



## **Detroit Achievement COVID-19 Preparedness and Response Plan**

**Address of School District:** 7000 W Outer Dr, Detroit, MI 48235

**District Code Number:** 82700

**Building Code Number(s):** 01968, 03032

**District Contact Person:** Kyle Smitley

**District Contact Person Email Address:** [kyle@detroitachievement.org](mailto:kyle@detroitachievement.org)

**Local Public Health Department:** Detroit Health Department

**Local Public Health Department Contact Person Email Address:** [dhdoutbreak@detroitmi.gov](mailto:dhdoutbreak@detroitmi.gov), [youngke@detroitmi.gov](mailto:youngke@detroitmi.gov) (Dr. Kenetra Young)

**Name of Intermediate School District:** Wayne RESA

**Name of Authorizing Body:** Grand Valley State University

**Date of Adoption by Board of Directors:** August 4th, 2020 (anticipated)



### **Assurances**

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

President of the Board of Directors

8/4/2020

Date



## **Introduction and Overview**

Now more than ever, our missions must be the single biggest driver of every step forward:

**Detroit Achievement Academy** exists to holistically support the education and development of students who have the determination, drive, and skills to shape their own path of high achievement with the ultimate goal of creating civically engaged, joyful citizens who are ready to change the world.

**Detroit Prep** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

In fact, the events of the last several months have reaffirmed the power of our missions' core elements: holistic, equitable, learners, leaders, joy, and world-changers. During distance learning at Detroit Achievement Academy and Detroit Prep, we have seen our teachers bring our mission to life, doing everything they can to provide the best education possible -- delivering materials to homes, reading stories with students on Zoom, and providing daily feedback on high-quality work. At the same time, this work has not been easy. In order to live our mission and truly support our students and families, we've adjusted our operations to also distribute chromebooks and hot-spots, to deliver groceries, and to pay rent and phone bills. Our collective technical expertise is limited. Some of our most vulnerable students have been hard to reach and engage.

We also need to face the facts. Many of these challenges existed before our schools closed. Pre-COVID-19, families lacked technology and suffered from food insecurity. Our most vulnerable students often sat silently in our classrooms and were chronically absent. COVID-19 did not cause these challenges, but it has made many of them unavoidable.

Ultimately, COVID-19 is a reminder that our mission transcends our building. Next year, our diverse community may need to stay six feet apart, our intentional, structured classrooms may need to be a kitchen table, and our rigorous, joyful curriculum may need to live on a Chromebook screen. Nevertheless, our job will be to build a foundation of knowledge and habits for high school, college, and life.



**In deciding how to embark on fall planning, we relied on experts, professional organizations, state and local health departments and community members.** We spent a lot of time in research, comparing various countries' and states' return to school plans. We spent numerous hours pouring over the CDC guidance, State of Michigan guidance and City of Detroit guidance. We surveyed our parents and families, offering a variety of means to communicate thoughts and opinions on school reopening plans. Our teachers and leadership teams participated in planning activities to determine which teaching models could best align with our mission and vision during different reopening scenarios. We sent drafted reopening scenarios to our school community for feedback

**As we set out to plan for fall, we are continuing to focus our efforts in the following priority areas.** Any design will also account for priorities established by our District during our COVID-19 response in the 2019-2020 school year. Pictured below, these plan elements include family engagement, food and housing security, mental health and wellness considerations, and access to technology and internet.

#### **Priority 1 - Student and Family Well-Being // Health and Safety**

Any design and plan must account for the safety of students, families, and staff. There are many stakeholders to consider: from immune-compromised students, to staff members with at-risk relatives at home. Prioritizing health and safety does **not** mean solving for or eliminating every risk for our community; however, it does mean making smart, feasible decisions that prioritize community safety. This might include offering families choices, investing in safety equipment, and creating multiple daily schedules.

In a diverse community, there are gaps in opportunity, equity, access, and achievement. Our mission needs to be to close these gaps. First and foremost, we must make sure all families have access to technology, materials, basic healthcare, and food. Likewise, we need to recognize that family capacity and priorities will be different and that is okay. In an effort to please everyone and disappoint no one, too many school districts across the country have designed very anemic academic programs. (See CRPE summary of districts across the country). Ultimately, we need to design for the majority of our community and make deliberate choices to close gaps and prioritize at-risk students and families. We know that students (and adults) will consistently rise to the level of our expectations, so we need to simultaneously raise our expectations and listen to what families need and want.

