



CROSSROADS CHARTER ACADEMY ACADEMIC EXCELLENCE

Crossroads Charter Academy COVID-19 Preparedness and Response Plan

Address of School District: 215 North State St.

District Code Number: 54901

Building Code Number(s): HS/MS 09187, Elem. 08599

District Contact Person: Dr. Christopher A. White

District Contact Person Email Address: whitec@ccabr.org

Local Public Health Department: District Health Department #10

Local Public Health Department Contact Person Email Address: Valerie Marshall, RN
vmarshall@dhd10.org

Name of Intermediate School District: Mecosta-Osceola School District

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors:



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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.

President of the Board of Directors:

Date: 8/11/2020



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Introduction and Overview

In these unprecedented times, it is important for schools to be responsive, flexible and fully prepared for multiple learning scenarios. Crossroads Charter Academy was able to respond to the needs of our families quickly and effectively when schools were closed in March of 2020. We created and implemented a Continuity of Learning Plan that addressed the needs of our students with the whole child in mind. Each student was offered an electronic device, teachers worked diligently to communicate with each student, Google classroom were created as a central learning platform and food service was provided to all student regardless of socio-economic status.

Crossroads Charter Academy exists to cultivate a community of lifelong learners with courage, resolve and strength of character. Our goal is to empower our students to succeed in solving the world's problems. There is no better time for our school and our students to work to fulfill this mission and vision then now.

The plan on the following pages will build off the work that was done since March in order to ensure that students are given the opportunity to learn the skills that they need for success in the future. The plan involves innovation and rethinking how school looks in order to provide a high quality education and keep students and staff healthy to the best of our ability.

While developing this Preparedness Plan, it was very important that input was gathered from all stakeholders- teachers, staff, parents, and board members. Parents participated in a survey to get input. Staff and teachers were invited to work in workgroups to get input and ideas. Teachers completed two different surveys on return to school feelings and ideas. The schools leader and admin team also worked closely and followed guidance from such organizations as the Michigan Association of Public School Academies. The team worked with other schools the Mecosta Osceola Intermediate School District and Grand Valley State University.



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

Phase 1, 2, or 3: Safety Protocols

- School buildings are closed for in-person instruction.
- Building may be open for Latchkey, which is a state licensed program. Program will be used as needed depending on circumstances (possibly for staff children, so staff can be present at school for PD and online instruction planning). A plan will be created if moved into Phase 3 on where and how Latchkey will operate.
- Employees may be present to conduct school business, but administration will create a schedule so that social distancing is ensured.
- No school activities, including athletics, will be permitted.
- Food will be distributed weekly for pick-up. One week's worth of breakfast, lunch and snack will be sent with each family.

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

- Schools will implement a mental health screening for all students by a trained professional (social worker and counselor). Screening will be compliant with HIPAA and FERPA policies. Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
- CCA will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Use current crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- CCA has and will continue to compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources. Provide resources for staff self-care. A website has been established to house resources to meet these needs.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.



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- Mental health liaisons (K-6 social worker, 7-12 counselor) will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- CCA will communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - De-stigmatizing of COVID-19
 - Understanding normal behavioral response to crises.
 - General best practices of talking through trauma with children.
 - Positive self-care strategies that promote health and wellness.

Phase 1, 2, or 3: Instruction

- A district Return to Instruction and Learning working group, was created to:
 - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
 - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
 - Share the district's remote learning plan with all involved stakeholders

The district plans to use an online model of instruction using online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Distribution of devices will begin as soon as possible upon closure of school. Students without internet access will be provided a hotspot. There are also internet access points outside the building that students may use. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work, but most assignments will be in Google classroom.

Teachers will also work with parents to determine individual needs that may arise. This will especially be true for students with an IEP. Each student with an IEP will be contacted by the case manager to get parent input on individual needs.

Teachers will be expected to make contact with every student at least three times during the week. This may be done through the use of technology such as Google Meet, Microsoft Teams or other forms of virtual meeting or through weekly phone calls. Teachers will make sure to communicate multiple times (at least three) each week through the instructional platform (Google Classroom), with an emphasis on continuing to build relationships and maintain



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connections. Teachers will also have office hours each week for phone, email, or Google Meet/Microsoft Teams communication opportunities.

Attendance will be monitored through a system that tracks students' online attendance on a daily basis.

Teachers will assess the quality of student work and provide feedback to students and families. Assignments will be graded. Students must complete work to earn credit for the course.

Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Phase 1, 2, or 3: Operations

- **Facilities**
 - Execute school cleaning and disinfection protocols
 - Audit necessary materials and supply chain for cleaning and disinfection supplies.
 - Continue to maintain schools in good working order to prepare for the subsequent return of students.
 - Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
 - Custodial staff are recommended to wear surgical masks when performing cleaning duties.
 - ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential
 - actions including elections, food distribution, and child care, particularly for essential workers.
 - Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies
- **Technology**
 - Families will be surveyed to collect information about access to technology
 - All students will have access to Chromebooks and hotspots if needed
 - Continued use of asset tracking tool
 - Use district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan
 - Continue to monitor device usage and compliance with online learning programs
 - CCA has one technology coordinator who will be the point of contact for all things technology related, including triage of devices and redeployment



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- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning
- Budget, Food Service, Enrollment
 - Food service will continue and be distributed to students in a pick-up method
 - Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
 - Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
 - Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
 - Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
 - Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers



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

Phase 4: Safety Protocols

- Crossroads Charter Academy plans to offer fully face-to-face instruction, but with the option of fully online instruction for the 2020-21 school year only for those not yet comfortable sending their student back to school. Parents must sign a contract for online instruction prior to beginning the school year. The Face-to-Face option will be four days- Monday, Tuesday, Thursday, Friday. Wednesday will be set aside for deep cleaning of the buildings and a virtual instruction/planning day for staff. A Learning Lab will be available from 8:00 am-3:00 pm for K-6 students on Wednesdays staffed by para-professionals for those families that have no other child care options. The online learning option will be facilitated by CCA teachers.
- CCA will start with a Transition to Learning Period in grades K-12. Half of the students who opt for face-to-face instruction (and those that wish to attend who will be strictly online) will be present for 2 days a week, the rest another 2. The purpose of this is to teach student proper safety protocols in smaller groups and introduce them to new technologies and platforms that may need to be used in case of illness, quarantine, or movement back to Phase 3.
- Personal Protective Equipment
 - 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.
 - K-5 and special education teachers should consider wearing clear masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
 - Facial coverings must be worn by K-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Facial coverings must always be worn in hallways and common areas by K-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not



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

- Homemade facial coverings must be washed daily.
 - Disposable facing coverings must be disposed of at the end of each day.
- Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
- K-5 students must wear facial coverings unless they are in their own classroom, with their homeroom teacher, and are social distanced from other students. They will then wear a face shield provided by CCA.
- Hygiene
 - School will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
 - Teachers and supervisors will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
 - Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
 - Systematically and frequently check and refill soap and hand sanitizers.
 - Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
 - Limit sharing of personal items and supplies such as writing utensils
 - Keep students' personal items separate and in individually labeled cubbies, containers, or lockers
 - School will provide adequate supplies for individual use
 - School will place battery operated hand sanitizer stations by each entry door.
- Spacing, Movement and Access
 - Desks will be spaced as far apart as possible, but it is not possible to place all desks six feet apart due to floor space
 - In classrooms where large tables are utilized, space students will be placed as far apart as feasible
 - Desks will not be placed in the same direction as this discourages social interaction amongst students, which is contrary to the purpose of a school



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- Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
 - 7-12 procedure: Students and staff will be instructed to never open outside doors for anyone to enter the building. All entrances to the building by anyone other than staff or students will be through the front entrance. The entrance has two sets of doors with a small lobby in between. Both sets of doors will be locked at all times. Someone arriving at the building will use the outdoor buzzer and intercom system to communicate with the secretaries and state their reason for wanting access to the building. If the reason is appropriate, the secretary will open the outer door and allow the visitor into the lobby. The visitor will then write their personal information on a notepad in the lobby. The secretary will then either call the visitor's student to the office and escort them to the door or go to the lobby to handle the visitor's request. At no time will the visitor be allowed through the second set of doors
 - K-6 procedure: School staff members will be situated at each school entrance to ensure parents do not enter the building during arrival or dismissal time. During other times during the day, parents or other guests will be screened by using the intercom system at the front entrance to indicate their purpose for visiting the school. If a parent is signing a student in or out of the building, they will be allowed to enter through the first set of doors to provide their signature. School staff will unlock the second set of doors to allow passage of the student into or out of the school. If the individual must enter the building, they will follow the protocol below.
- Signs will be posted to indicate proper social distancing
- Floor tape or other markers should be used at six- foot intervals where line formation is anticipated
- Provide social distancing floor/seating markings in waiting and reception areas
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building
- Entering/Exiting Building Procedure



