COVID-19 Preparedness and Response Plan

Address of School District:	1435 Fulton Street East Grand Rapids, MI 49503
District Code Number:	41917
Building Code Number(s):	08600
District Contact Person:	Paul Adams, School Leader
District Contact Person Email Address:	padams@thewcaa.org
Local Public Health Department:	Kent County Health Department
Local Public Health Department Contact Person Email Address:	Adam London adam.london@kentcountymi.gov
Name of Intermediate School District:	Kent ISD
Name of Authorizing Body:	Grand Valley State University
Date of Adoption by Board of Directors:	August 10, 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 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

August 10, 2020
Date

Table of Contents

Introduction and Overview 4

Introduction 4

Efforts to Date 4

Mission, Vision and Values Guiding Work 5

Guiding Principles 6

Plan Development 6

School Community Feedback 6

Plan for Operating During Phase 1, 2 or 3 7

Safety Protocols 7

Mental and Social-Emotional Health 16

Instruction 19

Operations 24

Plan for Operating During Phase 4 31

Safety Protocols 31

Mental and Social-Emotional Health 41

Instruction 43

Operations 48

Plan for Operating During Phase 5 55

Safety Protocols 55

Mental and Social-Emotional Health 65

Instruction 67

Operations 72

Appendices

1 Continuation of Learning Plan 79

2 Structure of Abney's Cohort Containment Pod 81

3. Workplace Preparedness Plan 82

Introduction and Overview

Introduction

William C. Abney Academy is a tuition-free public school founded in 1998 by late Bishop William C. Abney, pastor of Bethel Pentecostal Church. The academy serves approximately 345 scholars, from prek through 6th grade students with 91% African American, 4% Hispanic/Latino, 3% Multi-Racial, and 2% White. A staff of 65 is united in the quest to help students succeed and includes a ratio of students to instructional staff of 14:1. The school is led by Paul Adams, who is entering his fourth year at the helm and making tremendous strides in changing the school culture. Recent key successes include:

- Increasing staff retention from 51% to 87% over a three-year span;
- Meeting outcome and process goals with the Michigan Department of Education through the Partnership Agreement;
- Purchasing and fully implementing new curriculum and resources aligned with state standards;
- Balancing the budget after having a deficit of $275,000 two years ago;
- Decreasing the number of student suspensions by 74% over the past two years;
- Increasing the percentage of students proficient in Math from 6% to 10% over the past two years;
- Increasing the percentage of students proficient in Reading from 7% to 13% over the past two years; and
- Obtaining three-year reauthorization from the charter authorizer – Grand Valley State University.

The Academy is well on its way to becoming a "Beating the Odds" school and has been recognized by its charter school authorizer, Grand Valley State University, and the Michigan Department of Education for its recent academic gains and school successes.

Efforts Taken To Date to Ensure Continued Student Learning

Many efforts have taken place to ensure continued student learning during the pandemic. Key actions focused on six primary areas including: 1) family outreach; 2) mental health and social-emotional well-being; 3) community resources; 4) device and connectivity; 5) learning packets; and 6) summer learning program. Highlighted efforts by area included the following

- Family Outreach
  - Used multiple methods to reach all families (e.g. phone calls, emails, text messages and social media connections)
  - Spring 2020 outcome: connected with 96% of our families
- Mental Health and Social-Emotional Well-Being
  - Recognized this as our first priority
  - Support staff were re-assigned as Family Liaisons.

- Each family liaison had a caseload in which they connected with each week to ensure SE health, food security and any other needs the family was experiencing (e.g. helping get connected with the unemployment site)

- Community Resources
  - Compiled available community resources
  - Shared resources with families

- Device and Connectivity
  - Recognized this as an immediate priority and continued with the one-to-one technology initiative throughout the summer and will continue moving forward
  - Developed a device deployment plan – Spring 2020
  - All scholars were issued Chromebooks
  - Families were surveyed on connectivity access and those families identified as lacking access were provided mobile hotspots

- Leaning Packets
  - Created paper packets which were mailed home to every family
  - Teachers called individual scholars weekly to support the learning through the use of the paper packets
  - Staff also provided online resources for students to engage in learning
  - Teachers posted video lessons and connected with scholars through online platforms

- Summer Learning Program
  - Continued remote learning throughout the summer
  - Enabled all scholars to keep devices and hotspots for increased learning opportunities
  - Provided all teachers with the opportunity to continue teaching and learning with their entire class
  - Provided teachers with job-embedded training on the use of Google Classroom to support instruction
  - Increased knowledge capacity on tools, resources and research for blended and remote learning to be prepared to fully implement a comprehensive, cohesive online learning program in the fall.

School Mission, Vision and Values and How They Guide Our Work

Abney's mission it to create a positive learning environment that fosters independence and inspires students to be self-motivated, life-long learners. We envision being recognized and respected as an exceptional K-6 choice in public education. Our work is driven by our core values that include trust, integrity, honesty, respect, teamwork, accountability, leadership, and relationships. We are committed to putting our students, parents, and community first and treating all with kindness and dignity. We take full responsibility for our actions and work as a team to take on challenges, address opportunities, and develop solutions. We hold ourselves accountable to our students, employees, and community.

These components served as our foundation and guided our planning efforts. Our core values are directly aligned to the guiding principles used in the development of our preparedness plan.

Guiding Principles

Four guiding principles aligned to the mission and vision of Abney were used to formulate strategies and develop our preparedness plan.

Plan Development

At Abney, we're family. We are more than a building with four walls and more than just a school. From the principals, to teachers, to support staff and bus drivers, we are united in the goal of helping every child who enrolls at the Academy be successful. Based on the abovementioned guiding principles, stakeholders worked collaboratively on development of the proposed plan to comply with the "MI Safe Schools: Michigan's 2020-21 Return to School Roadmap." Key elements included:

- The School Leader worked collaboratively with staff and consultants to coordinate development of on-site planning and creation of a comprehensive, cohesive plan for all phases.
- The MI Safe Start Roadmap was used as the guide and framework for all planning, while the guiding principles served as the foundation for plan deliverables.
- Independent consultants provided guidance, coaching and consulting to develop the Re-opening plan in alignment with the state guidance.
- Input from families, teachers and support staff through surveys and conversations has proved to be invaluable in the creation of the final plan.
- Consultants translated staff ideas into a comprehensive, cohesive plan that is reader-friendly and offers great clarity as to how Abney plans to provide continuation of learning.
- Abney's Board of Education has offered support and encouragement throughout the process to allow school leadership to develop a feasible plan for scholars, families and staff.

With our guiding principles at the forefront, the Abney team is prepared to transition its operating status to and between remote and/or face-to-face learning. This determination will be based on several factors including but not limited to: 1) number of cases, 2) number of close contacts (within 6' for 15+ minutes), 3) number of classrooms impacted, 4) number of containment pods impacted, and 5) total number of students and staff impacted.

School Community Feedback

The Abney community empowers our staff to meet the needs of our kids and their families. Abney continued its Summer Learning Program despite the pandemic. Continual communication among stakeholders involved in the summer program provided valuable information in the development of the plan. In addition, the School Leader communicated with families and staff over the past four months and received feedback from various constituents. This community feedback was used throughout the planning process and resulted in a realistic plan that will ensure students have opportunities to learn and succeed.

Introduction to the Plan

The following key is used throughout the remainder of this document indicating actions implemented by Abney in relationship to the guidance issued by the State. The Abney team is proud to present a plan that meets recommended guidance, and in many cases, exceeds the recommendations.

KEY: **State Guidance** ■ **Implemented by William C. Abney Academy (WCAA)**

- ■ Required
- ■ Strongly Recommended
- ■ Recommended

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

Phase 1, 2, or 3 Safety Protocols

Area	Item	Description	State	WCAA
PPE: Face Coverings	Mask Types	• Students and staff will be allowed to wear homemade masks and/or disposable level-one (basic) grade surgical masks. • Students and staff will be provided homemade masks and/or disposable level-one (basic) grade surgical masks, if needed.	--	■
	Care of Masks	• Students and/or staff wearing homemade masks will be responsible for wearing a clean mask every day. • Students wearing disposable masks will be given a new mask prior to boarding the bus or entering the school building. • Staff opting for disposable masks will be issued a set of masks, if needed. • Onsite laundry facilities will be used for the washing of homemade masks, as needed.	--	■
	Staff	• All day, everywhere inside the school, except during meals or in personal spaces with no one else present. • Outside within 6' of students.	--	■
		• Instructional staff will be provided anti-fog, clear face masks	--	--
	Bus Drivers	• Required during school transportation.	--	■
	PreK-6th Grade Student Requirements	• During Transportation. • Hallways. • Common areas except during meals.	--	--

Area	Item	Description	State	WCAA
	6th Grade Student Requirements	• Classrooms.	--	--
	Exceptions Staff and PreK-6	• Cannot medically tolerate a facial covering. • Is incapacitated. • Unable to remove covering without assistance.	--	■
	Staff who do NOT comply	• School Leader and Axios, third party Academy employer/HR department, will work collaboratively to follow the established disciplinary process in which employees will be held accountable for not following school requirements.	--	■
	Students who do NOT comply	• School staff will work collaboratively to follow the stablished disciplinary process in which students will be held accountable for not following school requirements	--	--
Hygiene	Systematically Procure, Stock and Replenish Supplies	• Soap. • Hand sanitizer with at least 60% alcohol • Paper towels • Tissues	--	■
	Handwashing Education	• Teach and reinforce proper handwashing techniques. • Post signs reinforcing proper handwashing techniques.	--	■
	Cough & Sneeze Education	• Educate on proper cough and sneeze techniques.	--	■
	Scheduled Handwashing	• Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.	--	--
	Sharing of Supplies and Personal Items	• Students will be issued adequate supplies to support individual use to limit sharing. • Students' personal items will be separated and in individually labeled cubbies, containers or lockers. • Classroom shared materials will be limited to small groups. • Supplies will be disinfected between use when shared.	--	--
	Hand Sanitizing Stations	• Handwashing and/or hand sanitizing stations are located at every interior and exterior doorway throughout the building (e.g. classrooms, offices, bathrooms, exterior entranceways). • Refill soap and hand sanitizers daily and upon request.	--	■
Spacing, Movement & Access	Building Access	• School employees and contractors will physically report daily for regular work hours for the purposes of conducting basic school operations such as remote instruction and cleaning and sanitizing the school. • Food service staff will be permitted to be physically present to prepare and distribute meals. • The building may continue to be used by licensed child care providers, if they follow state-issued emergency protocols.	■	■
	Classroom Furniture	• Given some families are choosing 100% distance learning, class sizes will remain at a level that enables the Academy to space desks 6' apart in each classroom where possible, and if not exactly 6' – close to 6' apart.	--	■

Area	Item	Description	State	WCAA
		• Students will be place at an opportune distance at long tables that allows for nearly 6' distancing. • Desks are arranged so they are facing the same direction, toward the front of the classroom.		
		• All students will be issued a clear, portable, three-sided sneeze guard (18"w x 14.5d x 20"h) for his/her desk. • Students will bring their portable sneeze guards to small group instruction locations.	--	■
	Classroom Windows	• Open when 1) weather permitting and 2) no students with allergy-induced asthma are present.	--	■
	Classroom Space	• Abney already averages only 20 students per class. • Abney will be offering families two options: 1) 100% remote learning and 2) 100% face-to-face learning, five days a week. Families will choose the option most comfortable for them and aligns to their needs. This will reduce the number of students present in the building each day and potentially afford us the opportunity to maintain 6' distancing within the classroom. • The Academy has purchased three-sided, clear individual sneeze guards for each scholar/desk (as well as for all staff working with the students). • Cohorts and stringent containment pods will be implemented throughout the school. (See Appendix 2: Structure of Cohort Containment Pod)	--	■
	Staggered School Schedule (If adopted due to space limitations)	• Families are able to choose for scholars to be physically present at the school five full days/week, therefore, the Academy does not currently have a need to partner with community organizations to identify safe spaces where children can engage virtually.	--	--
	"Specials" Classes	• Teachers will rotate to classrooms, students remain in classroom within their pod. • PE classes will be held outside, weather permitting. • In inclement weather, physical education classes will be held in the classroom. Students will remain at their desks while the teacher shares lessons around health, nutrition and wellness.	--	--
	Students	• Students and staff have been divided up into cohort groups that will remain in their respective containment pods. (See Appendix 2: Structure of Cohort Containment Pod) • Students will be bussed by classroom/grade level, then escorted in through assigned doors to assigned classrooms in assigned hallways – using identified bathrooms within their containment pod. (See Appendix 2: Structure of Cohort Containment Pod) • Staff will be isolated to their containment pod – with teacher workstations and lunch/break stations set up within their pod. (See Appendix 2: Structure of Cohort Containment Pod)	--	--

Area	Item	Description	State	WCAA
	Teachers	• Teachers will maintain 6' apart from students, to the maximum extent feasible.	--	--
		• Teachers will be issued a clear, portable, three-sided sneeze guard (22" w x 14.5 d x 24" h) for use in their respective teaching spaces (e.g. teacher desk, promethean board pedestal).	--	--
	Interventionists, Support Staff	• Interventionists and support staff will be issued a clear, portable, three-sided sneeze guard (22" w x 14.5 d x 24" h) for use in their respective teaching spaces.	--	--
	Visitors	• Allowed in the building only under extenuating circumstances. • Require a wellness check for adults entering the building (complete screening questionnaire and temperature check). • Face covering and hand washing wild be required for entrance. • Keep records (date and time) for all non-school employees / visitors entering and exiting the building.	--	■
	Signage	• Signs indicating proper social distancing will be posted throughout the building. • Floor tape or markers indicate 6' intervals where line formation is anticipated. • Signs indicating proper social distancing and hand hygiene techniques will be posted on restroom doors.	--	■
	Hallways	• Divided and marked for foot traffic to flow in one direction and to keep 6' between individuals where lines are anticipated. • Schedules are staggered to allow movements at incremental intervals to minimize the number of persons.	--	■
	Waiting & Reception Areas	• Partitions are in place to separate people. • Social distancing floor/seating markings are in place where lines/gatherings are anticipated.	--	■
		• One family will be allowed in the lobby at any given time. • Office is partitioned off from family waiting area.	--	■
	Doors	• Separate entrance and exit doors have been identified for each cohort/containment pod. (See Appendix 2: Structure of Cohort Containment Pod)	--	■
	Arrival & Dismissal of Students	• Staff will monitor students to ensure direct transition from vehicle/bus to classroom and vice versa. • Students will be escorted daily by staff from transportation (bus and/or cars) to classrooms and vice versa.	--	--
Screening Students & Staff	Health Department	• School Leader will cooperate with health officials regarding implementing screening protocols for students and staff.	--	■
	Quarantine Area	• The Parent Room, located on the first floor of the Academy, has been designated as the quarantine area. • The security and behavior intervention staff will care for students who become ill at school. • School staff identified to care for ill students, including those with special needs, will be equipped with KN-95 surgical masks, gloves and sanitizer.	--	■

Area	Item	Description	State	WCAA
	Individuals with COVID-19 Symptoms	• Ill students will be provided surgical masks and/or KN-95 masks until they can be picked up, with the exception of students with special needs who are unable to wear a mask. • Staff caring for ill students will always wear a KN-95 mask. • Symptomatic students will be sent home from school. • Symptomatic students will remain at home until they have tested negative or have recovered per CDC guidelines.	--	--
	Staff	• Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, staff are required to stay home.	--	■
		• Temperature checks will be performed by an automated, non-contact temperature kiosk with facial recognition as employees enter the building in employee-designated entrances. (See Appendix 2: Structure of Cohort Containment Pod) • The kiosk will alert the School Leader if an employee does not pass the temperature screening. • Data will be stored, tracked and monitored per HIPAA.	--	■
	Monitoring Form	• Employees will complete an electronic wellness check questionnaire daily, each morning. • Staff will have daily temperature checks by a hands-free, facial recognition kiosk. • School Leader will receive real-time notice if fever is detected. • Data will be stored electronically and securely.	--	■
	Students' Families	• Parents/guardians will be strongly encouraged to take 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 COVID symptoms are present. • In addition to family checks and monitoring, all students will have temperature checks by non-contact thermometers prior to boarding the bus and/or entering the school. • The Academy will inform families of COVID-19 symptoms and ask that they monitor their children for symptoms. • 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. • COVID-19 facts sheets and school expectations will be disseminated to families using various communication modes.	--	■
	Student Wellness Checks by School Staff	• Students riding the bus will have their temperature taken with a non-contact thermometer by the bus driver prior to entrance. • Bus drivers are required to wear face coverings and a face shield while performing temperature checks.	--	--
		• Students getting dropped off at school will have their temperature taken with a non-contact thermometer at the drop off location prior to entering the school.	--	--