Any design will prioritize adherence to health and safety guidelines and mandates presented by the Centers for Disease Control and Prevention and the State of Michigan, including distancing, hand-washing, and sanitizing.





## PRIORITY 1: STUDENT AND FAMILY WELL-BEING

### COVID-19 PRIORITIES AND RESPONSE PLAN

#### ENGAGEMENT

DAA/DP FAMILIES KNOW TO USE OUR SCHOOLS AS A WAY TO ACCESS A WIDE RANGE OF NEEDS AND UTILIZE US AS A RESOURCE.

- 100% of families are surveyed on their needs by their crew leader and/or social worker at least once per week
  - DAA/DP follows up on all identified needs
- DAA/DP continuously updates our publicly shared living document of resources
- DAA/DP teams actively seek no- and low-contact resource pickup and delivery for families
  - DAA serves as a Gleaners hub for 300 kits (each kit provides two weeks of food and groceries per child)

#### EMERGENCY FUNDS

DAA/DP SERVES AS A FINANCIAL RESOURCE FOR THE DAA/DP COMMUNITY DURING THIS ECONOMIC CRISIS.

- By April 15th, DAA/DP will launch emergency financial assistance loans (at a 0% interest rate) to all families
- All approved families will receive resources/funding within 72 hours of approval

#### FOOD

ALL DAA/DP FAMILIES HAVE NECESSARY PROVISIONS.

- 100% of families who express food insecurity are provided with food
  - Food acquisition is confirmed by DAA/DP teams

#### HOUSING

ALL STUDENTS AND FAMILIES HAVE SHELTER AND ACCESS TO WATER.

- 100% of students and family members are sheltered
- DAA/DP maintains an updated understanding of 100% of students' housing situations and serves to bridge transitions
- DAA/DP facilitates showers (onsite) and laundry (offsite) for families in need

#### COUNSELING

ALL STUDENTS' AND FAMILIES' COUNSELING NEEDS ARE MET.

- 100% of students or family members who request counseling receive it from DAA/DP or from a partner organization
  - Acquisition of services is confirmed by DAA/DP

#### TECH & INTERNET

ALL DAA/DP STUDENTS HAVE ACCESS TO THEIR LEARNING.

- 100% of families/students who report tech and internet problems are supported to fix them within 1 week (tech) and 2 weeks (internet) (to the extent possible given external limitations)

## Priority 2 - Academics and Student Learning // Joyful, Rigorous Curriculum

COVID-19 will impact the “how” of instruction, which makes the “what” even more important. Plainly, we need to find a way to make sure every activity that we put in front of our students is high-quality and vetted. More than ever, a carefully curated and aligned curriculum can make a difference. This will likely require alignment across our entire community about what activities are essential and how to best engage with them.

Any design will prioritize use of high-quality, student-centered curriculum geared to engage the whole child. Through frequent assessment, our leadership teams will continually evaluate student mastery of core content and standards. Leadership will also leverage student support systems across any design including resource room services, speech and language services, academic intervention, and school social work. Any design will also account for priorities established by our District during our COVID-19 response in the 2019-2020 school year. Pictured below, these plan elements include student engagement, student learning, continuous improvement and teacher engagement and support.



## PRIORITY 2: ACADEMICS AND STUDENT LEARNING

### COVID-19 PRIORITIES AND RESPONSE PLAN

#### STUDENT ENGAGEMENT

ALL DAA/DP STUDENTS HAVE ACCESS TO AUTHENTIC AND MEANINGFUL LEARNING OPPORTUNITIES.

- DAA & DP teams work to increase the number of students who are completing their work each week.
  - 80% of students complete all modules each week
  - 90% of students complete at least half of their modules each week

#### CONTINUOUS IMPROVEMENT

ALL DAA/DP STAFF MEMBERS CONTINUOUSLY IMPROVE OUR CRAFT, PARTICULARLY IN A NEW ENVIRONMENT.

- 100% of teachers provide evidence of continuous improvement in their practice each week (i.e. demonstrating increased student engagement; new, creative ways of engaging students in academics; new tools/systems attempted, completed professional development, etc.)
- 100% of our staff participates in weekly/bi-weekly Professional Development
- 100% of our staff participates in a learning cohort/Professional Learning Community to improve in one specific area using resources compiled from outside partners by June 2020

#### STUDENT LEARNING

ALL DAA/DP STUDENTS ARE PROVIDED FEEDBACK AND ASSESSED ON THEIR GROWTH ON A WEEKLY BASIS.