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- 7-12 procedure: All entry of teaching staff and students to the building will be through the main back doors in the center section of the building. The building doors will open at 7:45 and a staff member will be at the doors monitoring the entrance and visually checking for any abnormal appearance of students. If there is any concern the name of the student will be recorded and they will be sent directly to the office. The staff member will also be watching to make sure that no one other than current staff or students enters the building. Upon entry, students will be encouraged to use the hand sanitizer available at the entrance and then proceed directly to their first period class. Exiting at the end of the day will be through the same back doors. The doors will be monitored and the use of hand sanitizer will be encouraged as students leave. Once a student has left, the monitor will not allow them back in the building without a valid reason. Students are not allowed to be in other student's vehicles before or after school unless that is approved by parent or guardian as their ride to or from school. Masks are to be worn once the student exits their vehicle, prior to entering the building
- K-6 procedure: Three entry points will be designated instead of the usual single entry point. Each of the three entries will also have a grade level designation. Kindergarten and first grade students will use the main entrance. Second grade and third grade will use the gymnasium entrance and proceed up the south stairwell. Fourth, fifth, and sixth grade will enter through the north end door near the cafeteria, and proceed up the north stairwell. Students will also dismiss at the end of the day through these doors, and the three floors will have a staggered dismissal.
- Specials procedure
 - K-6 procedure: All special's teachers will teach students inside their homeroom classroom. Classes will not travel to the special's teacher's classroom during phase 4. Students who have an IEP for resource room services will visit the resource room with masks on and physically distanced from one another. They will wash their hands before and after their resource room time, and disinfect their area in the classroom before they leave.
- Passing time procedure
 - 7-12 procedure: Passing time will still occur simultaneously for all students in the building. However, students will be expected to walk on the right hand side of the hallways (similar to the side you drive on) and two stairways will be designated for going up and two for going down



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- K-6 procedure: Lunch and recess times will be staggered to allow a grade level to return to class before another leaves. Grade levels will also stagger between the north and south stairwell for traffic patterns to avoid one another on the stairs.
- Screening Student and Staff
 - School, with the assistance of the MOISD, will meet with local public health department for protocols. School officials will also attend District Health Department #10 webinars when offered.
 - Each school will identify and designate a quarantine area and a staff person to care for students who become ill at school
 - Procedures for sick students. Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask
 - 7-12 procedure: Students who are showing symptoms will be immediately taken to Room 200 and monitored by a secretary until a para-pro replaces them. A parent or guardian will be immediately called and asked to come get their student. The staff bathroom on the second floor will be used for any needs the student has and a sign moved from the back of the door to the front alerting staff to the fact that the bathroom cannot be used until further notice. Masks should already be being used by both the student and the staff.
 - K-6 procedure: Teachers will notify the office of a sick child, and a paraprofessional will be paged to retrieve that child from their classroom. Paraprofessional staff will sit with a sick child in the quarantine area. The quarantine area will be the old gym locker area which is no longer used. The area will be equipped with a cot for the sick child. The staff will position their chair in the entrance area between the gym and locker area so that the child is in their eye-site, but they are still distanced from the child. The parent will sign the child out of school in the elementary foyer, and then knock on the gym door to retrieve their student.
 - Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC/local health department guidelines
 - Staff will complete a digital COVID-19 Daily Health Certification Form each day prior to beginning work. They will stay home if they have symptoms listed on the form.



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- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider
- Testing Protocols for Students/Staff and responding to Positive Cases
 - The school will cooperate with the local public health department regarding implementing protocols for screening students and staff.
 - Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing
 - Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing
 - Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home
 - In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. Only those that develop symptoms require testing for COVID-19
 - Parents and guardians are 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
 - Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider
- Responding to Positive Tests Among Staff and Students
 - CCA staff will cooperate with District Health Department #10 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 showed symptoms to the time when he or she was last present at the school



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- CCA will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. All local health guidelines and directions will be followed.
- Schools will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test)
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas
- When possible, smaller areas will be closed for 24 hours before cleaning
- Food Service, Gathering, and Extracurricular Activities
 - All indoor assemblies that bring together students from more than one classroom are prohibited
 - K-6 Lunch Procedure: The first floor classrooms will have lunch delivered to their classrooms. The second and third floor students will proceed down the south stairs, retrieve their lunch and return on the north stairs to their classrooms to eat. Each class will be staggered by 5 minutes to prevent a large line of students.
 - 7-12 Lunch Procedure: Lunch will be ordered by the students in their first hour class. A list will be provided to the food service staff of the rosters for the third hour classes. After the bell rings for the end of third hour, one student from each classroom will go the cafeteria and bring back the lunches for the entire class. Lunches will be eaten in the classroom. Trash will be put into a garbage bag that is then sealed and set outside the door of the classroom. Prior to the end of lunch, they will be collected and disposed of
 - K-6 Recess Procedure: One classroom will play on the playground at a time, and classes will alternate between playground recess or recess in front of the school. Students will wash their hands before recess, and wear masks until they are outside. There will be two sets of playground balls, so that one set can be disinfected in between recesses. Other playground equipment will be cleaned regularly.
 - Extracurricular activities may continue with the use of facial coverings and frequent hand washing.
 - Extracurricular activities may continue with the use of facial coverings