Area	Item	Description	State	WCAA
		• Staff performing temperature checks are required to wear face coverings and face shields during temperature checks.		
Testing Protocols	Students	• Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent/guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.	--	---
	Staff	• Staff who develop a fever/become ill with COVID symptoms at school will be transported for off-site testing. • Symptomatic staff sent home from school will remain at home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.	--	■
	Notification	• The Academy will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or cohort/containment pod to encourage closer observation for any symptoms at home. • In the event of a lab or clinically diagnosed case of COVID, efforts will be immediately made to contact close contacts (spent 15+ minutes less than 6' in close proximity to the individual) so they can be quarantined for 14 days at home. • Students and staff will be closely monitored for symptoms.	--	--
Responding to Positive Tests	Confirmation of COVID-19 Cases and Communication with Health Department	• The Academy will cooperate with Kent County Health Department if a confirmed case of COVID-19 is identified. • The Academy will collect contact information for any close contacts of the affected individual from two days before he/she showed symptoms to the time when he/she was last present at school to share with Kent County Health Department.	--	■
	Staff Training	• The Academy will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information because 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 will not participate in discussions or acknowledge a positive test).	--	■
	Possible Cases of COVID-19 and Communication with Health Department	• The Academy will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with ADA and other applicable federal and state privacy laws. • The Academy will collect data and contact information of those exposed to share with Kent County Health Department.	--	■
	Contaminated Areas	• Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize risk of airborne particles, if possible. • Cleaning staff will wear a KN-95 surgical mask, gloves, and a face shield when performing cleaning.	--	■

Area	Item	Description	State	WCAA
Food Service, Gathering, and Extracurricular Areas	Activities	• Inter-school activities will be suspended. • After-school activities will be suspended.	■	■
	Food Service	• Food Service personnel will prepare a week's worth of meals and distribute them daily at the school. • Bus drivers will deliver meals to various parts of the city daily to ensure families have equitable access to meals. • School-supplied meals will be delivered to classrooms with disposable utensils. • Students will eat meals in the classroom to keep kids in their respective containment pods. • Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.	■ --	■ --
		• Students, teachers, and food service staff will wash hands before and after every meal. • Utensils and leftover food will be disposed of in trash cans in the hallway outside classrooms. Custodial staff will tie, double bag and immediately dispose of trash outside after each meal.	--	--
	Indoor Assemblies	• The Academy will not bring students together from more than one classroom for indoor assemblies.	--	--
	Large Scale Assemblies	• The Academy will not bring together more than 50 students. • Digital means will be used to offer telecasting of assemblies.	--	■
	Off-Site Field Trips	• Trips that require bus transportation to an indoor location will be suspended.	--	■
	Recess	• Recess will be held outside, whenever possible, with appropriate social distancing. • In inclement weather, recess will be indoors. Students will remain at their desks and take part in a "brain break", including activities such as watching a movie, reading a book or playing a game. • Each class has been assigned an area in which they are able to use for outdoor recess, containment pods and cohorting will be maintained. (See Appendix 2: Structure of Cohort Containment Pod) • If, for any reason, more than one class is outside in the same space, students will wear facial coverings. • Students, teachers, and staff will wash hands before and after.	--	--
	Extracurricular Activities	• Facial coverings will be used at all times.	--	--
	All Events	• Students, teachers, and staff will wash hands before and after every event.	--	--

Area	Item	Description	State	WCAA
Athletics	Athletics	• Athletics are suspended.	■	■
	Practice, Event and/or Gathering	• The Academy is a PreK-6 school, therefore complying with MHSAA and NFHS is not applicable. • Prior confirmation of healthy status and being symptom free are a pre-requisite for participation in any gathering, practice and/or event. • All participants and leaders will participate in proper hand washing hygiene techniques before and after.	--	--
	Large Scale Event	• No indoor spectator events will be held. • Outdoor spectator events limited to 100 people (phase 4) and 250 people (phase 5). • Social distancing for people not in the same household will be maintained.	--	■
	Equipment	• Equipment will be disinfected before and after use.	--	--
	Inter-School Competition (Not Applicable for Abney)	• Use facial coverings during transportation. • Clean and disinfect buses before and after use. • No sharing of equipment. • Individual water bottles clearly marked with name. • No handshakes, fist bumps, and other unnecessary contact. • Allow spectators using facial coverings and adhering to 6' social distancing. • Employ entry and exit points to prevent crowding.	--	--
	Training Activities (Not Applicable for Abney)	• Indoor physical conditioning activities that require shared equipment will be suspended. • Social distancing will be maintained for outdoor physical conditioning.	--	--
Cleaning	Cleaning Activities	• Practices and schedules are adjusted to maintain school building functional order.	■	■
		• Gloves, surgical masks, and face shields will be worn by cleaning staff.	--	--
	Frequently Touched Surfaces	• Abney defined frequently touched surfaces as light switches, doors, doorknobs, benches, sanitizing stations, desks and bathrooms. • Cleaning staff will clean frequently touched surfaces at least every four hours with EPA-approved disinfectant or diluted bleach solution.	--	■
	Common Hands-on Rooms	• Abney defined common hands-on rooms include a behavior room in each cohort/containment pod to meet with a behavior interventionist. One student will be in the room at a time and it will be wiped down and sanitized between each student • No common hands-on rooms such as computer lab, library, gym and/or art rooms will be utilized. • Cleaning staff will clean after every class period with EPA-approved disinfectant or diluted bleach solution.	--	--

Area	Item	Description	State	WCAA
	Student Desks	• Given we have self-contained classrooms that students will remain in place for one full day, cleaning staff will clean at the end of each day with EPA-approved disinfectant or diluted bleach solution.	--	--
	Playground Structures	• Structures will be cleaned between each class to reduce spread of germs from one pod to the other, use of EPA-approved disinfectant is not necessary. • Abney will use EPA-approved disinfectants on play structures.	--	--
	Products/ Supplies	• The Academy will follow all guidelines and product safety measures to ensure safe and correct use including adequate ventilation and storage away from children.	--	■
Busing & Student Transportation	Busing Operations	• Busing operations for students will be suspended. • Busing will be used solely for meal distribution.	■	■
	Entrance	• Staff and students will use hand sanitizer before entry onto the bus.	--	■
	In Transit	• Windows will remain open to increase air circulation, weather permitting and if appropriate and safe.	--	■
	Bus Drivers	• Wear face coverings, if medically feasible and safe. • Drivers who become sick during the day will be prohibited from driving the vehicle the rest of the day.	--	■
	Staff	• Wear face coverings, if medically feasible. • Staff who become sick during the day will be prohibited from boarding the vehicle the rest of the day.	--	■
	PreK-6 Students	• Wear face coverings, if medically feasible. • Students who become sick during the day will be prohibited from boarding the vehicle. • Parents/guardians and/or emergency contacts will be required to transport ill scholars home from school. • Shall an extenuating circumstance arise, staff caring for ill scholars in the quarantine room will transport ill children home, wearing full personal protection equipment, KN95 mask, face shield and gloves. Ill child will also wear a KN-95 mask and disposable face shield.	--	--
	Cleaning	• Bus drivers will clean and disinfect before and after every transit route while no children are present. • Abney defined frequently touched surfaces to include hard seats, arm rests, handles, seat belt buckles, doors, grab handles, windows, steering wheel, light controls and air controls. • Bus drivers will clean and disinfect frequently touched surfaces prior to morning routes and prior to afternoon routes. • Bus drivers will clean, sanitize and disinfect used equipment (e.g. car seats, wheel chairs, adaptive equipment) daily. • Doors and windows will be kept open when cleaning and between trips to thoroughly air out, weather permitting.	--	■

Area	Item	Description	State	WCAA
Med Vulnerable Students & Staff	Current Plans	• Healthcare needs of students will be systematically reviewed for accommodations needed. • Care plans will be updated to decrease risk for exposure.	--	--
	High-Risk Self-Identification	• Students/families will have an opportunity to self-identify as high-risk for severe illness due to COVID-19 and select to participate in the 100% remote learning program. • Staff will have an opportunity to self-identify as high-risk for severe illness due to COVID-19 by responding to an invitation to meet with the School Leader to develop a plan of action. • Abney is offering options for staff and families to participate in alternative learning arrangements or work reassignments (such as a 100% distance learning program).	--	■
	Students	• The school's remote learning plan incorporates feedback and input from teachers, families, students, and school leaders to improve its effectiveness. Data gathered from the 100% distance learning summer school program has provided great insights into the development of the plan. • The revised remote learning plan will be shared with all involved stakeholders. All stakeholders have received communication along the way with status updates.	--	■
	Staff	• KN-95 masks will be provided to staff caring for children and providing any medical care that includes aerosol generating procedures (e.g. nebulizers). • Staff who are high-risk for severe illness will have an opportunity to minimize face-to-face contact and maintain a distance of 6' from others, job responsibilities have been modified to limit exposure risk (e.g. teach in the distance learning program offered for families). • The Academy does not have a union; therefore, there is not a collective bargaining unit to engage in the process.	--	■

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

Item	Description	State	WCAA
Mental Health Screening	• Every student will be screened for social, emotional and mental health wellness within the first few weeks they return for learning—whether remote or in-person. Plans will be developed to navigate individual needs by a team of stakeholders (teacher, social worker, behavior support staff, coach, special ed coordinator and school leader when applicable. A trained professional will do a follow-up screening for students identified as most at-risk. Screenings will be compliant with HIPAA and FERPA. Instructions (offered verbally to younger students) will be provided based on age-appropriate approaches. Transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines will be shared.	■	■

Item	Description	State	WCAA
	• Ongoing reporting protocols for school staff to evaluate physical and mental health status has been established. On-going referrals will be made throughout the year. • Teachers perform daily social-emotional check-ins to ensure continued needs are met. • Student needs will be met by various staff members – teacher, social worker, behavior support staff, culture/climate coach, special education coordinator and/or principal based on the scholar's need. • The Social Worker will provide support virtually for established case load, as well as on an as-needed basis for others. • When appropriate, staff will make community referrals. • Family Liaisons will provide family support and help connect families to resources necessary throughout the continuation of services. • Interventionists will provide social-emotional support to students to reduce barriers to learning. • Interventionists and Family Liaisons will use a logging system to track discussions and support provided to students and families.	--	■
Training/ Professional Development	• Given student demographics, over the past few years – Abney has provided professional learning around social-emotional learning, trauma-informed best practices, identification of students at risk and local referral protocols and tools and resources available to families. • The Academy will continue to focus on supporting staff to engage in self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.	■	■
Crisis Management Plan	• Staff guidelines for identification and rapid referral of at-risk students to support team have been identified. • Guidelines for identification and rapid referral of at-risk students will be communicated to all staff during the professional development prior to the start of the school year with scholars. • A comprehensive plan that leverages available internal and external/ community-based resources (e.g., loss of student and/or staff member) in place. The school crisis management team will be activated.	■	■
Wellness Resources	• Abney has centralized mental health referrals, communications to families/students, and public-facing wellness materials. • The Academy has a comprehensive list of resources available to both staff and students. It is provided in conjunction with screening activities, and references school and community wellness resources. The resources are shared with the whole school population. • Staff leverage MDE resources for mental health and wellness support. • The resources list is updated regularly. • Resources for staff self-care including resiliency strategies are given.	■	■

Item	Description	State	WCAA
Communication	• The school social worker has been designated as a school-based, mental health liaison to work across the school, local public health agencies, and community partners. • The Academy has activated "family liaisons" as communication channels for school stakeholders to address mental health concerns resulting from COVID-19. • Every family is assigned a family liaison who checks in regularly to ensure mental and social-emotional needs are being met. Relevant information is shared with the school social worker for follow-up. • Abney staff have continuous communication with parents and guardians, via a variety of channels, Topics covered include return to school transition information such as: a) Destigmatization of COVID-19; b) Understanding normal behavioral response to crises; c) General best practices of talking through trauma with children; and d) Positive self-care strategies that promote health and wellness. Resources are consistently shared with families.		

Phase 1, 2, or 3 Instruction

Area	Item	Description	State	WCAA
Governance	Remote Learning Plan	• A Return to Instruction and Learning work group, comprised of a broad group of stakeholders, was created and developed a Continuation of Learning Plan with instructional delivery options. The Special Education Coordinator was included in this group to ensure students with special needs are included in the plans. The Continuing of Learning Plan's core components remain the same for phases four and five. (See Appendix 1: Continuation of Learning Plan) • The Academy gathered feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. • Abney has clearly communicated expectations to school leaders and teachers around hybrid or remote instruction that includes: a) best practices for blended or remote learning; b) grade-level proficiencies; c) modes of student assessment and feedback; d) differentiated support for students; e) inclusion of social-emotional learning; and f) guidance around daily instructional time and workload per different grades bands to ensure consistency for students. • The Academy has set an instructional vision that ensures every student will a) start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject; b) be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics; and c) have his/her academic and social-emotional needs addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. • Abney continues to revise the remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. • Abney has shared the remote learning plan with all involved stakeholders in case of a return to remote learning.	■	■
Instruction	Remote Instruction	• Abney is prepared to activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. The plan integrates synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. (See Phase 3 Remote Learning Plan)	■	■
	Hybrid Instruction	• Abney is prepared to activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. (See Appendix 1: Continuation of Learning Plan)	--	--

Area	Item	Description	State	WCAA
	Instruction	• The Academy will implement grade-level curricula aligned to Michigan preK-6 standards. • Teachers will be supported by coaches and consultants to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. • Every student in grades preK-6 will be assessed during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given face-to-face, online or conducted virtually (depending upon which Phase we are in), to understand where students are academically and inform instructional decisions for teachers, students, and families. • The Academy will integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation in the Continuation of Learning Plan. • The Academy has established structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. • The Academy has met, and will continue to meet, student needs around accessibility and assistive technologies. • Continuation of services plans have been identified for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. • Students' IEPs, IFSPs, and 504 plans and been revised 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. • Services will be aligned accordingly.		
	Resources	• The Academy has a wide variety of standards-aligned tools and materials to support differentiation, intervention, and remote learning, based on students' needs. • Teachers will 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. • Access to standards-aligned, grade-level instruction including strategies to accelerate student learning has been provided. • Abney is now a 1-to-1 technology device school in which every student has been issued a Chromebook. • In addition, through results of a survey – Abney distributed hotspots to ensure every family has internet connectivity to support engagement in and completion of schoolwork. • Abney consistently offers every student scaffolds and supports to meet their diverse academic and social-emotional needs.		

Area	Item	Description	State	WCAA
	Interventions & Support Services	• Commence intervention and support services. • Plans include all programs and learning environments. • Plans include special education. • Plans must include birth to five services and CTE. Not applicable to Abney. • Secure supports for students who are transitioning to postsecondary. Not applicable to Abney.	■	■
		• The Academy inventoried intervention programs and services available to students and identified gaps. • The Academy has implemented structures outside of the regular school day (and will continue to offer more options again, once the state moves into later Phases of the pandemic), such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support. The Academy offered a robust summer remote learning program summer 2020 to continue the momentum started Spring 2020 of online learning to eliminate and/or reduce the COVID slide.	--	■
	Progress Monitoring	• Abney has PLCs with school leadership built into the plan to provide checkpoints around curriculum pacing and ongoing monitoring of student progress, specifically honing in on growth of students who need acceleration. • Staff review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. • Staff continuously monitor students' IEPs in partnership with teachers and parents to their evolving needs based on time away from associated services including OT, PT, and Speech while school building was closed.	■	■
	Attendance	• Staff monitor and track students' online attendance on a daily basis through PowerSchool. • Administration will track attendance and engagement daily and make phone calls daily to students not participating. Truancy policies and procedures are in place.	■	■
	Student Work	• Teachers will assess the quality of student work and provide feedback to students and families through google classroom. • Teachers will capture group reflection notes from lessons to guide next lessons. • Teachers will require students to self-assess the quality of work, reflect on teacher feedback, and learning progress.	■	■
	MDE	• The School Leader will consult MDE for digital resources and remain connected with MDE about policies and guidance.	■	■

Area	Item	Description	State	WCAA
Communication	Modes	• Abney has a clearly defined communication system to reach every family and student in their home language through multiple modes (text, all call, email, home visit and social media) including duration of closure and reopening.	■	■
	Information	• The school and teachers will share expectations around their child's return to school. • The school will provide clear information about schedules and configurations, if hybrid through US postal service mail and digital/online communication • The school and teachers will provide information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies. • The Academy will outline and communicate plans for each of the different school opening scenarios. • The Academy and teachers will communicate regularly with families in their home language about their child's progress and targeted plans for students in need of additional support.	--	■
	Resources	• Throughout the summer learning program, online tutorials and materials on how to access and use the school's chosen digital systems and tools have been shared with families. The supports will continue to be shared with families throughout the year and on an "as-needed" basis. • Books, online supports, supplies, manipulatives, lists of ideas of things to do to learn from home and resources for families to use at home have been provided. (e.g. grade-specific activities; strategies for teaching and helping child) • Scholars and families have had and will continue to have many opportunities to build their digital literacy through the resources provided. • A technology support phone number has been provided to scholars and families so they can call for real-time support.	■	■
Professional Learning	Planning	• School leadership developed a plan for professional learning and training that strives to build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. • Abney staff received on-going, job-embedded professional learning throughout the entire summer because we opted to deliver a 100% remote summer learning program for kids who wanted to participate. Therefore, 48% of teachers have been learning and using tools and resources needed to deliver a distance learning program over the summer. They participated in trainings, PLCs and coaching conversations. They are ready and proficient in the selected platforms, content and communication methods with students and families.	■	■

Area	Item	Description	State	WCAA
		• Professional development will be provided for two weeks prior to the start of the school year, and teacher experts who built capacity over the summer will provide support for colleagues. • Academy coaches will continue to provide job-embedded support as we move into the school year to support training for teachers in the chosen digital systems and tools and their use. • The Academy will continue to offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education, as this has been a focus over the past few years.		
	Engagement	• Abney allows time for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.	■	■
		• Staff are provided time to engage in intentional curriculum planning and documentation to ensure stability of instruction, whether the school building is open or closed. • The Academy reached 96% of students in the spring. Staff will continue to identify the various engagement levels of each student and develop a plan to provide additional supports for those with lower engagement, if needed. • Staff are provided time to share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year. • Staff are provided time to identify students who potentially need additional support. • Staff are provided time to share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.	■	■