- 100% of students who complete modules are informally assessed through weekly module practice
- 100% of students who complete modules are formally assessed through exit ticket data analysis
- 100% of students have access to teachers through daily virtual office hours or by phone
- 100% of teachers are using data collected weekly to identify students who need additional support using the form on individualized tutoring sessions
- 100% of SpEd students are receiving the maximum level of services and supports that we are able to reasonably provide them remotely

#### TEACHER ENGAGEMENT & SUPPORT

ALL DAA/DP TEACHERS ARE PROVIDED WEEKLY FEEDBACK AND OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT.

- 100% of staff participate in weekly whole-team check-ins
- 100% of teachers maintain weekly check-ins with instructional coach
- 100% of teachers receive coaching feedback based on exit ticket data analysis on a weekly basis
- 100% of teachers receive module feedback during check-ins on a weekly basis in need

### Priority 3 - Plan and Prepare for the Future // Build Adult Capacity

The city and country's response to COVID-19 is likely to remain fluid and unsettled for some time. We may start with on-site learning with social distancing and then have to transition quickly to fully remote teaching. We must have a plan that allows adaptations to happen quickly and with very little learning loss. In all likelihood, this will mean building internal capacity so teachers, families, and students can execute new models as seamlessly as possible. For leaders, it will mean creating mechanisms to collect data and learn from bright spots, assess and evaluate needs quickly and continuously. This year will also require an unprecedented level of communication and partnership between schools and families. One of the lessons from this Spring was the importance of strong relationships. Moving forward, we'll need to think of innovative ways to enlist family support and communicate with them regularly, including social media, text or Remind updates, surveys, and our own websites.

Within our community, the needs and concerns of individual staff and families will differ. For example, a single parent with an immune-compromised relative in the house will have a very different risk threshold than a two-adult household wherein both parents have been taking Zoom meetings while children play in the background. Similarly, staff will approach a return to work with different levels of comfort and staff duties may need to change. In general, we will prioritize designs that work for most families. This will include continuing to give regular surveys to gauge stakeholder priorities. As a community, we will need to recognize that nothing works for everyone and so we should flex and respond accordingly.



Any design will prioritize the maintenance of a full, highly-qualified staff. Any design will bear different weights and impacts on our school level budgets, increasing the need for a flexible, team-focused mindset amongst staff.



## **PRIORITY 3: PLAN AND PREPARE FOR THE FUTURE**

### **COVID-19 PRIORITIES AND RESPONSE PLAN**

#### **STAFFING & RECRUITMENT**

DAA & DP ARE FULLY STAFFED FOR THE 2020-2021 SCHOOL YEAR.

- 100% of offers to current teammates are extended by mid-April
- 100% of open spots are filled by mid-July

#### **ENROLLMENT**

DAA & DP CONTINUES TO ENGAGE PROSPECTIVE FAMILIES AND ARE FULLY ENROLLED FOR THE 2020-2021 SCHOOL YEAR.

- In-person tours are cancelled and dynamic virtual family tours are scheduled, promoted, and developed
- Full enrollment is achieved by mid-July

#### **BUDGET**

DAA & DP CREATES AND SUBMITS ON TIME A HEALTHY BUDGET.

- 100% of staff and vendors are paid in full throughout the COVID-19 crisis
- Conservative budget is successfully passed by the Board in May

#### **AFTER-CARE ENRICHMENT**

DAA & DP CONTINUES TO CULTIVATE EXTERNAL PARTNERSHIPS TO PROVIDE A WELL-ROUNDED AFTER-SCHOOL PROGRAMMING FOR STUDENTS IN THE 2020-2021 SCHOOL YEAR.

- All after-care enrichment partners for the fall cycle are confirmed and scheduled by August 2020

#### **HIGH SCHOOL TRANSITION (DAA)**

THE MIDDLE SCHOOL TEAM AT DAA CONTINUES TO SUPPORT ALL 7TH AND 8TH GRADERS AS THEY PREPARE AND PLAN FOR THEIR TRANSITIONS TO HIGH SCHOOL.

- 100% of 8th graders have a high-quality portfolio and have begun scheduling shadowing days, interviews, etc.
- 100% of 8th graders have and are executing a study plan for high school placement tests by June 2020
- 100% of 7th graders have begun building a high-quality portfolio and discussing high school options with their families and middle school team by November 2020



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

### **Phase 1, 2, or 3 Safety Protocols**

Detroit Achievement Academy (DAA) and Detroit Prep (DP) school buildings will be closed for in-person instruction and to anyone other than district employees or contractors necessary to conduct minimum basic school operations during Michigan Safe Start Phases 1, 2 or 3.