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- Athletics

- CCA will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering.
- Every participant should confirm that they are healthy and without any symptoms prior to any event. A checklist will be used.
- All equipment must be disinfected before and after use
- Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided
- Buses must be cleaned and disinfected before and after every use
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention will given to entry and exit points to prevent crowding
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment
- Handshakes, fist bumps, and other unnecessary contact must not occur
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing
- Large scale indoor spectator events are suspended.
- Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another

- Cleaning

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA approved disinfectant or diluted bleach solution
- Libraries, computer labs, arts, and other hands- on classrooms must undergo cleaning after every class period with either an EPA approved disinfectant or diluted bleach solution
- Student desks must be wiped down with either an EPA approved disinfectant or diluted bleach solution after every class
 - 7-12 Procedure: With five minutes remaining in each class period, a bell will ring signifying the start of the cleaning procedure. All students will collect their materials and set them on their chair. A designated student will use hand sanitizer and then spray each desk with the approved



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disinfectant. Each student will use paper towel to wipe down their desks and then use hand sanitizer. In the case of third hour, it will be done at the end of class before lunch and then again after they are done eating

- Playground structures will continue to undergo normal routine cleaning
- CCA staff will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities
- Busing and Student Transportation
 - Require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
 - The bus driver, staff, and all students in grades K-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these will be made on a case-by-case basis with local public health officials. Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
 - Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
 - Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
 - Students will be sent back with the car dropping them off as a way to get home safely if they are not allowed to board the vehicle due to visible symptoms or a statement of COVID-19 symptoms as inquired by the driver. We use satellite stops, so parents cannot leave until the student enters the bus. Parents must pick up sick students at the school. We will not use busing for those students.
 - If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
 - Weather permitting, we will keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
 - Weather permitting, we will keep windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe
- Medically Vulnerable Students and Staff



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- CCA will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments. Student will be offered online instruction if needed.

Phase 4: Mental & Social-Emotional Health

- Implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines
 - 7-12 Plan: The 7-12 building will have an online mental health screening for all students in the form of a Google Form. This will be a self-check in form consisting of social-emotional and physical needs. This will be provided to students via student email upon returning to school and will also be made available on the School Counselor websites.
 - K-6 Plan: The elementary social worker will provide an online mental health screening for all students in the form of a Google Form. This will be a self-check form consisting of social-emotional and physical needs. This will be provided to students and teachers via student email upon returning to school and will also be made available on the school social worker website (via our school website). A paper copy of the form will also be available attached to the social worker's office door, and she will provide direction to the students on how to fill it out and get it to her.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
 - 7-12 Plan: A referral form is available on the school counselor website for staff
 - and guardians to refer at-risk students to the school counselor.
 - K-6 Plan: A referral form is available on the school social worker website (via our school website) for staff and guardians to refer at-risk students to the school counselor or social worker.
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices,



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identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

- Staff will be provided with protocol cards prior to the return to school for reminders on empathic listening and how/when to make a referral to the school SW or counselor. In addition, resources for staff self-care and social-emotional learning will be made available on the school social work and counselor websites.
- The elementary school social worker (K-6) and the school counselor (7-12) will be the point person to centralize mental health referrals, communications to families/ students, and public-facing wellness materials. These individuals will also be the mental health liaisons (school-based) who will work across the school, local public health agencies, and community partners
- A comprehensive crisis management plan is already created that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
 - Website: Wellness resources will be made available on the school social work and counselor websites (including links to web resources, self-care suggestions, worksheets to download, and videos). Wellness check-in forms will continue to be used throughout the school year to identify students who are at-risk or with specific needs.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
 - Resources for staff self-care will be made available on the school social work and counselor website.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19
 - All stakeholders will be informed of the mental health resources available to them both verbally, electronically, and in print. They will be provided with website referral forms, social worker email, and the school phone number to call with their concerns. The school social worker will regularly update the elementary principal regarding COVID 19 concerns, and stakeholders will be supported as needs arise.
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:



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- De-stigmatization of COVID-19
- Understanding normal behavioral response to crises;
- General best practices of talking through trauma with children; and
- Positive self-care strategies that promote health and wellness