Phase 1, 2, or 3 Operations

Area	Item	Description	State	WCAA
Facilities	Building	• Staff will continue to maintain the school building in good working order to prepare for the subsequent return of students. • Abney is a charter school and does not host elections. • Food service personnel will prepare a week's worth of meals and distribute them daily at the school. • School leadership is exploring coordination of building use for the essential action related to child care.	■	■
	Building Audit	• Cohorts and containment pods have been established to adhere to social distancing. (See Appendix 2: Structure of Cohort Containment Pod) • The School Leader has: 1) determined the number of classrooms available; 2) identified the size of each classroom; 3) Identified additional spaces available; 4) identified the ventilation in each classroom; and 5) assessed school security protocols and determined process changes for implementation.	--	■
	Access to Additional Facilities	• Abney is a single building. The School Leader audited additional space that could be used for learning. The gymnasium has been partitioned to accommodate additional learning space and teacher workstations. The partitioning supports cohorting and containment pods.	--	■
	Cleaning & Disinfection	• The School Leader has audited necessary materials and secured a supply chain for cleaning and disinfection supplies. • The Academy has procured all necessary cleaning and disinfection supplies. All supplies have been received and are housed at the Academy. • If our supply chain becomes unavailable, staff will coordinate with Local Emergency Management Programs (LEMP) for support with procurement. • School Leader will advocate for ISD-LEMP coordination.	■	■
		• School Leader procured wall mount and free-standing hand sanitizing stations. • Sanitizing stations have been received by the Academy. • Wall mount stations have been installed.	--	■
	Supplies	• Level-1 facial coverings, including those with a transparent front, for preK-5 teachers, students, and students with special needs, have been procured and will arrive by August 5, 2020. • Level-1 surgical masks for cleaning and janitorial staff have been procured and are scheduled to arrive by August 5, 2020.	--	■
		• Face shields for bus drivers, janitorial staff and for staff caring for ill students have been secured and housed at the Academy.	--	■
		• School Leader has procured KN-95 face masks for staff use with symptomatic students and for cleaning contaminated	--	■

Area	Item	Description	State	WCAA
		spaces, shall this event occur. KN-95 face masks have been secured and are housed at the Academy.		
	Guidance	• School Leader has provided school-level guidance for cleaning and disinfecting. Guidance included 1) items to be disinfected including core assets and frequently touched surfaces and 2) frequency for items and spaces. • School leadership will review weekly updates to cleaning protocols and alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected this guidance will be updated in real-time based on the status of community spread across local geographies. • The School Leader, in collaboration with custodial staff, developed walk-through lists for all spaces based on CDC guidance that will be signed off daily and weekly.	--	■
	Cleaning Process	• School cleaning and disinfection protocols will be executed according to the CDC School Decision Tree. • Custodial staff will be required to wear surgical masks when performing cleaning duties.	■	■
	Cleaning	• Custodial staff have received advanced training. • Continue deep cleaning has occurred over the summer.	--	■
	Building Maintenance	• HVAC systems are checked regularly to ensure they are running efficiently. There is a regular schedule in place that the HVAC system is checked every other week. Frequency will be updated based on the spread of the virus locally. • Air filters are changed regularly. • Wastebaskets, tissues, and CDC-approved soap will be distributed to every office and classroom so materials can be used upon entry and exit into any discrete location and during travel between sites. • Signage will be posted about frequent handwashing, cough etiquette, and nose blowing. • Information on handwashing, cough etiquette, and nose blowing will be distributed using various modes of communication. • Custodial staff will follow CDC guidance about use of facial coverings and special respirators when performing cleaning. • Facilities will continue to be maintained for return of school.	--	■
	Walk-Throughs	• School leader conducts and documents a facility walk-through with the custodial services team to ensure classrooms, common spaces, and the exterior are ready for staff and students.	--	■
	Arrival Protocols	• Student arrival protocols including how students arrive at and depart from school have been assessed and modified. All scholars either ride the bus or are dropped off by personal vehicles. Bus riders are escorted to their class together and drop off students are escorted as well.	--	--

Area	Item	Description	State	WCAA
	Security Staff	• Staff will follow CDC protocols if interacting with the public.	--	■
Enrollment & Staffing	Student Outreach	• Staff have been engaged with students all summer through the summer learning program and have surveyed families as to who is returning. In addition, staff are personally reaching out to families who did not participate in summer school to determine re-enrollment status. • A remote learning environment has been established for all students, including those with pre-existing conditions.	--	■
		• School Leader is personally contacting every family to interview them about which option they would like to choose if state and local requirements and guidance continue to allow for choice: 100% remote and 100% face-to-face. • Re-enrollment status will also be confirmed.	--	■
	Staff Outreach	• Staff have been fully engaged all summer and have committed to returning. • Abney is fully staffed, including administrators, educators, learning coaches, instructional and operational support staff.	--	■
	Planning	• Needs have been assessed and the Academy is fully staffed for all positions. • Roles and responsibilities will be modified based on the phase and plan that is implemented. For example, some certified staff who fill support roles will become the Distance Learning team for the families who opt for 100% remote, while core teachers will provide instruction for in-person learning. Behavior Interventionists will become family liaisons. • Staffing plans account for teachers and staff not returning or are at risk (e.g., 65 years; underlying medical condition). • Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for – Not Applicable, as there is no union.	--	■
	Staffing	• Shall the need arise, Academy staff will work with MDE to understand flexibility with hiring and developing a plan to govern hiring in a remote environment.	■	■
		• School leaders are proficient in recruiting, interviewing, and hiring staff remotely. • Underutilized staff will be re-assigned to serve core needs based on the plan being implemented. • Abney was fully staffed in June 2020 and therefore there is not currently a need to recruit, interview and hire additional staff. • Substitute teachers have been inventoried, and alternate staffing options have been developed, shall the need arise. • Where possible, and in partnership with bargaining units, identify and modify staff positions, that enable high-risk staff to provide remote services. Not applicable – no union.	--	■

Area	Item	Description	State	WCAA
Budget	Budgeting	• School leadership developed four clearly defined plans based on various enrollment numbers and potential funding scenarios, along with potential impact on staff. Plans have been outlined and presented to the Board of Education. Board members support the projected budget scenarios. • The Academy's established budgeting process involves determining needs followed by alignment of funding sources with adherence to cost allowability of respective sources. • CARES funds have been integrated into the budgeting process to maximize dollars and have been fully allocated to support costs incurred due to COVID-19. • Staff will coordinate services with related service providers to identify and address new student and adult needs.	--	■
Operational Changes	Logistics	• Logistical expectations have been defined including attendance expectations and time on schooling will range from four to six hours per day by grade level for students. Teachers will work onsite, all day, five days a week. • Instructional resources and materials, aligned to logistical expectations will be provided to staff and students as feasible, devices, internet connectivity – teachers will be in classroom access to all, manipulative kits sent to scholars.	■	■
	Food Service	• A plan for nutrition services and student meals is in place, and includes a list of alternative meal options to families. • Food service processes, device distribution, delivery sites, and communication plans are in place.	■	■
	Policies & Procedures	• School leadership has communicated to relevant stakeholders including updates across all policies and procedures. • Student enrollment has been tracked all summer. • Attendance policy changes have been distributed to staff in accordance with U.S. of Labor's Families First Coronavirus Response Act: Employee Paid Leave Rights. • Student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. • Master list of any changes will be distributed to staff meetings. • Consultation with legal counsel will occur to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. • Abney is fully staffed, new staff will receive orientation. • Planning documents have been established including 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. • School leader has collaborated with food service staff to ensure changes are implemented based on public health guidance.	--	■

Area	Item	Description	State	WCAA
Technology	Single Point of Contact	• A single point of contact has been identified to oversee all aspects of technology implementation including but not limited to planning, processes, support and communication. • Contact information for the technology single point of lead is included on Abney's intranet and website. • Family liaisons communicate with families regarding the use of technology.	■	■
	Planning	• Abney is a one-to-one technology device academy going into the 2020-2021 school year. All students are equipped with a device to continue remote learning. Families have been surveyed on internet connectivity and hotspots have been deployed for families in need of connectivity. All families are ready for remote learning. • A technology plan that supports COVID-19, was implemented for the summer learning program and will continue for the school year. This plan includes guidance, training, support and job-embedded follow-up for educators to adapt remote learning for the classroom. • A plan for deployment of technology is in place that includes onsite drive thru and bus distribution. (if go from Phase 4 to 3) • Plan for transitioning from Phase 4 to Phase 3 ensure devices, materials and an established communication system has been established for quick implementation.	■	■
	Procedures	• The review of relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology is underway.	■	■
		• Procedures for return and inventory of school-owned devices as part of a return to school technology plan have been developed. • A procedure for safely bagging devices collected is in place. • A procedure for sanitizing the devices prior to a repair or replacement evaluation is in place. • A procedure for ordering accessories that may be needed over the summer is in place. • A procedure for conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement is in place. • Communication of consistent procedures for return and inventory of school owned devices as part of a return to school technology plan is in place.	■	■

Area	Item	Description	State	WCAA
	Support	• A technology support plan for families was implemented for the summer learning program and will be continued in the fall. • On-site triage of staff and student devices to minimize the time that staff may be without a device is in place. • The Infrastructure Evaluation Process is underway and will be completed by July 31, 2020 • Testing of every Wi-Fi access point and wired network device is underway and will be completed by July 31, 2020.	■	■
	Inventory Control	• Abney attaches asset inventory tags and uses a scanning system to track devices for students and staff. • Abney uses a vendor to assist with processing, returning, and maintaining devices, when needed. • Abney is a one-to-one technology and deploys digital learning devices for onsite and virtual learning. • School and community access points and wired network devices are in the process of being checked for functionality and will be ready by start of school.	■	■
	Support	• Staff currently use applications and hotspots to monitor device usage and compliance with online learning programs. Vetting of potential software for more in-depth tracking is underway. • A technology support plan for families was implemented for the summer learning program and will be continued in the fall. • Teachers use Google Classroom to ensure students can submit assignments and evaluate assignments. • Abney has a robust professional learning program that includes staff training and follow-up support on platforms and tools. • 100% of students received Chromebooks and hotspots, if needed, to continue learning over the past four months.	■	■
	Continuous Improvement	• Abney organizes and centralizes online resources created, published, or distributed by teachers and staff on its website and through One Drive. This process enables staff to effectivity compile technology-facing lessons for inclusion in updated remote learning plans. • Abney has been piloting "Clever," a single sign-on platform for students and staff. Students use QR codes for easy connectivity to digital resources provided by their teachers. • Teachers and staff will continue assessing technology issues through daily instruction and the review of tracking and inventory logs, as they did during the closure phase. Adjustments have already been made that include the purchase of headphones with microphones and improving accessibility to digital resources through use of QR codes. • Technology issues and improvements have been noted and will be included as part of Abney's long-term technology maintenance plan.	--	■

Area	Item	Description	State	WCAA
Transportation	Vehicle Inventory	• Buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses have been inventoried, and a transportation plan is in place for Phase 4 School options. School will have staggered start/end times to allow for two bus runs to maintain social-distancing on buses. • Buses are uniform in size and have been historically used for student transportation to and from school.	--	--
	Bus Drivers	• Outreach has been conducted and 100% of the drivers will be returning resulting in a full transportation staff. • The School Leader continually seeks feedback from all staff, including bus drivers, on the needs of high-risk populations. • Abney's plan to address any shortage of drivers includes using the Transportation Director as a substitute and immediately posting open positions upon departure notification.	--	--
	Procedures	• Procedures for bus drivers and students are informed by public health protocols. Daily temperature screenings will take place of drivers and students prior to entering bus, and all staff and students will be required to use hand sanitizer prior to entering. • Buses will be used to provide food service and delivery of instructional materials when necessary.	--	--
	Collaboration	• Close collaboration between transportation and IEP teams will be in place to monitor changes to students' IEPs and all for implementation accordingly.	--	--

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

Phase 4 Safety Protocols

Area	Item	Description	State	WCAA
PPE: Face Coverings	Mask Types	• Students and staff will be allowed to wear homemade masks and/or disposable level-one (basic) grade surgical masks. • Students and staff will be provided homemade masks and/or disposable level-one (basic) grade surgical masks, if needed.	■	■
	Care of Masks	• Students and/or staff wearing homemade masks will be responsible for wearing a clean mask every day. • Students wearing disposable masks will be given a new mask prior to boarding the bus or entering the school building. • Staff will be issued a set of disposable masks, if needed. • Onsite laundry facilities will be used for the washing of homemade masks, as needed.	■	■
	Staff	• All day, everywhere inside the school, except during meals or in personal spaces with no one else present. • Outside within 6' of students.	■	■
		• Instructional staff will be provided anti-fog, clear face masks	--	■
	Bus Drivers	• Required during school transportation.	■	■
	PreK-6th Grade Student Requirements	• During Transportation. • Hallways. • Common areas except during meals.	■	■
	6th Grade Student Requirements	• Classrooms.	■	■
	Exceptions Staff and PreK-6	• Cannot medically tolerate a facial covering. • Is incapacitated. • Unable to remove covering without assistance.	■	■
	Staff who do NOT comply	• School Leader and Axios, third party Academy employer/HR department, will work collaboratively to follow the established disciplinary process in which employees will be held accountable for not following school requirements.	--	■
	Students who do NOT comply	• School staff will work collaboratively to follow the stablished disciplinary process in which students will be held accountable for not following school requirements	--	■
Hygiene	Systematically Procure, Stock and Replenish Supplies	• Soap. • Hand sanitizer with at least 60% alcohol • Paper towels • Tissues	■	■
	Handwashing Education	• Teach and reinforce proper handwashing techniques. • Post signs reinforcing proper handwashing techniques.	■	■
	Cough & Sneeze Education	• Educate on proper cough and sneeze techniques.	■	■

Area	Item	Description	State	WCAA
	Scheduled Handwashing	• Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.	■	■
	Sharing of Supplies and Personal Items	• Students will be issued adequate supplies to support individual use to limit sharing. • Students' personal items will be separated and in individually labeled cubbies, containers or lockers. • Classroom shared materials will be limited to small groups. • Supplies will be disinfected between use when shared.	■	■
	Hand Sanitizing Stations	• Handwashing and/or hand sanitizing stations are located at every interior and exterior doorway throughout the building (e.g.as classrooms, offices, bathrooms, exterior entranceways). • Refill soap and hand sanitizers daily and upon request.	■	■
Spacing, Movement & Access	Building Access	• School employees and contractors will physically report daily for regular work hours for the purposes of conducting basic school operations such as remote instruction and cleaning and sanitizing the school. • Food service staff will be permitted to be physically present to prepare and distribute meals. • School buildings may continue to be used by licensed child care providers, if providers follow state-issued protocols.	--	■
	Classroom Furniture	• Given some families are choosing 100% distance learning, class sizes will remain at a level that enables the Academy to space desks 6' apart in each classroom, and if not exactly 6' – close to 6' apart. • Students will be place at an opportune distance at long tables that allows for nearly 6' distancing. • Desks are arranged so they are facing the same direction, toward the front of the classroom.	■	■
		• All students will be issued a clear, portable, three-sided sneeze guard (18" w x 14.5 d x 20" h) for his/her desk. • Students will bring sneeze guards to small group locations.	--	■
	Classroom Windows	• Open when 1) weather permitting and 2) no students with allergy-induced asthma are present.	■	■
	Classroom Space	• Abney already averages only 20 students per class. • Abney is offering two options for families: 1) 100% remote learning and 2) 100% face-to-face learning. This will enable families to choose the option most comfortable for them and fits their needs. This will reduce the overall number of students who will be physically present in the building each and potentially afford us the opportunity to maintain 6' distancing within the classroom. • Abney has purchased three-sided, clear individual sneeze guards for each scholar/desk (and staff working with students).	■	■

Area	Item	Description	State	WCAA
		• Cohorts and stringent containment pods will be implemented throughout the school. (See Appendix 2: Structure of Cohort Containment Pod)		
	Staggered School Schedule (If adopted due to space limitations)	• Families are able to choose for scholars to be physically present at the school five full days/week, therefore, the Academy does not currently have a need to partner with community organizations to identify safe spaces where children can engage virtually.	■	■
	"Specials" Classes	• Teachers will rotate to classrooms, students remain in classroom within their pod. • PE classes will be held outside, weather permitting. • In the event of inclement weather, physical education classes will be held in the classroom. Students will remain at their desks while the teacher shares lessons around health, nutrition and wellness.	■	■
	Students	• Students and staff have been divided up into cohort groups that will remain in their respective containment pods. (See Appendix 2: Structure of Cohort Containment Pod) • Students will be bussed by classroom/grade level, then escorted through assigned doors to assigned classrooms in assigned hallways – using identified bathrooms within their containment pod. (See Appendix 2: Structure of Cohort Containment Pod) • Staff will be isolated to their containment pod – with teacher workstations and lunch/break stations set up within their pod. (See Appendix 2: Structure of Cohort Containment Pod)	--	■
	Teachers	• Teachers will maintain 6' apart from students, to the maximum extent feasible.	■	■
		• All teachers will be issued a clear, portable, three-sided sneeze guard (22" w x 14.5 d x 24" h) for use in their respective teaching spaces (e.g. teacher desk, promethean board pedestal).	--	■
	Interventionists, Support Staff	• All interventionists and support staff will be issued a clear, portable, three-sided sneeze guard (22" w x 14.5 d x 24" h) for his/her to use in their respective teaching spaces.	--	■
	Visitors	• Allowed in the building only under extenuating circumstances. • Require a wellness check for adults entering building (complete screening questionnaire and temperature check). • Face covering and hand washing wild be required for entrance. • Keep records (date and time) for all non-school employees / visitors entering and exiting the building.	■	■
	Signage	• Signs indicating proper social distancing will be posted throughout the building. • Floor tape or markers indicate 6' intervals, where line formation is anticipated. • Signs indicating proper social distancing and hand hygiene techniques will be posted on rest room doors.	■	■