Detroit Achievement Academy and Detroit Prep buildings will not be used by licensed child care providers during Michigan Safe Start Phases 1, 2, or 3.

Detroit Achievement Academy and Detroit Prep employees and contractors will be minimally physically present, only in the case of urgent or emergency school operations situations. In the event of an essential action or emergency, it will be the responsibility of the Executive Director, Director of Special Projects, Director of Operations and Compliance, Heads of School and Directors of Lower and Upper Schools to respond, or create further contingency plans.

Cleaning staff will continue to operate daily. Daily checklist items will include sanitizing all desks, chairs, tables, surfaces and fixtures, sweeping, mopping, removing trash, washing windows, dusting, bathroom cleaning and sanitizing.

Detroit Achievement Academy and Detroit Prep will partner with food service providers and local agencies to ensure all eligible students maintain access to food. Social work staff will continue routine contact with families to ensure access to any necessary resources.

Bussing and student transportation operations will be suspended.

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

While Detroit Achievement Academy and Detroit Prep remain closed to in-person instruction, the schools will continue to leverage social work staff to assess and evaluate mental and social-emotional health of students during school closure. Each school's lead Social Worker will serve as the mental health liaison for the school.

School staff will continue to discuss and identify students who may be struggling with mental or social-emotional health issues. Social work staff will help train teachers and administrators in identifying students who may benefit from assessment or assistance. Mental and social-emotional health referrals will also be solicited from families and followed-up on by



social work professionals. Social work staff will assess referred or vulnerable students using a HIPPA and FERPA compliant mental health screening.

School staff will continue to implement and revise individual and school-wide crisis response plans, including response to illness or loss. These responses will continue to leverage local and community resources. These plans will include open communication channels between students, staff and teachers, typically involving all or some of the following: Remind, PowerSchool, Google Classroom, email and social media. Each of these modes of communication will be used for school announcements and general operational communication, as Remind and PowerSchool will remain available for confidential communication with teachers and the social work team regarding staff or student mental health.

School staff will continue to maintain, update and publicize a robust list of resources for families relating to mental or social-emotional health, food, healthcare and other basic needs, as well as student enrichment opportunities. This will include resources on the destigmatization of COVID-19, normal behavioral response to crises, best practices of talking through trauma with children and positive self-care, health and wellness strategies.

### **Phase 1, 2, or 3 Instruction**

Detroit Achievement Academy and Detroit Prep's Executive Director, Director of Operations and Compliance, Director of Development and Special Projects, Heads of School, Directors of Upper and Lower Elementary, with ongoing input from staff and school families, will be the deciding body for return-to-school plans, distance learning plans and other learning levers during Phases 1, 2, and 3 of Michigan Safe Start.

Detroit Achievement Academy and Detroit Prep will develop, execute and maintain a robust, mission/vision-aligned curricular program via online education. During Phases 1, 2, and 3, instruction will occur entirely virtually. DAA and DP will continue to utilize EL, Eureka Math, and district-created curriculum, but will revise expectations for digital platforms. DAA and DP teachers will continue to prioritize restorative practices, expeditionary learning and social-emotional development in their online classrooms. DAA and DP will make chromebooks available via loan and assist with internet access on an as-needed basis. DAA and DP will ensure that all materials are distributed to all stakeholders involved equitably and in accessible formats for all learners. Staff will be prepared to train parents and families on digital platforms to increase digital literacy and ensure adequate access. DAA and DP received quality feedback from staff and families during emergency virtual instruction in the 2019-2020 school year,





which informed many adjustments to the plans for the coming year. DAA and DP will continue seeking feedback from staff and families to ensure quality, equity and accessibility of virtual learning.

Detroit Achievement and Detroit Prep will ensure the smooth and consistent implementation of virtual accommodations and instruction for students with disabilities, IEP's and other necessary accommodations (i.e. intervention / individualized instruction). This will include a continuation of services plan for each student, and consistent evaluations by school psychologists as needed.

Students will be assessed at the beginning of the year using either the NWEA Map assessment, Kindergarten readiness assessment or a district-wide, district-created, standards-aligned diagnostic assessment.

