5 Instruction

• All of the protocols included on pages 46-48 of the Roadmap are identified as “Recommended.” Outline the Academy’s plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan.

• Using the protocols outlined on pages 46-48 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular emphasis on any differences from the Academy’s plans during Phase 4 of the Michigan Safe Start Plan.

Academy Narrative:

Academy’s plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan.

- If instruction was remote or hybrid, there is a potential for in-person instruction
- There is potential for elementary special classes to move to their original classrooms (gym, art room and music room)

<p>Phase 5 Learning Options</p>	<p>CCAE Elementary Phase 4-6 Face-To-Face Learning</p>	<p>MC HS/MS Phase 4-6 Face-to-Face Learning</p>
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Platform	Google Classroom	Google Classroom & Edgenuity in addition to traditional classroom learning.
Schedule	Follow Traditional Master Schedule	7:45-2:50 students will follow master schedule rotating classes
Subjects	CCAIE Core subjects (ELA, Math, Science Social Studies)	Core classes + Electives Math, ELA, Science, Social Studies, Physical Education, Ferris Woodbridge Promise Courses.
Support Staff	Special/Support teachers create own GC by grade or by cluster grades	Support staff will be assisting directly with our online labs using various interventions and support systems.
Instruction	<p>Google Classroom:</p> <ul style="list-style-type: none"> -Enroll students/ guardians -Use school curriculum -Add lesson items (Journey's story, guided practice, vocab, fact sheet, algorithm, etc...) -Add assignments by date <p>Traditional Classroom:</p> <ul style="list-style-type: none"> -In-person instruction using school curriculum -Grading and Feedback -Progress reports, conferences, report cards 	Teachers will offer traditional face to face in class instruction while following all social distancing guidelines. Teachers will make use of Google Classroom as well as Edgenuity in their face to face instruction.
Grading	Grading: All assignments graded in PS gradebook/ no requirement to grade GC assignments	-30% through Edgenuity course. -70% through Google Classroom, teacher led classroom instruction, small group activities, etc.
Technology Preparation	Students are taught how to use GC and complete assignments to be prepared for remote learning	Students will have access to chromebooks and iPads to use in the classroom as needed.

Using the protocols outlined on pages 46-48 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular

emphasis on any differences from the Academy's plans during Phase 4 of the Michigan Safe Start Plan

- If the academy was under a hybrid or remote phase of learning, there is a potential for in person recruitment, professional learning, instruction, communication and family support. Otherwise, all remain as noted in Phase 4.

Phase 5 Operations

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

Academy Narrative:

Using these protocols as a guide, describe how the Academy will manage each of the following subsections: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation, with particular emphasis on any differences from the Academy's plans during Phase 4 of the Michigan Safe Start Plan.

- The academy will implement the same plan in Phase 5 as we would in Phase 4 for all of these protocols.

***THE ACADEMY RESERVE THE RIGHT TO ALTER ALL PLANS (WITH BOARD APPROVAL) BASED UPON UPDATED GUIDELINES FROM THE STATE OR HEALTH DEPARTMENT OR AS NEEDED TO ENSURE A SAFE CONTINUITY OF LEARNING.**