Phase 4 Instruction

- Governance
 - A district Return to Instruction and Learning work group was created
 - Feedback was gathered in-person/remotely from all interested staff during the workgroups
 - Teaching staff was asked to complete a survey
 - Parents were asked to complete two surveys: one addressing how remote instruction went since March, the other to assess parent concerns/wishes for the upcoming school year
 - This plan will replace the Continuity of Learning Plan approved in April. This plan will be communicated with all stakeholders after approval by the Board of Directors
- Instruction
 - CCA will activate hybrid learning programs at scale, as needed depending on work with MOISD superintendents, guidelines from the health department, and individual student online learning needs to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices will be implemented that promote student engagement, consistency, and differentiation.
 - Remote learning will be offered to any parent as an option for the 2020-21 school year if they are worried about COVID-19 and its effect on their student
 - Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - Best practices for blended or remote learning;
 - Grade-level proficiencies;
 - Modes of student assessment and feedback;
 - Differentiated support for students;
 - The inclusion of social-emotional learning; and
 - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
 - CCA will set an instructional vision that ensures that:



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- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every student who needs is offered scaffolds and supports to meet their diverse academic and social- emotional needs
- Every students' academic and social- emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- CCA will secure supports for students who are transitioning to postsecondary.
- All teachers will use grade-level curricula that is aligned to Michigan preK-12 standards regardless of the method of delivery.
- Teachers will utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Special education staff will revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- CCA administrative, 31a, and Title I staff will inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- The CCA administrative team will remain connected with MDE about policies and guidance.
- We will develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers if instruction becomes hybrid or remote.
- Checkpoints will be used with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Student data will be reviewed to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Expectations will be 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.



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- Determine and activate structures outside of the regular school day, such as summer learning options, to potentially be leveraged to support students in need of additional support.
 - Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and devices necessary to successfully engage in and complete schoolwork if school must use remote learning.
- Attendance:
 - Develop systems to monitor and track students' online attendance on a daily basis.
- Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
- Communications and Family Supports
 - CCA will use multiple communication systems to reach every family and student in their home language through multiple modes (e.g., all call, email, social media) to share:
 - Expectations around their child's return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - Plans for each of the different school opening scenarios.
 - CCA will provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - Questions about how to access and use the school's chosen digital systems and tools (if remote);
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - Opportunities to build their digital literacy; and
 - Strategies to support their child's learning at home (if remote).
- Professional Learning



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- Provide adequate time by implementing a 4-day in-person, 1-day virtual day for students, so that educators have time to engage in:
 - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
 - Shared data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
 - Identifying students who potentially need additional support; and
 - Sharing of knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training to support online and hybrid learning to meet the needs of all students (contract with Van Andel Institute, Institute for Personalized Learning and FlexTech Education AND include collaborative cross-grade level and grade-level planning time).

Phase 4: Operations

Facilities- Before Schools Reopen for In-Person Instruction

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Maintenance supervisor will provide school-level guidance for cleaning. Frequently touched surfaces should be cleaned several times a day. Supervisor will communicate any regulatory changes with custodial staff and provide any additional training needs.
- Deep cleaning occurred over the summer.
- An audit of all school buildings will focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- An additional full time custodian was added in order that each building will have one available all day, during the school day.
- Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently. A company was hired to do this during the summer and will be in regularly for other HVAC needs.
 - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.



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- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
- Facial coverings were purchased if students need them, although they will be encouraged to bring their own. CCA will provide two washable facial coverings to each student on the first day of school. Facial coverings will be available for staff.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students
- Budget, Food Service, Enrollment, Staffing
 - Support schools in conducting staff and student outreach to understand who is coming back.
 - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
 - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
 - For students, this should include those with preexisting conditions who may need a remote learning environment
 - Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
 - Recruit, interview and hire new staff.
 - Consider redeploying underutilized staff to serve core needs.
 - Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
 - Communicate any student enrollment or attendance policy changes with school staff and families.
 - Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
 - Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
 - Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
 - Inventory how many substitute teachers are available.
 - Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.



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- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars
- Technology
 - Families will be surveyed to collect information about access to technology
 - All students will have access to Chromebooks and hotspots if needed
 - Continued use of asset tracking tool
 - Use district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan
 - Continue to monitor device usage and compliance with online learning programs
 - CCA has one technology coordinator who will be the point of contact for all things technology related, including triage of devices and redeployment
 - Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance
 - Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology
 - Ensure every student has access to the appropriate technology and connectivity needed to continue learning
- Transportation



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- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
 - How many buses are or could be made available in the district?
 - How much variation is there in the size and maximum capacity of buses in the district?
 - How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.