Area	Item	Description	State	WCAA
	Hallways	• Divided and marked for foot traffic to flow in one direction and to keep 6' between individuals where lines are anticipated. • Schedules are staggered to allow movements at incremental intervals to minimize the number of persons.		
	Waiting & Reception Areas	• Partitions are in place to separate people and social distancing. • Floor/seating markings are in place where lines/gatherings are anticipated.		
		• One family will be allowed in the lobby at any given time. • Office is partitioned off from family waiting area.	--	--
	Doors	• Separate entrance and exit doors have been identified for each cohort/containment pod. (See Appendix 2: Structure of Cohort Containment Pod)		
	Arrival & Dismissal of Students	• Staff monitor students to ensure direct transition from vehicle/bus to classroom and vice versa. • Students will be escorted daily by staff from transportation (bus and/or cars) to classrooms and vice versa.		
Screening Students & Staff	Health Department	• The School Leader will cooperate with health officials regarding screening protocols for students and staff.		
	Quarantine Area	• The Parent Room, located on the first floor of the Academy, has been designated as the quarantine area. • The security and behavior intervention staff will care for students who become ill at school. • Identified school staff caring for ill students, including students with special needs, will be equipped with KN-95 surgical masks, gloves and sanitizer.		
	Individuals with COVID-19 Symptoms	• Ill students will be provided surgical masks and/or KN-95 masks until they can be picked up, with the exception of students with special needs who are unable to wear a mask. • Staff caring for ill students will always wear a KN-95 mask. • Symptomatic students will be sent home from school. • Symptomatic students will remain at home until they have tested negative or have completely recovered according to CDC guidelines.		
	Staff	• Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, staff will stay home.		
		• Temperature checks will be performed by an automated, non-contact temperature kiosk with facial recognition as employees enter the building in employee-designated entrances. (See Appendix 2: Structure of Cohort Containment Pod) • Data will be stored, tracked and monitored per HIPAA. • The kiosk will alert the School Leader if an employee does not pass the temperature screening.	--	

Area	Item	Description	State	WCAA
	Monitoring Form	• Employees will complete an electronic wellness check questionnaire daily, each morning. • Staff will have daily temperature checks by a hands-free, facial recognition kiosk. • School Leader will receive real-time notice if fever is detected. • Data will be stored electronically and securely.	■	■
	Students' Families	• Parents/guardians will be strongly encouraged to take 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. • In addition to family checks and monitoring, all students will have temperature checks by non-contact thermometers prior to boarding the bus and/or entering the school. • The Academy will inform families of COVID-19 symptoms and ask that they monitor their children for symptoms. • 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. • Clear fact sheets with COVID-19 information and school expectations will be disseminated to families through paper and electronic modes of communication.	■	■
	Student Wellness Checks by School Staff	• Students riding the bus to school will have their temperature taken with a non-contact thermometer by the bus driver prior to entering the bus each day. • Bus drivers are required to wear face coverings and a face shield while performing temperature checks.	--	■
		• Students getting dropped off at school will have their temperature taken with a non-contact thermometer at the drop off location prior to entering the school. • Staff performing temperature checks are required to wear face coverings and face shields during temperature checks.	--	■
Testing Protocols	Students	• Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.	■	■
	Staff	• Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing. • Symptomatic staff sent home from school will remain at home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.	■	■
	Notification	• The Academy will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or cohort/containment pod to encourage closer observation for any symptoms at home.	■	■

Area	Item	Description	State	WCAA
		• 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 will be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.		
Responding to Positive Tests	Confirmation of COVID-19 Cases and Communication with Health Department	• The Academy will fully cooperate with Kent County Health Department if a confirmed case of COVID-19 is identified. • The Academy will collect contact information for any close contacts of the affected individual from two days before he/she showed symptoms to the time when he/she was last present at school to share with Kent County Health Department.	■	■
	Staff Training	• The Academy will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information because 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 will not participate in discussions or acknowledge a positive test).	■	■
	Possible Cases of COVID-19 and Communication with Health Department	• The Academy will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws. • The Academy will collect data and contact information of those exposed to share with Kent County Health Department.	■	■
	Probable and/or Confirmed Cases Onsite	• Abney is prepared to transition its operating status to and between remote and/or face-to-face learning. This determination will be based on several factors including but not limited to: 1) number of cases, 2) number of close contacts (within 6' for 15+ minutes), 3) number of classrooms impacted, 4) number of containment pods impacted, and 5) total number of students and staff impacted.	--	■
	Contaminated Areas	• Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles, if possible. • Cleaning staff will wear a KN-95 surgical mask, gloves, and a face shield when performing cleaning.	■	■

Area	Item	Description	State	WCAA
Food Service, Gathering, and Extracurricular Areas	Activities	• Inter-school activities will be suspended. • After-school activities will be suspended.	--	■
	Food Service	• Food service personnel will prepare a week's worth of meals and distribute them daily at the school. • Bus drivers will deliver meals to various parts of the city each day to ensure all families have equitable access to meals during remote learning.	--	■
		• School-supplied meals will be delivered to classrooms with disposable utensils. • Students will eat meals in the classroom to keep kids in their respective containment pods. • Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks. • Students, teachers, and food service staff will wash hands before and after every meal. • Utensils and leftover food will be disposed of in trash cans in hallway outside classrooms. Custodial staff will tie, double bag and dispose of the trash outside immediately after each meal.	■	■
	Indoor Assemblies	• The Academy will not bring students together from more than one classroom for indoor assemblies.	■	■
	Large Scale Assemblies	• The Academy will not bring together more than 50 students. • Digital means will be used to offer telecasting of assemblies.	■	■
	Off-Site Field Trips	• Trips that require bus transportation to an indoor location will be suspended.	■	■
	Recess	• Recess will be held outside, whenever possible, with appropriate social distancing. • If inclement weather, recess will be indoors. Students will remain at their desks and take part in a "brain break", including activities such as watching a movie, reading a book or playing a game. • Each class has been assigned an area in which they are able to use for outdoor recess, containment pods and cohorting will be maintained. (See Appendix 2: Structure of Cohort Containment Pod) • If, for any reason, more than one class is outside in the same space, students will wear facial coverings. • Students, teachers, and staff will wash hands before and after.	■	■
	Extracurricular Activities	• Facial coverings will be used at all times.	■	■
	All Events	• Students, teachers, and staff will wash hands before and after.	■	■
Athletics	Athletics	• Athletics are suspended.	--	■
	Practice, Event and/or Gathering	• The Academy is a PreK-6 school, therefore complying with MHSAA and NFHS is not applicable. • Prior confirmation of healthy status and symptom free are a pre-requisite for participation.	■	■

Area	Item	Description	State	WCAA
		• All participants and leaders will participate in proper hand washing hygiene techniques before and after.		
	Large Scale Event	• No indoor spectator events will be held. • Outdoor spectator events limited to 100 people. • Social distancing for people not in the same household will be maintained.	■	■
	Equipment	• Equipment will be disinfected before and after use.	■	■
	Inter-School Competition (Not Applicable for Abney)	• Use facial coverings during transportation. • Clean and disinfect buses before and after use. • No sharing of equipment. • Individual water bottles clearly marked with name. • No handshakes, fist bumps, and other unnecessary contact. • Allow spectators using facial coverings and adhering to 6' social distancing. • Employ entry and exit points to prevent crowding.	■	■
	Training Activities (Not Applicable for Abney)	• No indoor physical conditioning activities that require shared equipment will be held. • Social distancing will be maintained for outdoor physical conditioning.	■	■
Cleaning	Cleaning Activities	• Practices and schedules are adjusted to maintain school building functional order.	--	--
		• Gloves, surgical masks, and face shields will be worn by cleaning staff.	■	■
	Frequently Touched Surfaces	• Abney defined frequently touched surfaces as light switches, doors, doorknobs, benches, sanitizing stations, desks and bathrooms. • Cleaning staff will clean frequently touched surfaces at least every four hours with EPA-approved disinfectant or diluted bleach solution.	■	■
	Common Hands-on Rooms	• Abney defined common hands-on rooms include a behavior room in each cohort/containment pod to meet with a behavior interventionist. One student will be in the room at a time and it will be wiped down and sanitized between each student • No common hands-on rooms such as computer lab, library, gym and/or art rooms will be utilized. • Cleaning staff will clean after every class period with EPA-approved disinfectant or diluted bleach solution.	■	■
	Student Desks	• Given we have self-contained classrooms that students will remain in place for one full day, cleaning staff will clean at the end of each day with EPA-approved disinfectant or diluted bleach solution.	■	■
	Playground Structures	• Structures will be cleaned between each class to reduce spread of germs from one pod to the other, use of EPA-approved disinfectant is not necessary. • Abney will use EPA-approved disinfectants on play structures.	■	■

Area	Item	Description	State	WCAA
	Products/ Supplies	• The Academy will follow all guidelines and product safety measures to ensure safe and correct use including adequate ventilation and safe and correct storage including.	■	■
Busing & Student Transportation	Busing Operations	• Busing operations for students will be suspended. • Busing will be used solely for meal distribution.	--	--
	Entrance	• Staff and students will use hand sanitizer before entry onto the bus.	■	■
	In Transit	• Windows will remain open to increase air circulation, weather permitting and if appropriate and safe.	■	■
	Bus Drivers	• Wear face coverings, if medically feasible and safe. • Drivers who become sick during the day will be prohibited from driving the vehicle the rest of the day.	■	■
	Staff	• Wear face coverings, if medically feasible. • Staff who become sick during the day will be prohibited from boarding the vehicle the rest of the day.	■	■
	PreK-6 Students	• Wear face coverings, if medically feasible. • Students who become sick during the day will be prohibited from boarding the vehicle. • Parents/guardians and/or emergency contacts will be required to transport ill scholars home from school. • Shall an extenuating circumstance arise, staff caring for ill scholars in the quarantine room will transport ill children home, wearing full personal protection equipment, KN95 mask, face shield and gloves. Ill child will also wear a KN-95 mask and disposable face shield.	■	■
	Cleaning	• Bus drivers will clean and disinfect before and after every transit route while no children are present. • Abney defined frequently touched surfaces in buses to include hard seats, arm rests, handles, seatbelt buckles, doors, steering wheel, windows, grab handles, light controls, and air controls. • Bus drivers will clean and disinfect frequently touched surfaces prior to morning routes and prior to afternoon routes. • Bus drivers will clean, sanitize and disinfect equipment (e.g. car seats, wheel chairs, walkers, adaptive equipment) daily, if equipment is being used. • Doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out, weather permitting.	■	■

Area	Item	Description	State	WCAA
Med Vulnerable Students & Staff	Current Plans	• Healthcare needs of students will be systematically reviewed for accommodations needed. • Care plans will be updated to decrease exposure risk.	■	■
	High-Risk Self-Identification	• Students/families will have an opportunity to self-identify as high-risk for severe illness due to COVID-19 and select to participate in the 100% remote learning program. • Staff will have an opportunity to self-identify as high-risk for severe illness due to COVID-19 by responding to an invitation sent to all staff to meet personally with the school leader to develop a plan of action for this school year. • Abney is offering options for staff and families to participate in alternative learning arrangements or work reassignments (such as a 100% distance learning program).	■	■
	Students	• The school's remote learning plan incorporates feedback and input from teachers, families, students, and school leaders to improve its effectiveness. Data gathered from the 100% distance learning summer school program has provided great insights into the development of the plan. • The revised remote learning plan will be shared with all involved stakeholders. All stakeholders have received communication along the way with status updates.	■	■
	Staff	• KN-95 masks will be provided to staff caring for children and providing any medical care that includes aerosol generating procedures (e.g. nebulizers). • Staff who are high-risk for severe illness will have an opportunity to minimize face-to-face contact and to maintain a distance of six feet from others, job responsibilities have been modified to limit exposure risk. For example, to teach in the distance learning program offered for families). • The Academy does not have a union; therefore, there is not a collective bargaining unit to engage in the process.	■	■

Phase 4 Mental & Social-Emotional Health

Item	Description	State	WCAA
Mental Health Screening	• Every student will be screened for social, emotional and mental health wellness within the first few weeks that they return for learning—whether remote or in-person. Plans will be developed to navigate individual scholar needs by a team of relevant stakeholders (teacher, social worker, behavior support staff, culture/climate coach and special education coordinator and school leader when applicable. A trained professional will do a follow-up screening for students identified as most at-risk. Screenings will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will be provided based on age-appropriate approaches. Transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines will be shared.	■	■
	• Ongoing reporting protocols for school staff to evaluate physical and mental health status has been established. On-going referrals will be made throughout the year. • Teachers do daily social-emotional check-ins to ensure continued needs are met. • Student needs will be met by various staff members – teacher, social worker, behavior support staff, culture/climate coach, special education coordinator and/or principal based on the scholar's need. • The Social Worker will provide support virtually for established case load, as well as on an as-needed basis for others. • When appropriate, staff will make community referrals. • Family Liaisons will provide family support and help connect families to resources necessary throughout the continuation of services. • Interventionists will provide social-emotional support to students to reduce barriers to learning. • Interventionists and Family Liaisons will use a logging system to track discussions and support provided to students and families.	■	■
Training/Professional Development	• Given student demographics, over the past few years – Abney has provided professional learning around social-emotional learning, trauma-informed best practices, identification of students at risk and local referral protocols and tools and resources available to families. • The Academy will continue to focus on supporting staff to engage in self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.	■	■
Crisis Management Plan	• Staff guidelines for identification and rapid referral of at-risk students to support team have been identified. • Guidelines for identification and rapid referral of at-risk students will be communicated to all staff during the professional development prior to the start of the school year with scholars. • A comprehensive plan that leverages available internal and external/ community-based resources (e.g., loss of student and/or staff member) in place. The school crisis management team will be activated.	■	■

Item	Description	State	WCAA
Wellness Resources	• Abney has centralized mental health referrals, communications to families/ students, and public-facing wellness materials through the school social worker. • The Academy has a comprehensive list of resources available to both staff and students. It is provided in conjunction with screening activities, and references school and community wellness resources. The resources are shared with the whole school population. • Staff leverage MDE for mental health and wellness resources. • The resources list is updated regularly. • Resources for staff self-care, including resiliency strategies, are provided for staff.	■	■
Communication	• The school social worker has been designated as a school-based, mental health liaison to work across the school, local public health agencies, and community partners. • The Academy has activated "family liaisons" as communication channels for school stakeholders to address mental health concerns resulting from COVID-19. • Every family is assigned a Family Liaison who checks in regularly to ensure mental and social-emotional needs are being met. • Relevant information is passed on to the school social worker who then supports the need. • Abney staff have continuous communication with parents and guardians, via a variety of channels, Topics covered include return to school transition information such as: a) Destigmatization of COVID-19; b) Understanding normal behavioral response to crises; c) General best practices of talking through trauma with children; and d) Positive self-care strategies that promote health and wellness. Resources are consistently shared with families.	■	■

Phase 4 Instruction

Area	Item	Description	State	WCAA
Governance	Remote Learning Plan	• A Return to Instruction and Learning work group, comprised of a broad group of stakeholders, was created and developed a Continuation of Learning Plan with instructional delivery options. The Special Education Coordinator was included in this group to ensure students with special needs are included in the plans. The Continuing of Learning Plan's core components remain the same for phases four and five. (See Appendix 1: Continuation of Learning Plan) • The Academy has gathered feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. • The Academy has clearly communicated expectations to school leaders and teachers around hybrid or remote instruction that includes: a) best practices for blended or remote learning; b) grade-level proficiencies; c) modes of student assessment and feedback; d) differentiated support for students; e) inclusion of social-emotional learning; and f) guidance around daily instructional time and workload per different grades bands to ensure consistency for students. • The Academy has set an instructional vision that ensures that every student will a) start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject; b) be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics; and c) have his/her academic and social-emotional needs addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. • Staff continue to revise the remote learning plan to incorporate feedback from stakeholders to improve effectiveness. • Abney has shared the remote learning plan with all involved stakeholders in case of a return to remote learning.	■	■
Instruction	Remote Instruction	• Abney is prepared to activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. The plan integrates synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. (See Appendix 1: Continuation of Learning Plan)	--	■
	Hybrid Instruction	• Abney is prepared to activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. (See Appendix 1: Continuation of Learning Plan)	■	■

Area	Item	Description	State	WCAA
	Instruction	• The Academy will implement grade-level curricula aligned to Michigan preK-6 standards. • Teachers will be supported by coaches and consultants to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. • Every student in grades preK-6 will be assessed during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given face-to-face, online or conducted virtually (depending upon which Phase we are in), to understand where students are academically and inform instructional decisions for teachers, students, and families. • Abney will integrate synchronous and asynchronous learning and best practices that promote engagement, consistency, and differentiation in its Continuation of Learning Plan. • The Academy has established structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. • The Academy has met, and will continue to meet, student needs around accessibility and assistive technologies. • Continuation of services plans have been identified for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. • Student IEPs, IFSPs, and 504 plans will be revised 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. Services will be aligned accordingly.		
	Resources	• The Academy has a wide variety of standards-aligned tools and materials to support differentiation, intervention, and remote learning, based on students' needs. • Teachers will 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. • Access to standards-aligned, grade-level instruction including strategies to accelerate student learning has been provided. • Abney is now a one-to-one technology device school in which every student has been issued a Chromebook. • Based on survey results, Abney distributed hotspots to ensure every family has internet connectivity to support successful engagement in and completion of schoolwork. • Abney consistently offers every student scaffolds and supports to meet their diverse academic and social-emotional needs.		