Operations If School Closes for In-Person Instruction

- Deploy digital learning devices and move to virtual learning.
- Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan (this will be the same as under our Continuity of Learning Plan). The procedures will include:
 - Safely bagging devices collected at schools;
 - Transporting them to a central location;
 - Sanitizing the devices prior to a repair or replacement evaluation; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Ensure that school and community access points and wired network devices are functional
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Food service will still operate if we are digital, however, students will either be sent home with food for multiple days (if hybrid or known ahead of time) OR a pick up system will be established similar to the Continuity of Learning procedures created in Spring of 2020.



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

- Staff members will be encouraged, but not required to wear a face covering
- Students will be encouraged, but not required to wear face covering
- Students will be encouraged to wash hands and use hand sanitizer frequently, especially after switching classes
- Hygiene
 - Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
 - Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
 - Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
 - Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room
- Screening Students, Staff, Guests
 - Each school will still use a designated quarantine area and a staff person to care for children who become ill at school.
 - Students who become ill with symptoms of COVID-19 at school should be placed in an identified quarantine area with a surgical mask in place until they can be picked up.
 - Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
 - Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
 - Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building
- School personnel will follow local health department guidance for any student or staff who tests positive for COVID-19
- Food Service:
 - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
 - Students, teachers, and cafeteria staff wash hands before and after every meal.



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- All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering
- Athletics:
 - Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people (subject to change depending on executive order or updated MHSAA guidance). Spectators not part of the same household must always maintain six feet of distance from one another.
 - Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
 - All equipment must be disinfected before and after use.
 - Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
 - Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment
- Cleaning:
 - Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at frequently with either an EPA approved disinfectant or diluted bleach solution
 - Libraries, computer labs, arts, and other hands- on classrooms must undergo cleaning frequently with either an EPA approved disinfectant or diluted bleach solution
 - Student desks must be wiped down with either an EPA approved disinfectant or diluted bleach solution after every class
 - 7-12 Procedure: Students will wipe desks prior to leaving class
 - Playground structures will continue to undergo normal routine cleaning
 - Athletic equipment will be cleaned with either an EPA approved disinfectant or diluted bleach solution.
 - CCA staff will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products
- Busing and Student Transportation:
 - Require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
 - The bus driver, staff, and all students in grades K-12, if medically feasible, will be encouraged to wear facial coverings while on the bus. Note: there may be



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situations where it is not safe for the bus driver to wear a facial covering. Decisions about these will be made on a case-by-case basis with local public health officials.

- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Students will be sent back with the car dropping them off as a way to get home safely if they are not allowed to board the vehicle. We use satellite stops, so parents cannot leave until the student enters the bus. Parents must pick up sick students at the school. We will not use busing for those students.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, we will keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, we will keep windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe
- Medically Vulnerable Students and Staff:
 - CCA will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
 - Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments. Student will be offered online instruction if needed.

COVID-19 WORKPLACE PREPAREDNESS AND RESPONSE PLAN

In accordance with State of Michigan requirements, Crossroads Charter Academy (“Academy”) institutes this COVID-19 Workplace Preparedness and Response Plan (“Plan”).

The Academy aims to protect its workforce by enacting all appropriate prevention efforts. The Academy is continually monitoring guidance from local, state, and federal health officials and implementing workplace and Plan modifications where appropriate. The Academy will provide any communication and training materials on COVID-19 in the languages that are common to its employee population.

Staff members with questions about this plan are encouraged to contact the School Leader via phone at 231-598-2757 and/or e-mail at whitec@ccabr.org.

The Academy designates the following worksite supervisors/staff members to implement, monitor, and report on this Plan: Tom Streeter, Doni Schumacker, Ross Meads, Natalie Abel, Christopher White, and Lee Ann Martin. Company will designate additional individuals as needed.

This Plan is maintained and posted on the main website (www.ccabr.org) under “About Us”.

The Academy will consider any other social distancing practices, mitigation measures and guidelines recommended by the Centers for Disease Control and Prevention (CDC)-

Interim Guidance for Administrators of US K-12 Schools and Child Care Programs found at- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes found at- <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

For Academies offering food distribution, the Academy will follow Michigan Department of Education guidance found at https://www.michigan.gov/mde/0,4615,7-140-66254_34491_96106-523138--,00.html

Additionally, the Academy will also comply with any and all applicable county health orders applicable to the specific site.

1. Prevention Efforts and Workplace Controls

a. Cleanliness and Social Distancing

During this Pandemic, staff members who are able to perform their essential duties remotely may be permitted to work from home in accordance with approved telework arrangements. The Academy limits the number of staff members present on premises and the movement of staff members between work sites to no more than is strictly necessary.