Area	Item	Description	State	WCAA
	Interventions & Support Services	• Commence intervention and support services. • Plans include all programs and learning environments. • Plans include special education. • Plans must include birth to five services and CTE. Not applicable to Abney. • Secure supports for students who are transitioning to postsecondary. Not applicable to Abney.		
		• The Academy inventoried intervention programs and services available to students and identified gaps. • The Academy has implemented structures outside of the regular school day (and will continue to offer more options again, once the state moves into later Phases of the pandemic), such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support. The Academy offered a robust summer remote learning program summer 2020 to continue the momentum started Spring 2020 of online learning to eliminate and/or reduce the COVID slide.		
	Progress Monitoring	• The Academy has PLCs with school leaders built into the plan to provide checkpoints around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration. • Staff review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. • Staff continuously monitor students' IEPs in partnership with teachers and parents to their evolving needs based on time away from associated services including OT, PT, and Speech while school building was closed.		
	Attendance	• Staff monitor and track students' online attendance on a daily basis through PowerSchool. • Administration will track attendance and engagement daily and make phone calls daily to students not participating. Truancy policies and procedures are in place.		
	Student Work	• Teachers will assess the quality of student work and provide feedback to students and families through google classroom. • Teachers will capture group reflection notes from lessons to guide next lessons. • Teachers will require students to self-assess the quality of work, reflect on teacher feedback, and learning progress.		
	MDE	• School Leader will consult MDE for digital resources and remain connected with MDE about policies and guidance.		

Area	Item	Description	State	WCAA
Communication	Modes	• Abney has a clearly defined communication system to reach every family and student in their home language through multiple modes (text, all call, email, home visit and social media) including duration of closure and reopening.		
	Information	• The school and teachers will share expectations around their child's return to school. • The school will provide clear information about schedules and configurations, if hybrid through US postal service mail and digital/online communication • The school and teachers will provide information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies. • The Academy will outline and communicate plans for each of the different school opening scenarios. • The Academy and teachers will communicate regularly with families in their home language about their child's progress and targeted plans for students in need of additional support.		
	Resources	• Throughout the summer learning program, online tutorials and materials on how to access and use the school's chosen digital systems and tools have been shared with families. The supports will continue to be shared with families throughout the year and on an "as-needed" basis. • Books, online supports, supplies, manipulatives, lists of ideas of things to do to learn from home and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child have been provided. • Scholars and families have had and will continue to have many opportunities to build their digital literacy provided resources. • A technology support phone number has been provided to scholars and families for real-time support.		
Professional Learning	Planning	• School leadership developed a plan for professional learning and training that strives to build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. • Abney staff received on-going, job-embedded professional learning throughout the summer because we opted to deliver a 100% remote summer learning program for kids who wanted to participate. Therefore, 48% of teachers have been learning and using tools and resources needed to deliver a distance learning program over the summer. They have participated in trainings, PLCs and coaching conversations. They are ready and proficient in the selected platforms, content and communication methods with students and families. • Professional development will be provided for two weeks prior to the start of the school year, and teacher experts who built capacity over the summer will provide support for colleagues.		

Area	Item	Description	State	WCAA
		• Academy coaches will continue to provide job-embedded support as we move into the school year to support training for teachers in the chosen digital systems and tools and their use. • The Academy will continue to offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education, as this has been a focus over the past few years.		
	Engagement	• Abney allows time for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.	--	■
		• Staff are provided time to engage in intentional curriculum planning and documentation to ensure stability of instruction, whether the school building is open or closed. • The Academy reached 96% of students in the spring. Staff will continue to identify the various engagement levels of each student and develop a plan to provide additional supports for those with lower engagement, if needed. • Staff are provided time to share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year. • Staff are provided time to identify students who potentially need additional support. • Staff are provided time to share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.	■	■

Phase 4 Operations

Area	Item	Description	State	WCAA
Facilities	Building	• Staff will continue to maintain the school building in good working order to prepare for the subsequent return of students. • Abney is a charter school and does not host elections. • Food Service personnel will prepare a week's worth of meals and distribute them daily at the school. • School leadership is exploring coordination of building use for the essential action related to child care.	--	--
	Building Audit	• Cohorts and design containment pods have been established to adhere to social distancing. • The School Leader has: 1) determined the number of classrooms available; 2) identified the size of each classroom; 3) identified additional spaces available; 4) identified the ventilation in each classroom; and 5) assessed school security protocols and determined process changes for implementation.	■	■
	Access to Additional Facilities	• Abney is a single building. The School Leader audited additional space that could be used for learning and to ensure feasibility of containment pods. The gymnasium has been partitioned to accommodate additional learning space and teacher workstations. The partitioning supports cohorting and containment pods. (See Appendix 2: Structure of Cohort Containment Pod)	■	■
	Cleaning & Disinfection	• The School Leader has audited necessary materials and secured a supply chain for cleaning and disinfection supplies. • The Academy has procured all necessary cleaning and disinfection supplies. All supplies have been received and are housed at the Academy. • If our supply chain becomes unavailable, staff will coordinate with Local Emergency Management Programs (LEMP) for procurement support of cleaning and disinfection supplies. • School Leader will advocate for ISD-LEMP coordination.	■	■
		• School leader procured wall mount and free-standing hand sanitizing stations. • Sanitizing stations have been received by the Academy. • Wall mount stations have been installed.	--	■
	Supplies	• Level-1 facial coverings, including those with a transparent front, for preK-5 teachers, students, and students with special needs, have been procured and are scheduled to arrive by August 5, 2020. • Level-1 surgical masks for cleaning and janitorial staff have been procured and are scheduled to arrive by August 5, 2020.	■	■
		• Face shields for bus drivers, janitorial staff and for staff caring for ill students have been secured and housed at the Academy.	--	■

Area	Item	Description	State	WCAA
		• School leader has procured KN-95 face masks for staff use with symptomatic students and for cleaning contaminated spaces, shall this event occur. KN-95 face masks have been secured and are housed at the Academy.	--	■
	Guidance	• School Leader has provided school-level guidance for cleaning and disinfecting. Guidance included 1) items to be disinfected including core assets and frequently touched surfaces and 2) frequency for items and spaces. • School leadership will review weekly updates to cleaning protocols and alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected this guidance will be updated in real-time based on the status of community spread across local geographies. • The School Leader, in collaboration with custodial staff, developed walk-through lists for all spaces based on CDC guidance that will be signed off daily and weekly.	■	■
	Cleaning Process	• School cleaning and disinfection protocols will be executed according to the CDC School Decision Tree. • Custodial staff will be required to wear surgical masks when performing cleaning duties.	■	■
	Cleaning	• Custodial staff have received advanced training. • Continue deep cleaning has occurred over the summer.	■	■
	Building Maintenance	• HVAC systems are checked regularly to ensure they are running efficiently. There is a regular schedule in place that the HVAC system is checked every other week. Frequency will be updated based on the spread of the virus locally. • Air filters are changed regularly. • Wastebaskets, tissues, and CDC-approved soap will be distributed to every office and classroom so materials can be used upon entry and exit into any discrete location and during travel between sites. • Signage will be posted about frequent handwashing, cough etiquette, and nose blowing. • Information on frequent handwashing, cough etiquette, and nose blowing will be distributed by various modes of communication. • Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. • Facilities will continue to be maintained for return of school.	■	■
	Walk-Throughs	• School leader conducts and documents a facility walk-through with the custodial services team to ensure classrooms, common spaces, and the exterior are ready for staff and students.	■	■
	Arrival Protocols	• Student arrival protocols including how students arrive at and depart from school have been assessed and modified. All	■	■

Area	Item	Description	State	WCAA
		scholars either ride the bus or are dropped off by personal vehicles. Bus riders are escorted to their class together and drop off students are escorted as well.		
	Security Staff	• Staff will follow CDC protocols if interacting with the public.	■	■
Enrollment & Staffing	Student Outreach	• Staff have been engaged with students all summer through the summer learning program and have surveyed families as to who is returning. In addition, staff are personally reaching out to families who did not participate in summer school to determine re-enrollment status. • A remote learning environment has been established for all students, including those students with pre-existing conditions.	■	■
		• School Leader is personally contacting every family to interview them about which option they would like to choose if state and local requirements and guidance continue to allow for choice: 100% Remote, Hybrid, 100% Face-to-Face • Re-enrollment status will also be confirmed at this time.	--	■
	Staff Outreach	• Staff have been fully engaged all summer and have committed to returning. • The Academy is fully staffed, including administrators, educators, learning coaches, instructional support staff, and operational support staff.	■	■
	Planning	• Needs have been assessed and the Academy is fully staffed for all positions, roles and responsibilities will be modified based on the Phase and Plan that is implemented. There is a corresponding organizational chart for each phase/plan. For example, some certified staff who fill support roles will become the Distance Learning team for the families who opt for 100% Remote, while core teachers will provide the instruction for In-Person learning. Behavior Interventionists will become family liaisons. • Staffing plans account for teachers and staff who are not returning or are at risk (e.g., 65 years or have an underlying medical condition). • Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for – Not Applicable, as there is no union.	■	■
	Staffing	• Shall the need arise, Academy staff will work with MDE to understand flexibility with hiring and developing a plan to govern hiring in a remote environment.	--	■
		• School leaders are proficient in recruiting, interviewing, and hiring staff remotely. • Underutilized staff will be re-assigned to serve core needs based on the plan being implemented. • Abney was fully staffed in June 2020 and therefore there is not currently a need to recruit, interview and hire additional staff.	■	■

Area	Item	Description	State	WCAA
		• Substitute teachers have been inventoried, and alternate staffing options have been developed, shall the need arise. • In partnership with local bargaining units, identify and modify staff positions that would enable high-risk staff to provide remote services. Not applicable, as there is no union.		
Budget	Budgeting	• School leadership developed four clearly defined plans based on various enrollment numbers and potential funding scenarios, along with potential impact on staff. Plans have been outlined and presented to the Board of Education. Board members support the projected budget scenarios. • The Academy's established budgeting process involves determining needs followed by alignment of funding sources with adherence to cost allowability of respective sources. • CARES funds have been integrated into the budgeting process to maximize dollars and have been fully allocated to support costs incurred due to COVID-19. • Staff will coordinate services with related service providers to identify and address new student and adult needs.	■	■
Operational Changes	Logistics	• Logistical expectations have been defined including attendance expectations and time on schooling will range from four to six hours per day by grade level for students. Teachers will work onsite, all day, five days a week. • Instructional resources and materials, aligned to logistical expectations will be provided to staff and students as feasible, devices, internet connectivity – teachers will be in classroom access to all, manipulative kits sent to scholars.	--	■
	Food Service	• A plan for nutrition services and student meals is in place, and includes a list of alternative meal options to families. • Food service processes, device distribution, delivery sites, and communication plans are in place.	--	■

Area	Item	Description	State	WCAA
	Policies & Procedures	• School leadership has communicated to relevant stakeholders including updates across all policies and procedures. • Student enrollment has been tracked all summer. • Attendance policy changes have been distributed to staff in accordance with U.S. of Labor's Families First Coronavirus Response Act: Employee Paid Leave Rights. • Student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. • A master list of any changes has been created for distribution at staff meetings. • Consultation with legal counsel will occur to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. • Abney is fully staffed, however, any new school will receive orientation on operations. • Planning documents have been established including 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. (See Appendix 1: Continuation of Learning Plan) • School leader collaborated with food service staff to ensure food handling changes are implemented based on public health guidance.		
Technology	Single Point of Contact	• A single point of contact has been identified to oversee all aspects of technology implementation including but not limited to planning, processes, support and communication. • Contact information for the technology single point of lead is included on Abney's intranet and website. • Family liaisons communicate with families regarding the use of technology.		
	Planning	• Abney is a one-to-one technology device academy going into the 2020-2021 school year. All students are equipped with a device to continue remote learning. Families have been surveyed on internet connectivity and hotspots have been deployed for families in need of connectivity. All families are ready for remote learning. • A technology plan that supports COVID-19, was implemented for the summer learning program and will continue for the school year. This plan includes guidance, training, support and job-embedded follow-up for educators to adapt remote learning for the classroom. • A plan for deployment of technology is in place that includes onsite drive thru and bus distribution. (if go from Phase 4 to 3) • Plan for transitioning from Phase 4 to Phase 3 ensure devices, materials and an established communication system has been established for quick implementation.		

Area	Item	Description	State	WCAA
	Procedures	• The review of relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology is underway.	--	■
		• Procedures for return and inventory of school-owned devices as part of a return to school technology plan have been developed. • A procedure for safely bagging devices collected is in place. • A procedure for sanitizing the devices prior to a repair or replacement evaluation is in place. • A procedure for ordering accessories that may be needed over the summer is in place. • A procedure for conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement is in place. • Communication of consistent procedures for return and inventory of school owned devices as part of a return to school technology plan is in place.	■	■
	Support	• A technology support plan for families was implemented for the summer learning program and will be continued in the fall. • On-site triage of staff and student devices to minimize the time that staff may be without a device is in place. • The Infrastructure Evaluation Process is underway and will be completed by July 31, 2020 • Testing of every Wi-Fi access point and wired network device is underway and will be completed by July 31, 2020.	■	■
	Inventory Control	• Abney attaches asset inventory tags and uses a scanning system to track devices for students and staff. • Abney uses a vendor to assist with processing, returning, and maintaining devices, when needed. • Abney is a one-to-one technology and deploys digital learning devices for onsite and virtual learning. • School and community access points and wired network devices are in the process of being checked for functionality and will be ready by start of school.	■	■
	Support	• Staff currently use applications and hotspots to monitor device usage and compliance with online learning programs. Vetting of potential software for more in-depth tracking is underway. • A technology support plan for families was implemented for the summer learning program and will be continued in the fall. • Teachers use Google Classroom to ensure students can submit assignments and evaluate assignments. • Abney has a robust professional learning program that includes staff training and follow-up support on platforms and tools. • 100% of students were equipped with Chromebooks and connectivity, if needed, to continue learning over the past four months.	--	■

Area	Item	Description	State	WCAA
	Continuous Improvement	• Abney organizes and centralizes online resources created, published, or distributed by teachers and staff on its website and through One Drive. This process enables staff to effectivity compile technology-facing lessons for inclusion in updated remote learning plans. • Abney staff have been piloting "Clever," a single sign-on platform for students, teachers, and staff. Students use QR codes for easy connectivity to digital resources provided by their teachers. • Teachers and staff will continue assessing technology issues through daily instruction and the review of tracking and inventory logs, as they did during the closure phase. Adjustments have already been made that include the purchase of headphones with microphones and improving accessibility to digital resources through the use of QR codes. • Technology issues and improvements have been noted and will be included as part of Abney's long-term technology maintenance plan.		
Transportation	Vehicle Inventory	• Buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses have been inventoried, and a transportation plan is in place for Phase 4 School options. School will have staggered start/end times to allow for two bus runs to maintain social-distancing on buses. • Buses are uniform in size and have been historically used for student transportation to and from school.		
	Bus Drivers	• Outreach has been conducted and 100% of the drivers will be returning resulting in a full transportation staff. • The School Leader continually seeks feedback from all staff, including bus drivers, on the needs of high-risk populations. • Abney's plan to address any shortage of drivers includes using the Transportation Director as a substitute and immediately posting open positions upon departure notification.		
	Procedures	• Procedures for bus drivers and students are informed by public health protocols. Daily temperature screenings will take place of drivers and students prior to entering bus, and all staff and students will be required to use hand sanitizer prior to entering. • Buses will be used to provide food service and delivery of instructional materials when necessary.		
	Collaboration	• Close collaboration between transportation and IEP teams will be in place to monitor changes to students' IEPs and all for implementation accordingly.		

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

Phase 5 Safety Protocols

Area	Item	Description	State	WACC
PPE: Face Coverings	Mask Types	• Students and staff will be allowed to wear homemade masks and/or disposable level-one (basic) grade surgical masks. • Students and staff will be provided homemade masks and/or disposable level-one (basic) grade surgical masks, if needed.	■	■
	Care of Masks	• Students and/or staff wearing homemade masks will be responsible for wearing a clean mask every day. • Students wearing disposable masks will be given a new mask prior to boarding the bus or entering the school building. • Staff opting for disposable masks will be issued a set of masks, if needed. • Onsite laundry facilities will be used for the washing of homemade masks, as needed.	■	■
	Staff	• All day, everywhere inside the school, except during meals or in personal spaces with no one else present. Outside within 6' of students.	■	■
		• Instructional staff will be provided anti-fog, clear face masks	--	■
	Bus Drivers	• Required during school transportation.	--	■
	PreK-6th Grade Student Requirements	• During Transportation. • Hallways. • Common areas except during meals.	■	■
	6th Grade Student Requirements	• Classrooms.	■	■
	Exceptions Staff and PreK-6	• Cannot medically tolerate a facial covering. • Is incapacitated. • Unable to remove covering without assistance.	■	■
	Staff who do NOT comply	• School Leader and Axios, third party Academy employer/HR department, will work collaboratively to follow the established disciplinary process in which employees will be held accountable for not following school requirements.	--	■
	Students who do NOT comply	• School staff will work collaboratively to follow the stablished disciplinary process in which students will be held accountable for not following school requirements	--	■
Hygiene	Systematically Procure, Stock and Replenish Supplies	• Soap. • Hand sanitizer with at least 60% alcohol • Paper towels • Tissues	■	■
	Handwashing Education	• Teach and reinforce proper handwashing techniques. • Post signs reinforcing proper handwashing techniques.	■	■
	Cough & Sneeze Education	• Educate on proper cough and sneeze techniques.	■	■

	Scheduled Handwashing	• Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.	■	■
	Sharing of Supplies and Personal Items	• Students will be issued adequate supplies to support individual use to limit sharing. • Students' personal items will be separated and in individually labeled cubbies, containers or lockers. • Classroom shared materials will be limited to small groups. • Supplies will be disinfected between use when shared.	■	■
	Hand Sanitizing Stations	• Handwashing and/or hand sanitizing stations are located at every interior and exterior doorway throughout the building (e.g. classrooms, offices, bathrooms, exterior entranceways). • Refill soap and hand sanitizers daily and upon request.	■	■
Spacing, Movement & Access	Building Access	• School employees and contractors will physically report daily for regular work hours for the purposes of conducting basic school operations such as remote instruction and cleaning and sanitizing the school. • Food service staff will be permitted to be physically present to prepare and distribute meals. • School building may continue to be used by licensed child care providers, if they follow state-issued emergency protocols.	--	■
	Classroom Furniture	• Given that some families are choosing 100% distance learning, class sizes will remain at a level that enables the Academy to space desks 6' apart in each classroom, and if not exactly 6' – close to 6' apart. • Students will be place at an opportune distance at long tables that allows for nearly 6' distancing. • Desks are arranged so they are facing the same direction, toward the front of the classroom.	■	■
		• Each student will be issued a clear, portable, three-sided sneeze guard (18" w x 14.5" d x 20" h) for his/her desk. • Students will bring their portable sneeze guards to small group instruction locations.	--	■
	Classroom Windows	• Open when 1) weather permitting and 2) no students with allergy-induced asthma are present.	■	■
	Classroom Space	• Abney already averages only 20 students per class. • Abney is offering two options for families: 1) 100% remote learning and 2) 100% face-to-face learning. This enables families to choose the option most comfortable for them and aligned to their needs. It reduces the overall number of students who will be physically present in the building each day and potentially affords us the opportunity to maintain 6' distancing within the classroom. • The Academy has purchased three-sided, clear individual sneeze guards for each scholar/desk (as well as for all staff working with the students).	■	■

		• Cohorts and stringent containment pods will be implemented throughout the school. (See Appendix 2: Structure of Cohort Containment Pod)		
	Staggered School Schedule (If adopted due to space limitations)	• Families are able to choose for scholars to be physically present at the school five full days/week, therefore, the Academy does not currently have a need to partner with community organizations to identify safe spaces where children can engage virtually.	■	■
	"Specials" Classes	• Teachers will rotate to classrooms, students remain in classroom within their pod. • PE classes will be held outside, weather permitting. • In inclement weather, physical education classes will be held in the classroom. Students will remain at their desks while the teacher shares lessons around health, nutrition and wellness.	■	■
	Students	• Students and staff have been divided up into cohort groups and will remain in their respective containment pods. (See Appendix 2: Structure of Cohort Containment Pod) • Students will be bussed by classroom/grade level, then escorted in through assigned doors to assigned classrooms in assigned hallways – using identified bathrooms within their containment pod. (See Appendix 2: Structure of Cohort Containment Pod) • Staff will be isolated to their containment pod – with teacher workstations and lunch/break stations set up within their pod.	■	■
	Teachers	• Teachers will maintain 6' apart from students, to the maximum extent feasible.	■	■
		• All teachers will be issued a clear, portable, three-sided sneeze guard (22"w x 14.5d x 24"h) for use in their respective teaching spaces (e.g. teacher desk, promethean board pedestal)	--	■
	Interventionists, Support Staff	• All interventionists and support staff issued a clear, portable, three-sided sneeze guard (22"w x 14.5d x 24"h) for his/her to use in their respective teaching spaces.	--	■
	Visitors	• Allowed in the building only under extenuating circumstances. • Require a wellness check for adults entering the building (temperature check and complete screening questionnaire). • Face covering and hand washing will be required for entrance. • Keep records (date and time) for all non-school employees / visitors entering and exiting the building.	■	■
	Signage	• Signs indicating proper social distancing will be posted throughout the building. • Floor tape or markers indicate 6' intervals where line formation is anticipated. • Post signs on restroom doors to indicate proper social distancing and hand hygiene techniques.	■	■
	Hallways	• Divided and marked for foot traffic to flow in one direction and to keep 6' between individuals where lines are anticipated.	■	■

		• Schedules are staggered to allow movements at incremental intervals to minimize the number of persons.		
	Waiting & Reception Areas	• Partitions are in place to separate people and social distancing. • Floor/seating markings are in place where lines/gatherings are anticipated.	■	■
		• One family will be allowed in the lobby at any given time. • Office is partitioned off from family waiting area.	--	■
	Doors	• Separate entrance and exit doors have been identified for each cohort/containment pod. (See Appendix 2: Structure of Cohort Containment Pod)	■	■
	Arrival & Dismissal of Students	• Staff monitor students to ensure direct transition from vehicle/bus to classroom and vice versa. • Students will be escorted daily by staff from transportation (bus and/or cars) to classrooms and vice versa.	■	■
Screening Students & Staff	Health Department	• The School Leader will cooperate with health officials regarding screening protocols for students and staff.	--	■
	Quarantine Area	• The Parent Room, located on the first floor of the Academy, has been designated as the quarantine area. • The security and behavior intervention staff will care for students who become ill at school. • Staff identified to care for ill students, including those with special needs, will be equipped with KN-95 surgical masks, gloves and sanitizer.	■	■
	Individuals with COVID-19 Symptoms	• Ill students will be provided surgical masks and/or KN-95 masks until they can be picked up, with the exception of students with special needs who are unable to wear a mask. • Staff caring for ill students will always wear a KN-95 mask. • Symptomatic students will be sent home from school. • Symptomatic students will remain at home until they have tested negative or have completely recovered according to CDC guidelines.	■	■
	Staff	• Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, staff will stay home.	■	■
		• Temperature checks will be performed by an automated, non-contact temperature kiosk with facial recognition as employees enter the building in employee-designated entrances. (See Appendix 2: Structure of Cohort Containment Pod) • Data will be stored, tracked and monitored per HIPAA. • The kiosk will alert School Leader if an employee does not pass the temperature screening.	--	■
	Monitoring Form	• Employees will complete an electronic wellness check questionnaire daily, each morning • Staff will have daily temperature checks by a hands-free, facial recognition kiosk.	■	■

		• School leader will be notified in real time if a fever is detected. • Data will be stored electronically and securely.		
	Students' Families	• Parents/guardians will be strongly encouraged to take 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. • In addition to family checks and monitoring, all students will have temperature checks by non-contact thermometers prior to boarding the bus and/or entering the school. • The Academy will inform families of COVID-19 symptoms and ask that they monitor their children for symptoms. 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. • Clear fact sheets with COVID-19 information and school expectations will be disseminated to families through paper and electronic modes of communication.	■	■
	Student Wellness Checks by School Staff	• Students riding the bus to school will have their temperature taken with a non-contact thermometer by the bus driver prior to entering the bus each day. • Bus drivers are required to wear face coverings and a face shield while performing temperature checks.	--	■
		• Students getting dropped off at school will have their temperature taken with a non-contact thermometer at the drop off location prior to entering the school. • Staff performing temperature checks are required to wear face coverings and face shields during temperature checks.	--	■
Testing Protocols	Students	• Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.	■	■
	Staff	• Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing. • Symptomatic staff sent home from school will remain at home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.	■	■
	Notification	• The Academy will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or cohort/containment pod 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 will be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.		
Responding to Positive Tests	Confirmation of COVID-19 Cases and Communication with Health Department	• The Academy will fully cooperate with Kent County Health Department if a confirmed case of COVID-19 is identified. • The Academy will collect contact information for any close contacts of the affected individual from two days before he/she showed symptoms to the time when he/she was last present at school to share with Kent County Health Department.	■	■
	Staff Training	• The Academy will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information because 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 will not participate in discussions or acknowledge a positive test).	■	■
	Possible Cases of COVID-19 and Communication with Health Department	• The Academy will notify health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws. • The Academy will collect data and contact information of those exposed to share with Kent County Health Department.	■	■
	Possible Cases of COVID-19 and Communication with Health Department	• Abney is prepared to transition its operating status to and between remote and/or face-to-face learning. This determination will be based on several factors including but not limited to: 1) number of cases, 2) number of close contacts (within 6' for 15+ minutes), 3) number of classrooms impacted, 4) number of containment pods impacted, and 5) total number of students and staff impacted.	--	■
	Contaminated Areas	• Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles, if possible. • Cleaning staff will wear a KN-95 surgical mask, gloves, and a face shield when performing cleaning.	■	■
Food Service, Gathering, and Extracurricular Areas	Activities	• Inter-school activities will be suspended. • After-school activities will be suspended.	--	■
	Food Service	• Food service personnel will prepare a week's worth of meals and distribute them daily at the school. • Bus drivers will deliver meals to various parts of the city each day to ensure families have equitable access to meals during remote learning.	--	■
		• School-supplied meals will be delivered to classrooms with disposable utensils. • Students will eat meals in the classroom to keep kids in their respective containment pods.	■	■

		• Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks. • Students, teachers, and food service staff will wash hands before and after every meal. • Utensils and leftover food will be disposed of in trash cans in hallway outside classrooms. Custodial staff will tie, double bag and dispose of the trash outside immediately after each meal.		
	Indoor Assemblies	• The Academy will not bring students together from more than one classroom for indoor assemblies.	--	■
	Large Scale Assemblies	• The Academy will not bring together more than 50 students. • Digital means will be used to offer telecasting of assemblies.	■	■
	Off-Site Field Trips	• Trips that require bus transportation to an indoor location will be suspended.	■	■
	Recess	• Recess will be held outside, whenever possible, with appropriate social distancing. • In the event of inclement weather, recess will be indoors. Students will remain at their desks and take part in a "brain break", including activities such as watching a movie, reading a book or playing a game. • Each class has been assigned an area in which they are able to use for outdoor recess, containment pods and cohorting will be maintained. (See Appendix 2: Structure of Cohort Containment Pod) • If, for any reason, more than one class is outside in the same space, students will wear facial coverings. • Students, teachers, and staff will wash hands before and after.	■	■
	Extracurricular Activities	• Facial coverings will be used at all times.	■	■
	All Events	• Students, teachers, and staff will wash hands before and after.	■	■
Athletics	Athletics	• Athletics are suspended.	--	
	Practice, Event and/or Gathering	• The Academy is a PreK-6 school, therefore complying with MHSAA and NFHS is not applicable. • Prior confirmation of healthy status and being symptom free are a pre-requisite for participation in any gathering, practice and/or event. • All participants and leaders will participate in proper hand washing hygiene techniques before and after.	■	■
	Large Scale Event	• No indoor spectator events will be held. • Outdoor spectator events limited to 250 people. • Social distancing for people not in the same household will be maintained.	■	■
	Equipment	• Equipment will be disinfected before and after use.	■	■

	Inter-School Competition (Not Applicable for Abney)	• Use facial coverings during transportation. • Clean and disinfect buses before and after use. • No sharing of equipment. • Individual water bottles clearly marked with name. • No handshakes, fist bumps, and other unnecessary contact. • Allow spectators using facial coverings and adhering to 6' social distancing. • Employ entry and exit points to prevent crowding.	■	--
	Training Activities (Not Applicable for Abney)	• No indoor physical conditioning activities that require shared equipment will be held. • Social distancing will be maintained for outdoor physical conditioning.	■	■
Cleaning	Cleaning Activities	• Practices and schedules are adjusted to maintain school building functional order.	--	
		• Gloves, surgical masks, and face shields will be worn by cleaning staff.	■	■
	Frequently Touched Surfaces	• Abney defined frequently touched surfaces as light switches, doors, doorknobs, benches, sanitizing stations, desks and bathrooms. • Cleaning staff will clean frequently touched surfaces at least every four hours with EPA-approved disinfectant or diluted bleach solution.	■	■
	Common Hands-on Rooms	• Abney defined common hands-on rooms include a behavior room in each cohort/containment pod to meet with a behavior interventionist. One student will be in the room at a time and it will be wiped down and sanitized between each student • No common hands-on rooms such as computer lab, library, gym and/or art rooms will be utilized. • Cleaning staff will clean after every class period with EPA-approved disinfectant or diluted bleach solution.	■	■
	Student Desks	• Given we have self-contained classrooms that students will remain in place for one full day, cleaning staff will clean at the end of each day with EPA-approved disinfectant or diluted bleach solution.	■	■
	Playground Structures	• Structures will be cleaned between each class to reduce spread of germs from one pod to the other, use of EPA-approved disinfectant is not necessary. • Abney will use EPA-approved disinfectants on play structures.	■	■
	Products/ Supplies	• The Academy will follow all guidelines and product safety measures to ensure safe and correct use including adequate ventilation and storage including away from children.	■	■

Busing & Student Transportation	Busing Operations	• Busing operations for students will be suspended. • Busing will be used solely for meal distribution.	--	
	Entrance	• Staff and students will use hand sanitizer before entry.		
	In Transit	• Windows will remain open to increase air circulation, weather permitting and if appropriate and safe.		
	Bus Drivers	• Wear face coverings, if medically feasible and safe. • Drivers who become sick during the day will be prohibited from driving the vehicle the rest of the day.		
	Staff	• Wear face coverings, if medically feasible. • Staff who become sick during the day will be prohibited from boarding the vehicle the rest of the day.		
	PreK-6 Students	• Wear face coverings, if medically feasible. • Students who become sick during the day will be prohibited from boarding the vehicle. • Parents/guardians and/or emergency contacts will be required to transport ill scholars home from school. • Shall an extenuating circumstance arise, staff caring for ill scholars in the quarantine room will transport ill children home, wearing full personal protection equipment, KN95 mask, face shield and gloves. Ill child will also wear a KN-95 mask and disposable face shield.		
	Cleaning	• Bus drivers will clean and disinfect before and after every transit route while no children are present. • Abney defined frequently touched surfaces in buses to include hard seats, arm rests, door handles, seat belt buckles, doors, windows, grab handles, steering wheel, light controls, and air controls. • Bus drivers will clean and disinfect frequently touched surfaces prior to morning routes and prior to afternoon routes. • Bus drivers will clean, sanitize and disinfect equipment (e.g. car seats, wheel chairs, walkers, adaptive equipment) daily, if equipment is being used. • Doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out, weather permitting.		
Med Vulnerable Students & Staff	Current Plans	• Healthcare needs of students will be systematically reviewed for accommodations needed. • Care plans will be updated as needed to decrease risk for exposure.		
	High-Risk Self-Identification	• Students/families will have an opportunity to self-identify as high-risk for severe illness due to COVID-19 and select to participate in the 100% remote learning program. • Staff will have an opportunity to self-identify as high-risk for severe illness due to COVID-19 by responding to an invitation sent to all staff to meet personally with the school leader to develop a plan of action for this school year.		