Only staff performing necessary government activities, or workers permitted by Executive Order to resume duties, are directed to report on-site. For such staff, the Academy abides by the recommended social distancing and other safety measures and establishes the following:

- Gatherings where social distancing cannot be maintained are prohibited;
- Staff meetings are completed remotely or in accordance with current health guidance;
- Staff members are encouraged to maintain physical distance even when on break, as well as before and after working hours;
- Staff members' work stations are no fewer than six feet apart whenever possible;
- The Academy may utilize flexible work hours, wherever possible, to limit the number of staff members simultaneously working on-site;
- Staff members' interactions with the general public and delivery personnel are modified to allow for social distancing and additional physical space between parties; and
- Non-essential travel is postponed or cancelled.

The Academy provides staff members with, at a minimum, non-medical grade face coverings.

In addition, the Academy is instituting the following cleanliness measures:

- Where possible, increasing ventilation rates and circulation throughout work sites;
- Performing routine environmental cleaning and disinfection, especially of common areas; and
- Where available, providing hand sanitizer in high-traffic areas.

Staff members are expected to minimize COVID-19 exposure by:

- Staying home if you are sick;
- Complying with the Academy's site entry procedure;
- Cleaning work stations at the beginning and end of each shift;
- Staying 6 feet apart whenever possible;
- Avoiding, when possible, the use of other staff members' phones, desks, offices, or other work tools and equipment;
- Washing hands frequently with soap and water for at least 20 seconds;
- Discontinuing the use of hand dryers;
- Utilizing alcohol-based hand sanitizer containing at least 60% alcohol when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;
- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on the Academy premises;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders and
- Utilizing personal protective equipment and hand sanitizer on public transportation.

Staff are trained on the information contained within this plan and any other requirements as established by executive order.

b. Supplemental Measures Upon Notification of Staff member's COVID-19 Diagnosis and/or Symptoms

A staff member with a COVID-19 diagnosis or who displays symptoms consistent with COVID-19 must be immediately removed from the worksite. Staff members with symptoms should be tested for COVID-19 within 24 hours and the test result should be sent to Human Resources.

In response to a confirmed or presumed diagnosis of COVID-19 symptoms, the Academy:

- Informs all staff members and visitors who may have come into contact with the diagnosed staff member in the 48 hours preceding the onset of symptoms of a potential exposure;
- Keeps confidential the identity of the diagnosed staff member unless permission has been given by that staff member;
- Implements its response plan; and
- Conducts cleaning and disinfecting protocols, including shutting down appropriate areas of the premises, increasing ventilation, and conducting a deep cleaning of the diagnosed staff member's workstation and those common areas potentially infected by the staff member.

All staff members who worked in sustained, close proximity to the diagnosed staff member (i.e., those staff members who worked within six feet of the diagnosed individual for at least fifteen minutes) in the 48-hour timeframe are also removed from the worksite for at least 14 days; however, should these exposed staff members later develop COVID-19 symptoms and/or receive a confirmed diagnosis, they may not report on-site until all return-to-work requirements are met, defined below.

A log of diagnosed/symptomatic employees will be maintained confidentially. Within 24 hours of a confirmed COVID-19 diagnosis, the local public health department will be notified. In addition, documentation related to exposure notifications will be maintained.

The Academy notifies their HR Manager to determine if an OSHA Form 300, as well as a Form 301, "if it is more likely than not that a factor or exposure in the workplace caused or contributed to the illness" needs to be completed. If a staff member infects a coworker, the coworker has suffered a work-related illness if one of the recording criteria (e.g., medical treatment or days away from work) is met.

c. Worker Exposure Classification

Staff members' "worker exposure" is classified as medium risk by the Occupational Safety and Health Administration's (OSHA) guidance because they frequently and/or closely interact with the general public.

Given this classification, the Academy provides the following controls in addition to the above summarized prevention: installing physical barriers where feasible, limiting exposure to the general public, and minimizing face-to-face contact.

1. Identification and Isolation of Sick and/or Exposed Staff members

Risk and exposure determinations are made without regard to staff members' protected characteristics, as defined by local, state, and federal law.

Any health-related information and documentation gathered from staff members are maintained confidentially and in compliance with state and federal law. Specifically, medical documentation is stored separate from staff members' personnel documentation.

a) Staff members' Self-Monitoring and Daily Screenings

Staff members should **not** report to work on-site and should notify their Supervisor if they can answer yes to any of the questions below.

Such staff members may only resume in-person work upon meeting all return-to-work requirements, defined below.

To prevent the spread of COVID-19 and reduce the potential risk of exposure, the Academy screens staff members and visitors on a daily basis at dedicated entry points. The Academy ensures that staff members and visitors utilize these entry points by barring entry via other egresses.