		• Abney is offering options for staff and families to participate in alternative learning arrangements or work reassignments (such as a 100% distance learning program).		
	Students	• The school's remote learning plan incorporates feedback and input from teachers, families, students, and school leaders to improve its effectiveness. Data gathered from the 100% distance learning summer school program has provided great insights into the development of the plan. • The revised remote learning plan will be shared with all involved stakeholders. All stakeholders have received communication along the way with status updates.	--	■
	Staff	• KN-95 masks will be provided to staff caring for children and providing any medical care that includes aerosol generating procedures (e.g. nebulizers). • Staff who are high-risk for severe illness will have an opportunity to minimize face-to-face contact and to maintain a distance of six feet from others, job responsibilities have been modified to limit exposure risk. For example, to teach in the distance learning program offered for families). • The Academy does not have a union; therefore, there is not a collective bargaining unit to engage in the process.	■	■

Phase 5 Mental & Social-Emotional Health

Item	Description	State	WACC
Mental Health Screening	• Every student will be screened for social, emotional and mental health wellness within the first few weeks that they return for learning—whether remote or in-person. Plans will be developed to navigate individual scholar needs by a team of relevant stakeholders (teacher, social worker, behavior support staff, culture/climate coach and special education coordinator and school leader when applicable. A trained professional will do a follow-up screening for students identified as most at-risk. Screenings will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will be provided based on age-appropriate approaches. Transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines will be shared.	■	■
	• Ongoing reporting protocols for school staff to evaluate physical and mental health status has been established. On-going referrals will be made throughout the year. • Teachers do daily social-emotional check-ins to ensure continued needs are met. • Student needs will be met by various staff members – teacher, social worker, behavior support staff, culture/climate coach, special education coordinator and/or principal based on the scholar's need. • The Social Worker will provide support virtually for established case load, as well as on an as-needed basis for others. • When appropriate, staff will make community referrals. • Family Liaisons will provide family support and help connect families to resources necessary throughout the continuation of services. • Interventionists will provide social-emotional support to students to reduce barriers to learning. • Interventionists and Family Liaisons will use a logging system to track discussions and support provided to students and families.	--	■
Training/Professional Development	• Given student demographics, over the past few years – Abney has provided professional learning around social-emotional learning, trauma-informed best practices, identification of students at risk and local referral protocols and tools and resources available to families. • The Academy will continue to focus on supporting staff to engage in self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.	■	■
Crisis Management Plan	• Staff guidelines for identification and rapid referral of at-risk students to support team have been identified. • Guidelines for identification and rapid referral of at-risk students will be communicated to all staff during the professional development prior to the start of the school year with scholars. • A comprehensive plan that leverages available internal and external/community-based resources (e.g., loss of student and/or staff member) in place. The school crisis management team will be activated.	■	■

Item	Description	State	WACC
Wellness Resources	• Abney has centralized mental health referrals, communications to families/ students, and public-facing wellness materials through the school social worker. • The Academy has a comprehensive list of resources available to both staff and students. It is provided in conjunction with screening activities, and references school and community wellness resources. The resources are shared with the whole school population. • Staff leverage MDE resources for mental health and wellness support. • The resources list is updated regularly. • Resources for staff self-care, including resiliency strategies, are provided for staff.	■	■
Communication	• The school social worker has been designated as a school-based, mental health liaison to work across the school, local public health agencies, and community partners. • The Academy has activated "family liaisons" as communication channels for school stakeholders to address mental health concerns resulting from COVID-19. • Every family is assigned a Family Liaison who checks in regularly to ensure mental and social-emotional needs are being met. Information is passed on to the school social worker who then supports the need. • Abney staff have continuous communication with parents and guardians, via a variety of channels, Topics covered include return to school transition information such as: a) Destigmatization of COVID-19; b) Understanding normal behavioral response to crises; c) General best practices of talking through trauma with children; and d) Positive self-care strategies that promote health and wellness. Resources are consistently shared with families.	■	■

Phase 5 Instruction

Area	Item	Description	State	WCAA
Governance	Remote Learning Plan	• A Return to Instruction and Learning work group, comprised of a broad group of stakeholders, was created and developed a Continuation of Learning Plan with instructional delivery options. The Special Education Coordinator was included in this group to ensure students with special needs are included in the plans. The Continuing of Learning Plan's core components remain the same for phases four and five. (See Appendix 1: Continuation of Learning Plan) • The Academy has gathered feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. • The Academy has clearly communicated expectations to school leaders and teachers around hybrid or remote instruction that includes: a) best practices for blended or remote learning; b) grade-level proficiencies; c) modes of student assessment and feedback; d) differentiated support for students; e) inclusion of social-emotional learning; and f) guidance around daily instructional time and workload per different grades bands to ensure consistency for students. • The Academy has set an instructional vision that ensures that every student will a) start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject; b) be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics; and c) have his/her academic and social-emotional needs addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. • Abney continues to revise the remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. • Abney has shared the remote learning plan with all involved stakeholders in case of a return to remote learning.	--	■
Instruction	Remote Instruction	• Abney is prepared to activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. The plan integrates synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. (See Appendix 1: Continuation of Learning Plan)	--	■
	Hybrid Instruction	• Abney is prepared to activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. (See Appendix 1: Continuation of Learning Plan)	--	■

Area	Item	Description	State	WCAA
	Instruction	• The Academy will implement grade-level curricula aligned to Michigan preK-6 standards. • Teachers will be supported by coaches and consultants to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. • Every student in grades preK-6 will be assessed during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given face-to-face, online or conducted virtually (depending upon which Phase we are in), to understand where students are academically and inform instructional decisions for teachers, students, and families. • The Academy will integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation in the Continuation of Learning Plan. • The Academy has established structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. • The Academy has met, and will continue to meet, student needs around accessibility and assistive technologies. • Continuation of services plans have been identified for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. • Students' IEPs, IFSPs, and 504 plans and been revised 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. Services will be aligned accordingly.	--	■
	Resources	• The Academy has a wide variety of standards-aligned tools and materials to support differentiation, intervention, and remote learning, based on students' needs. • Teachers will 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. • Access to standards-aligned, grade-level instruction including strategies to accelerate student learning has been provided. • Abney is now a 1-to-1 technology device school in which every student has been issued a Chromebook. • Based on survey results, Abney distributed hotspots to ensure every family has internet connectivity to support successful engagement in and completion of schoolwork. • Abney consistently offers every student scaffolds and supports to meet their diverse academic and social-emotional needs.	--	■

Area	Item	Description	State	WCAA
	Interventions & Support Services	• Commence intervention and support services. • Plans include all programs and learning environments. • Plans include special education. • Plans must include birth to five services and CTE. N/A • Secure support for students transitioning to postsecondary. N/A • The Academy inventoried intervention programs and services available to students and identified gaps. • The Academy implemented structures outside of the regular school day (and will continue to offer more options again, once the state moves into later phases of the pandemic), such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support. The Academy offered a robust, remote Summer Learning Program in summer 2020 to continue the momentum started spring 2020 of online learning to eliminate and/or reduce the COVID slide.	--	■
	Progress Monitoring	• The Academy has PLCs with the school leaders built into the plan to provide checkpoints around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration. • Staff review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. • Staff continuously monitor students' IEPs in partnership with teachers and parents to their evolving needs based on time away from associated services including OT, PT, and Speech while school building was closed.	--	■
	Attendance	• Staff monitor and track students' online attendance on a daily basis through PowerSchool. • Administration will track attendance and engagement daily and make phone calls daily to students not participating. Truancy policies and procedures are in place.	--	■
	Student Work	• Teachers will assess the quality of student work and provide feedback to students and families through google classroom. • Teachers will capture group reflection notes from lessons to guide next lessons. • Teachers will require students to self-assess the quality of work, reflect on teacher feedback, and learning progress.	--	■
	MDE	• The School Leader will consult MDE for digital resources and remain connected with MDE about policies and guidance.	--	■
Communication	Modes	• Abney has a clearly defined communication system to reach every family and student in their home language through multiple modes (text, all call, email, home visit and social media) including duration of closure and reopening.	--	■
	Information	• The school and teachers will share expectations around their child's return to school.	--	■

Area	Item	Description	State	WCAA
		• The school will provide clear information about schedules and configurations, if hybrid through US postal service mail and digital/online communication • The school and teachers will provide information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies. • The Academy will outline and communicate plans for each of the different school opening scenarios. • The Academy and teachers will communicate regularly with families in their home language about their child's progress and targeted plans for students in need of additional support.		
	Resources	• Throughout the summer learning program, online tutorials and materials on how to access and use the school's chosen digital systems and tools have been shared with families. The supports will continue to be shared with families throughout the year and on an "as-needed" basis. • Books, online supports, supplies, manipulatives, lists of things to do to learn from home and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child have been provided. • Scholars and families have had and will continue to have many opportunities to build digital literacy skills through provided resources. • There is also a technology support phone number that scholars and families can call for real-time support.	--	■
Professional Learning	Planning	• School leadership developed a plan for professional learning and training that strives to build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. • Abney staff received on-going, job-embedded professional learning throughout the summer because we opted to deliver a 100% remote summer learning program for kids who wanted to participate. Therefore, 48% of teachers have been learning and using tools and resources needed to deliver a distance learning program over the summer. They have participated in trainings, PLCs and coaching conversations. They are ready and proficient in the selected platforms, content and communication methods with students and families. • Professional development will be provided for two weeks prior to the start of the school year, and teacher experts who built capacity over the summer will provide support for colleagues. • Academy coaches will continue to provide job-embedded support as we move into the school year to support training for teachers in the chosen digital systems and tools and their use. • The Academy will continue to offer restorative supports for teachers and learning around equity and implicit bias, social-	--	■

Area	Item	Description	State	WCAA
		emotional learning, and culturally responsive education, as this has been a focus over the past few years.		
	Engagement	• Abney allows time for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.	--	■
		• Staff are provided time to engage in intentional curriculum planning and documentation to ensure stability of instruction, whether the school building is open or closed. • The Academy reached 96% of students in the spring. Staff will continue to identify the various engagement levels of each student and develop a plan to provide additional supports for those with lower engagement, if needed. • Staff are provided time to share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year. • Staff are provided time to identify students who potentially need additional support. • Staff are provided time to share knowledge and ideas around use and effectiveness of digital tools and resources that support remote learning.	--	■

Phase 5 Operations

Area	Item	Description	State	WACC
Facilities	Building	• Staff will continue to maintain the school building in good working order to prepare for the subsequent return of students. • Abney is a charter school and does not host elections. • Food Service personnel will prepare a week's worth of meals and distribute them daily at the school. • School leadership is exploring coordination of building use for the essential action related to child care.	--	■
	Building Audit	• Cohorts and containment pods have been established to adhere to social distancing. • The School Leader has: 1) determined the number of classrooms available; 2) identified the size of each classroom; 3) identified additional spaces available; 4) identified the ventilation in each classroom; and 5) assessed school security protocols and determined process changes for implementation.	--	■
	Access to Additional Facilities	• Abney is a single building. The School Leader audited additional space that could be used for learning and to ensure containment pods. The gymnasium has been partitioned to accommodate additional learning space and teacher workstations. The partitioning supports cohorting and containment pods. (See Appendix 2: Structure of Cohort Containment Pod)	--	■
	Cleaning & Disinfection	• The School Leader has audited necessary materials and secured a supply chain for cleaning and disinfection supplies. • The Academy has procured necessary cleaning and disinfection supplies. • Supplies have been received and are housed at the Academy. • If our supply chain becomes unavailable, staff will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of supplies. • School Leader will advocate for ISD-LEMP coordination.	--	■
		• School Leader procured wall mount and free-standing hand sanitizing stations. • Sanitizing stations have been received by the Academy. • Wall mount stations have been installed.	--	■
	Supplies	• Level-1 facial coverings, including those with a transparent front, for preK-5 teachers, students, and students with special needs, have been procured and will arrive by August 5, 2020. • Level-1 surgical masks for cleaning and janitorial staff have been procured and are scheduled to arrive by August 5, 2020.	--	■
		• Face shields for bus drivers, janitorial staff and for staff caring for ill students have been secured and housed at the Academy.	--	■
		• School leader has procured KN-95 face masks for staff use with symptomatic students and for cleaning contaminated	--	■

Area	Item	Description	State	WACC
		spaces, shall this event occur. KN-95 face masks have been secured and are housed at the Academy.		
	Guidance	• School Leader has provided school-level guidance for cleaning and disinfecting. Guidance included 1) items to be disinfected including core assets and frequently touched surfaces and 2) frequency for items and spaces. • School leadership will review weekly updates to cleaning protocols and alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected this guidance will be updated in real-time based on the status of community spread across local geographies. • The School Leader, in collaboration with custodial staff, developed walk-through lists for all spaces based on CDC guidance that will be signed off daily and weekly.	--	■
	Cleaning Process	• School cleaning and disinfection protocols will be executed according to the CDC School Decision Tree. • Custodial staff will be required to wear surgical masks when performing cleaning duties.	--	■
	Cleaning	• Custodial staff have received advanced training. • Continue deep cleaning has occurred over the summer.	--	■
	Building Maintenance	• HVAC systems are checked regularly to ensure they are running efficiently. There is a regular schedule in place that the HVAC system is checked every other week. Frequency will be updated based on the spread of the virus locally. • Air filters are changed regularly. • Wastebaskets, tissues, and CDC-approved soap will be distributed to every office and classroom so materials can be used upon entry and exit into any discrete location and during travel between sites. • Signage about frequent handwashing, cough etiquette, and nose blowing will be posted throughout the building. • Information on frequent handwashing, cough etiquette, and nose blowing will be distributed through various modes. • Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. • Facilities will continue to be maintained for return of school.	--	■
	Walk-Throughs	• School leader conducts and documents a facility walk-through with the custodial services team to ensure classrooms, common spaces, and the exterior are ready for staff and students.	--	■
	Arrival Protocols	• Student arrival protocols including how students arrive at and depart from school have been assessed and modified. All scholars either ride the bus or are dropped off by personal vehicles. Bus riders are escorted to their class together and drop off students are escorted as well.	--	■

Area	Item	Description	State	WACC
	Security Staff	• Staff will follow CDC protocols if interacting with the public.	--	■
Enrollment & Staffing	Student Outreach	• Staff have been engaged with students all summer through the summer learning program and have surveyed families as to who is returning. In addition, staff are personally reaching out to families who did not participate in summer school to determine re-enrollment status. • A remote learning environment has been established for all students, including those students with pre-existing conditions.	--	■
		• School Leader is personally contacting every family to interview them about which option they would like to choose if state and local requirements and guidance continue to allow for choice: 100% Remote, Hybrid, 100% Face-to-Face • Re-enrollment status will also be confirmed at this time.	--	■
	Staff Outreach	• Staff have been fully engaged all summer and have committed to returning. • The Academy is fully staffed, including administrators, educators, learning coaches, instructional and operational support staff.	--	■
	Planning	• Needs have been assessed and the Academy is fully staffed for all positions, roles and responsibilities will be modified based on the Phase and Plan that is implemented. There is a corresponding organizational chart for each phase/plan. For example, some certified staff who fill support roles will become the Distance Learning team for the families who opt for 100% Remote, while core teachers will provide the instruction for In-Person learning. Behavior Interventionists will become family liaisons. • Staffing plans account for teachers and staff who are not returning or are at risk (e.g., 65 years or have an underlying medical condition). • Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for – Not Applicable, as there is no union.	--	■
	Staffing	• Shall the need arise, Academy staff will work with MDE to understand flexibility with hiring and developing a plan to govern hiring in a remote environment.	--	■
		• School leaders are proficient in recruiting, interviewing, and hiring staff remotely. • Underutilized staff will be re-assigned to serve core needs based on the plan being implemented. • Abney was fully staffed in June 2020 and therefore there is not currently a need to recruit, interview and hire additional staff. • Substitute teachers have been inventoried, and alternate staffing options have been developed, shall the need arise.	--	■

Area	Item	Description	State	WACC
		• Where possible, and in partnership with bargaining unit, identify and modify staff positions, that enable high-risk staff to provide remote services. Not applicable, no union.		
Budget	Budgeting	• School leadership developed four clearly defined plans based on various enrollment numbers and potential funding scenarios, along with potential impact on staff. Plans have been outlined and presented to the Board of Education. Board members support the projected budget scenarios. • The Academy's established budgeting process involves determining needs followed by alignment of funding sources with adherence to cost allowability of respective sources. • CARES funds have been integrated into the budgeting process to maximize dollars and have been fully allocated to support costs incurred due to COVID-19. • Staff will coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.	--	■
Operational Changes	Logistics	• Logistical expectations have been defined including attendance expectations and time on schooling will range from four to six hours per day by grade level for students. Teachers will work onsite, all day, five days a week. • Instructional resources and materials, aligned to logistical expectations will be provided to staff and students as feasible, devices, internet connectivity – teachers will be in classroom access to all, manipulative kits sent to scholars.	--	■
	Food Service	• A plan for nutrition services and student meals is in place, and includes a list of alternative meal options to families. • Food service processes, device distribution, delivery sites, and communication plans are in place.	--	■

Area	Item	Description	State	WACC
	Policies & Procedures	• School leadership has communicated to relevant stakeholders including updates across all policies and procedures. • Student enrollment has been tracked all summer. • Attendance policy changes have been distributed to staff in accordance with U.S. of Labor's Families First Coronavirus Response Act: Employee Paid Leave Rights. • Student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. • A master list of any changes has been created for distribution at staff meetings. • Consultation with legal counsel will occur to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. • Abney is fully staffed, however, any new staff will receive orientation on operations. • Planning documents have been established including 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. (See Appendix 2: Structure of Cohort Containment Pod) • School leader has collaborated with food service staff to ensure food handling changes are implemented based on public health guidance.	--	■
Technology	Single Point of Contact	• A single point of contact has been identified to oversee all aspects of technology implementation including but not limited to planning, processes, support and communication. • Contact information for the technology single point of lead is included on Abney's intranet and website. • Family liaisons communicate with families regarding the use of technology.	--	■
	Planning	• Abney is a one-to-one technology device academy going into the 2020-2021 school year. All students are equipped with a device to continue remote learning. Families have been surveyed on internet connectivity and hotspots have been deployed for families in need of connectivity. All families are ready for remote learning. • A technology plan that supports COVID-19, was implemented for the summer learning program and will continue for the school year. This plan includes guidance, training, support and job-embedded follow-up for educators to adapt remote learning for the classroom. • A plan for deployment of technology is in place that includes onsite drive thru and bus distribution. (if go from Phase 4 to 3) • Plan for transitioning from Phase 4 to Phase 3 ensure devices, materials and an established communication system has been established for quick implementation.	--	■

Area	Item	Description	State	WACC
	Procedures	• The review of relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology is underway.	--	■
		• Procedures for return and inventory of school-owned devices as part of a return to school technology plan have been developed. • A procedure for safely bagging devices collected is in place. • A procedure for sanitizing the devices prior to a repair or replacement evaluation is in place. • A procedure for ordering accessories that may be needed over the summer is in place. • A procedure for conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement is in place. • Communication of consistent procedures for return and inventory of school owned devices as part of a return to school technology plan is in place.	--	■
	Support	• A technology support plan for families was implemented for the summer learning program and will be continued in the fall. • On-site triage of staff and student devices to minimize the time that staff may be without a device is in place. • The Infrastructure Evaluation Process is underway and will be completed by July 31, 2020. • Testing of every Wi-Fi access point and wired network device is underway and will be completed by July 31, 2020.	--	■
	Inventory Control	• Abney attaches asset inventory tags and uses a scanning system to track devices for students and staff. • Abney uses a vendor to assist with processing, returning, and maintaining devices, when needed. • Abney is a one-to-one technology and deploys digital learning devices for onsite and and virtual learning. • School and community access points and wired network devices are in the process of being checked for functionality and will be ready by start of school.	--	■
	Support	• Staff currently use applications and hotspots to monitor device usage and compliance with online learning programs. Vetting of potential software for more in-depth tracking is underway. • A technology support plan for families was implemented for the summer learning program and will be continued in the fall. • Teachers use Google Classroom to ensure students can submit assignments and evaluate assignments. • Abney has a robust professional learning program that includes staff training and follow-up support on platforms and tools. • 100% of students received Chromebooks and connectivity, if needed, to continue learning over the past four months.	--	■

Area	Item	Description	State	WACC
	Continuous Improvement	• Abney organizes and centralizes online resources created, published, or distributed by teachers and staff on its website and through One Drive. This process enables staff to effectivity compile technology-facing lessons for inclusion in updated remote learning plans. • Abney staff have been piloting "Clever," a single sign-on platform for students, teachers, and staff. Students use QR codes for easy connectivity to digital resources provided by their teachers. • Teachers and staff will continue assessing technology issues through daily instruction and the review of tracking and inventory logs, as they did during the closure phase. Adjustments have already been made that include the purchase of headphones with microphones and improving accessibility to digital resources through the use of QR codes. • Technology issues and improvements have been noted and will be included as part of Abney's long-term technology maintenance plan.	--	■
Transportation	Vehicle Inventory	• Buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses have been inventoried, and a transportation plan is in place for Phase 4 School options. School will have staggered start/end times to allow for two bus runs to maintain social-distancing on buses. • Buses are uniform in size and have been historically used for student transportation to and from school.	--	■
	Bus Drivers	• Outreach has been conducted and 100% of the drivers will be returning resulting in a full transportation staff. • The School Leader continually seeks feedback from all staff, including bus drivers, on the needs of high-risk populations. • Abney's plan to address any shortage of drivers includes using the Transportation Director as a substitute driver and immediately posting open positions upon notification.	--	■
	Procedures	• Procedures for bus drivers and students are informed by public health protocols. • Daily temperature screenings will take place of drivers and students prior to entering bus. • All staff and students will be required to use hand sanitizer prior to entering the bus. • Buses will be used to provide food service and delivery of instructional materials when necessary.	--	■
	Collaboration	• Close collaboration between transportation and IEP teams will be in place to monitor changes to students' IEPs and all for implementation accordingly.	--	■

Appendix 1: Continuation of Learning Plan

	Phases 1-3	Phase 4 and Phase 5	
Operating Status	100% Remote	100% Remote	100% Face-to-Face
Determination	Mandated	Choice Option	Choice Option
Essential Elements	• Scheduled online learning with class • Real-time instruction with teacher • On-your-own instruction • Relationship building • Differentiated support • Workload per different grade bands • Assessments – Formative and Summative • Integration of social and emotional learning	• Scheduled online learning with class • Real-time instruction with teacher • On-your-own instruction • Relationship building • Differentiated support • Workload per different grade bands • Assessments – Formative and Summative Integration of social and emotional learning	• In-person learning five days a week • Small class sizes • Individualized interventions and support • "Specials" classes without moving to a different room • Cohort Containment Pod (See Appendix 2: Structure of Abney's Cohort Containment Pod)) • Assessments – Formative and Summative
Materials for Scholars + Families	• Learning packet • Online resources • Compilation of community resources		• Manipulatives • Online resources • Compilation of community resources

Common Components for All Phases

Curriculum
• Common Core State Standards in Reading, Mathematics, Social Studies, and Science • Next Gen Science Standards

Technology
• Chromebook • Installed applications • Mouse • Headphones with mic • Mobile hotspot (provided based on need) • Tech support phone number • Support by Family Liaison

Teacher Resources
• Eureka Math • ReadyGen Reading • Heggerty • Phonographix • MAISA Social Studies • Mystery Science • Text Connections • Applications / websites • Access to classroom for lesson preparation and virtual student engagement • Audio/video technology • Professional Learning Communities • Strategic professional learning • Instructional Support Staff

Instructional & Support Platforms
• Google Classroom • Near Pod • Clever • PowerSchool

Essential Elements
• Establishment of an organizational structure that meets the Continuation of Learning Plan

Appendix 2: Structure of Abney's Cohort Containment Pod

Appendix 3: Workplace Preparedness Plan

In accordance with Executive Order 2020-161 (rescissions of Executive Orders 2020-97, 2020-114 and 2020-145), William C. Abney Academy ("The 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.

Employees with questions are encouraged to contact Paul Adams, School Leader, via phone at (616) 552-7033 and/or email at padams@thewcaa.org.

This Plan is maintained and posted at all Academy locations. In addition, within two week of resuming in-person activities, the Academy's Plan will be made readily available to employees via website, internal network and/or hard copy. Human Resources will maintain documentation of all required notifications.

Worksite Supervisors

The Academy designates the following worksite supervisors/employees to implement, monitor, and report on this Plan: 1) Paul Adams, School Leader; 2) Angela Graham, Coordinator of Special Populations; 3) Jill LeBlanc, Culture and Climate Coach; and 4) Lucy MacIntosh, Learning Coach. At least one supervisor will remain on site at all times when employees are present on site. The Academy will designate additional individuals as needed. An on-site employee may be designated to perform the supervisory role.

Communication and training on COVID-19 infection control practices will be in the primary languages common in the employee population.

The Academy will place posters in the languages common in the employee population that encourage staying home when sick, cough and sneeze etiquette, and proper hand hygiene practices.

Training

The Academy will provide COVID-19 training to employees that covers, at a minimum:

- Workplace infection-control practices
- Proper use of personal protective equipment
- Steps the employee must take to notify the Academy of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19
- How to report unsafe working conditions

Employees return a signed acknowledgement to Human Resources, confirming their receipt and review of the information.

Employees' Self-Monitoring

The following employees should **not** report to work and, upon timely notification to their supervisor and Human Resources, will be removed from the regular work schedule:

- Employees who are currently and atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting, whether or not accompanied by a formal COVID-19 diagnosis;
- Employees who, in the last 14 days, have had close contact with and/or live with any person having a confirmed COVID-19 diagnosis; and
- Employees who, in the last 14 days, have had close contact with and/or live with any person who is atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting.

Daily Entry Self-Screening

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

Employees are asked the following questions before entering the worksite:

1. Are you currently and atypically suffering from any of the following symptoms – fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting?

    a. Once a touchless thermometer is available, temperature checks are performed.

    b. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until employee is permitted to return to work as defined below.

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

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

3. Have you travelled internationally in the last 14 days?

    a. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until at least 14 days after the return from travel.

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

Employees who develop symptoms during their shift must immediately report to their supervisor and/or Human Resources.

The Academy's Human Resources maintains documentation related to daily screenings.

Social Distancing

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

Only critical infrastructure workers performing necessary work, or workers permitted by Executive Order to resume duties, are directed to report on-site. For such workers, 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 postponed, cancelled or held remotely;
- Employees are encouraged to maintain physical distance even when on break, as well as before and after working hours;
- Employees are required to maintain physical distance when reporting to work, clocking in, leaving work, and clocking out;
- The Academy utilizes ground markings, signs, and physical barriers, as appropriate, to further facilitate social distancing;
- Employees' work stations are no fewer than six feet apart;
- Whenever possible, the Academy utilizes flexible and/or rotational scheduling, including staggered start and break times, to limit the number of employees simultaneously working on-site;
- The Academy assigns employees to dedicated entry points to reduce congestion at the main entrance;
- The Academy provides visual indicators of appropriate spacing for employees throughout the premises and outside of the dedicated entry points in case of congestion;
- The Academy restricts usage of non-essential common space;
- The Academy utilizes physical barriers, where possible and appropriate, separating work stations from cafeteria tables;
- The Academy turns off water fountains;
- The Academy posts this Plan to emphasize the importance of personal hygiene;
- Employees' 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 and in-person visits are postponed or cancelled.

Face Coverings / Masks

The Academy provides employees with, at a minimum, non-medical grade face coverings, as well as appropriate personal protective equipment ("PPE") (e.g., face shields, face masks). Masks must be worn by employees when in shared spaces (e.g., in-person meetings, restrooms, hallways), and if they consistently maintain fewer than six feet of separation; face shields must be worn by employees if they

consistently maintain fewer than three feet of separation. PPE is available in staff and teacher workstations and, when used, must be disposed of trash containers at the workstations.

Those staff identified to care for ill students in the quarantine area will be provided N95 masks.

Cleaning

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

- Where possible, increasing ventilation rates and circulation throughout the worksites
- Implementing a cleanliness plan and infection-control measures in accordance with EPA Guidance for Cleaning and Disinfecting, performing routine environmental cleaning and disinfection with an EPA-approved disinfectant, especially of common areas and frequently touched surfaces;
- Where available, providing hand-washing and/or hand-sanitizing stations in high-traffic areas to enable easy access by employees.
- Adopt protocols to clean and disinfect the facility in event of a positive COVID-19 case in the workplace.
- The Academy identifies the following locations as high-risk areas: hallways, restrooms, main office, elevators, stairwells and teacher workstations. Employees must maintain social distancing when occupying and/or passing through these areas. Specific measures to be taken based upon the Academy's particular high risk areas include:
  - Workstations – Maximum capacity of three teachers in the teacher workstations at one time and required to wear masks and maintain six feet social distance
  - Lunch – one teacher at a time in the workstation
  - Main Office – Window installed to separate staff from visitors; visitors restricted to one family at a time

The Academy provides employees with cleaning and disinfecting supplies that can be found in the staff and teacher workstations and storage closets.

Additional Infection-Control Measures

Employees are expected to minimize COVID-19 exposure by:

- Cleaning work stations at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees' phones, desks, offices, or other work tools and equipment;
- Frequently cleaning and disinfecting tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Discontinuing the use of hand dryers;
- Utilizing hand sanitizer 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 to designated Plan supervisors and/or Human Resources;

- Complying with the Academy's daily screening processes;
- 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.

Worker Exposure Classification

Employees' "worker exposure" is classified as medium risk by the Occupational Safety and Health Administration's 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 efforts: installing physical barriers where feasible, limiting exposure to the general public, and minimizing face-to-face contact.

Employee Identified with a Confirmed Case of COVID-19

When the Academy receives notification of a confirmed COVID-19 diagnosis, the Academy immediately notifies the Kent County Public Health Department.

Within 24 hours, the Academy will notify any co-workers, contractors, or suppliers who may have come into contact with the person with a confirmed case of COVID-19.

An employer will allow employees with a confirmed or suspected case of COVID-19 to return to the workplace only after they are no longer infectious according to the latest guidelines from the Centers for Disease Control and Prevention ("CDC") and they are released from any quarantine or isolation by the local public health department.

Response Plan for Dealing with a Confirmed Infection in the Workplace

An employee with a COVID-19 diagnosis or who displays symptoms consistent with COVID-19 must be immediately removed from the worksite.

In response to a confirmed diagnosis or display of COVID-19 symptoms, as defined by the Daily Screening process, by any individual who worked at or visited the worksite, the Academy:

- Informs all employees, owners, contractors, or suppliers who may have come into contact with the diagnosed/symptomatic individual in the 48 hours preceding the onset of symptoms of a potential exposure;
- Keeps confidential the identity of the diagnosed/symptomatic individual; and
- Implements its response plan and cleaning and disinfecting protocols, including shutting down appropriate areas of the premises, increasing ventilation, and conducting a deep cleaning of both the diagnosed/symptomatic individual's workstation and those common areas potentially infected by the individual.

All employees who worked in sustained, close proximity to the diagnosed/symptomatic individual (i.e., those employees who worked within six feet of the diagnosed/symptomatic individual for at least ten minutes) in the 48-hour timeframe are also removed from the worksite for at least 14 days; however, should these exposed employees 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.

The Academy's Human Resources Department confidentially maintains a central log of diagnosed/symptomatic employees. If applicable, the Academy notifies school leadership, contractors or owners of confirmed COVID-19 diagnoses among workers on premises.

The Academy's Human Resources maintains documentation related to exposure notifications.

The Academy completes 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." If an employee 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.

Return-to-Work Requirements

Employees who were themselves diagnosed with COVID-19, or experienced symptoms thereof, as defined by the Daily Screening process, may only return to work upon confirmation of the cessation of symptoms and contagiousness, proof of which may be acquired via the test-based strategy or the symptom-based strategy.

The test-based strategy is preferred but relies upon the availability of testing supplies and laboratory capacity. Under this strategy, employees may discontinue isolation and return to work upon achieving the following conditions:

- Resolution of fever without the use of fever-reducing medications;
- 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 and in accordance with the current FDA/CDC-recommended procedure.

Under the symptom-based strategy, employees may discontinue isolation and return to work upon achieving the following conditions:

- At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications;
- Improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**
- At least 10 days have passed since symptoms first appeared.

Employees who came into close contact with, or live with, an individual with a confirmed diagnosis or symptoms may return to work after either 14 days have passed since the last close contact with the diagnosed/symptomatic individual, or the diagnosed/symptomatic individual receives a negative COVID-19 test.

Employees are typically required to submit a release to return to work from a healthcare provider; given the current stressors on the healthcare system, the Academy may accept written statements from employees confirming all the factors supporting their release.

Workplace Flexibilities and Potential Benefits for Employees Affected by COVID-19

In accordance with Executive Order 2020-36, and any executive orders that follow it, the Academy is prohibited from discharging, disciplining, or otherwise retaliating against employees who stay home or who leave work when they are at particular risk of infecting others with COVID-19.

The Academy is temporarily suspending the assessment of all attendance points for eligible employee absences. In addition, employees may be eligible for paid and unpaid leaves of absence. Employees may be permitted to utilize available paid-time off provided under the Academy's policy concurrently with or to supplement any approved leave.

FFCRA

Employees may qualify for two different types of paid leave under the Families First Coronavirus Response Act ("FFCRA").

Under the Emergency Paid Sick Leave Act ("EPSLA"), employees may seek up to two weeks (i.e., 10 business days) of paid leave for the following reasons:

1. Subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. Advised to self-quarantine due to concerns related to COVID-19;
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis;
4. Caring for an individual subject to a quarantine or isolation order or advised to self-quarantine due to concerns related to COVID-19;
5. Caring for a son or daughter whose school or childcare provider is closed or unavailable due to COVID-19 precautions; and
6. Experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretary of the Treasury and the Secretary of Labor. (Please note, the Secretary of Health and Human Services has not defined conditions which trigger this subpart under the EPSLA.)

For full-time employees, two weeks of leave equates to 80 hours; for part-time employees, two weeks of leave equates to a number of hours equivalent to the number of hours usually worked in a two-week period.

Paid leave for reasons 1, 2, and 3, above, is paid at the employee's regular rate of pay, capped at $511/day. Paid leave for reasons 4, 5, and 6, above, is paid at a rate equivalent to two-thirds of an employee's regular rate of pay or minimum wage, whichever is greater, capped at $200/day.

Under the Emergency Family and Medical Leave Expansion Act, employees may seek up to twelve weeks of leave to care for a son or daughter whose school or childcare provider is closed or unavailable due to COVID-19 precautions. The first two weeks of leave, which run concurrently with the EPSLA leave, may be unpaid; the remaining ten weeks of leave are paid at a rate equivalent to two-thirds of an employee's regular rate of pay or minimum wage, whichever is greater, capped at $200/day.

Employees who require leave beyond the EPSLA 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/symptoms, may be eligible for unpaid leave under Executive Order 2020-36 until permitted thereunder to return to work.

Unemployment Compensation Benefits

Under Executive Order 2020-76, and the federal CARES Act, unemployment compensation benefits are expanded in terms of eligibility, amount, and duration.

Employees 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 14 days 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).

FMLA and ADA

Employees 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 an employee 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 employee to work remotely (if reasonable) or work an alternative schedule.

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.

Acknowledgement

By signing below, Employee acknowledges receipt of and training on the following:

- Workplace infection-control practices
- Proper use of personal protective equipment
- Steps the employee must take to notify the Academy of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19
- How to report unsafe working conditions

Employee understands it is his/her responsibility to review and understand the above. Employee acknowledges and agrees that he/she will comply with all safety and COVID-19 procedures implemented by the Academy.

_____ _____

Employee Date