Staff members are asked the following questions before entering the worksite:

1. In the past 24 hours, have you experienced any NEW INCIDENCE or WORSENING SEVERITY of the following symptoms* (*this list contains current CDC-acknowledged symptoms of COVID- 19)
 - Coughing, shortness of breath or difficulty breathing
 - Congestion, runny nose, sore throat or loss of taste or smell
 - Fever (>100.4 degrees F), chills or inexplicable fatigue or muscle pain
 - Nausea, vomiting, severe headache or diarrhea
 - a. If a touchless thermometer is available, temperature checks may be performed.

If the person answers "yes" to any of these symptoms and they are not due to an existing condition, then access is denied, and staff member is advised to self-isolate/self-quarantine at home. Staff member may only resume in-person work upon meeting all return-to-work requirements, defined below.
2. Have you tested positive or are considered presumptive positive for COVID-19 by a medical professional in the past 14 days?
 - a. If yes, access is denied, and staff member is advised to self-isolate/self-quarantine at home. The Academy will contact the local health department and receive advice

on next steps. Staff member may only resume in-person work upon meeting all return-to-work requirements, defined below.

3. Have you lived with, or had close contact with, someone that is presumed or confirmed positive for COVID-19 in the past 14 days?
 - b. If yes, access is denied. The Academy will contact the local health department and receive advice on next steps. Staff member may only resume in-person work upon meeting all return-to-work requirements, defined below.
4. Have you traveled internationally in the past 14 days?
 - a. If yes, then access is denied, and staff member is advised to self-isolate/self-quarantine at home, until at least 14 days after the international travel. Staff member may only resume in-person work upon meeting all return-to-work requirements, defined below.

Visitors who reply “Yes” to any of the above questions are not permitted entrance.

Staff members who develop symptoms during their shift must immediately leave the site and report it to their supervisor.

c. Return-to-Work Requirements

Staff members who answered positive to any of the daily screening questions above, may only return to work upon confirmation of the cessation of symptoms and contagiousness which may be acquired via the test-based strategy.

Under the test-based strategy, staff members may discontinue isolation and return to work upon achieving the following conditions:

- Resolution of fever without the use of fever-reducing medications for 72 hours (3 days);
- Improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**
- Two consecutive negative results from COVID-19 tests conducted at least 24 hours apart if feasible; or one negative test and a return to work authorization from a medical doctor; or the staff member has received clearance from the local health department.

Staff members who have traveled internationally must self quarantine for 14 days unless they have received clearance from the local health department.

1. Workplace Flexibilities and Potential Benefits for Staff members Affected by COVID-19

Staff members may be eligible for paid and unpaid leaves of absence.

Staff members may be permitted to work from home in accordance with approved telework arrangements.

a. Executive Order 2020-36

Staff members who require leave because of their own COVID-19 diagnosis/symptoms, or because they have had close contact or live with an individual with a COVID-19 diagnosis, may be eligible for unpaid leave under Executive Order 2020-36 until permitted thereunder to return to work.

b. Unemployment Compensation Benefits

Under Executive Orders, and the federal CARES Act, unemployment compensation benefits are expanded in terms of eligibility, amount, and duration.

Staff members who are unable to report to work for reasons related to COVID-19 are referred to Human Resources for information on unemployment compensation benefits. Such reasons include the following:

1. Being under self-isolation or self-quarantine in response to elevated risk from COVID-19 due to being immunocompromised;
2. Displaying at least one of the principal symptoms of COVID-19 (i.e., fever, atypical cough, atypical shortness of breath);
3. Having close contact in the last 48 hours with a confirmed COVID-19 diagnosis;
4. Needing to care for someone with a confirmed COVID-19 diagnosis; and
5. Fulfilling a family care responsibility as a result of a government directive (e.g., caring for a child whose school or childcare provider is closed or otherwise unavailable due to COVID-19).

c. FMLA and ADA

Staff members may be entitled to unpaid leave under the Family and Medical Leave Act (“FMLA”) if their absence is related to their own serious health condition or that of a family member. COVID-19 may constitute a serious health condition where “complications arise.”

The Academy is also mindful of its obligations under the Americans with Disabilities Act (“ADA”). Specifically, if a staff member requests an accommodation because of a condition that may be complicated by COVID-19 (e.g., cystic fibrosis, emphysema, COPD), then the Academy engages in the interactive process to provide a reasonable accommodation. This may mean allowing the staff member to work remotely (if reasonable) or work an alternative schedule.

1. Plan Updates and Expiration

This Plan responds to the COVID-19 outbreak. As this pandemic progresses, the Academy will update this Plan and its corresponding processes.

This Plan will expire upon conclusion of its need, as determined by the Academy and in accordance with guidance from local, state, and federal health officials.