DAA and DP will communicate daily (teachers) and weekly (Heads of School/Directors) with parents and families via Remind, PowerSchool and Google Classroom. Urgent or emergency notices will be communicated on all platforms, including email, and will be paired with teacher follow up. Teachers will assess the quality of student work and provide feedback to students and families on a bi-weekly basis (at minimum). Students will continue to self-assess their own work and lead/guide virtual conferences between their parents and teachers.

DAA and DP staff will participate in weekly staff meetings as well as professional learning. Staff will be encouraged to model restorative practices in these meetings as in their classrooms.

In collaboration with staff at both school locations, the district-wide leadership teams have created the below draft set of “gears” for the 2020-2021 school year. Detroit Achievement Academy and Detroit Prep leadership and staff believe it's important for our school communities to think of these potential operational models as the gears of a vehicle that each school will shift into and out of as the State issues guidance, as the rate of infection goes up or down, and as cases of COVID-19 occur in this region, city, and school community. These instructional models have been shared with families via social media, email, and Remind message. These plans will also be updated on our website, and communicated with hard-to-reach families via home visit.

While the 2020-2021 school year will require both students and adults to lean into all of the Detroit Achievement Academy and Detroit Prep Habits of Character, each gear seems to rely predominantly on one.



<b>Gear</b>	<b>Description</b>	<b>Corresponding State Reopening Phase</b>
<b>Distance Learning (Perseverance)</b>	All students are at home and engaged in our distance learning model.	<b>1, 2, 3</b>
<b>Limited Rotation (Compassion)</b>	In this model, most learning occurs offsite. <i>Some</i> students attend in person - 25%-50% of students are onsite daily. In this case, students learn in smaller sized crews. Our focus would be on creating criteria for students and prioritizing accordingly.	<b>4</b>
<b>Upper/Lower School Split (Curiosity &amp; Creativity)</b>	K-4 in one gear and 5-8 in another (DAA only). In dividing by age/developmental level, there is a major advantage for development of school culture and foundational skills.	<b>4</b>
<b>Expanded Rotation (Cooperation)</b>	The majority of students (50-90%) are onsite each day. The day would be modified to better reflect distancing requirements and recommendations (class sizes, desk arrangements, etc.)	<b>4, 5</b>
<b>Full Crew (Integrity)</b>	All students come to school 5 days per week. A small number of students ~10% might elect to stay home and participate virtually using curriculum resources and minimal teacher guidance.	<b>5, 6</b>

School staff roles and responsibilities will be clearly defined during each gear. The following image is a sample of how a classroom teacher's roles and responsibilities will be outlined. Such outlines exist for all positions within the district.



	Virtual	Limited	Expanded	In Person
Crew Leader	<b>Priority 1:</b> <ul style="list-style-type: none"> <li>Wellness check in via phone call with every family (using the tiers) <ul style="list-style-type: none"> <li>Complete needs assessment weekly/updates (google form)</li> </ul> </li> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Daily Crew meetings on Zoom (8am, T-F)</li> <li>Host Community Meeting on Zoom (W, 6pm - 1/month)</li> </ul> <b>Priority 2:</b> <ul style="list-style-type: none"> <li>Assignments uploaded to Google Classroom on Monday by 8am (M-Th assignments organized by content area)</li> <li>Assessment uploaded to Google Classroom on Friday by 8am</li> <li>Weekly plans uploaded to Google Classroom on Friday 5pm</li> <li>Pre-recorded video lesson per day/learning target</li> <li>20-40 minute Zoom call for Expedition (reading/writing), Math, &amp; Foundational Skills to answer questions about assignment</li> <li>Feedback (numerical &amp; written) on all assignments by 10am daily</li> <li>Invite students with incomplete work to small group sessions daily</li> <li>Daily office hours (AM/PM)</li> <li>Attend and engage in weekly grade level check in to discuss Priority 1 &amp; Priority for crew</li> </ul> <b>Continued Learning Responsibilities:</b> <ul style="list-style-type: none"> <li>Attend and engage in weekly adult crew meeting (T)</li> </ul>	<b>Culture &amp; Social Emotional Wellbeing</b> <b>In Person Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>On site 2-4 days/week</li> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> </li> </ul> <b>Virtual Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>Zoom and actively participate in Community Crew meetings</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> </ul> </li> </ul> <b>Instruction</b> <b>In Person Days</b> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> <li>Facilitate daily small group practice in all subjects during skills, math, and labs (each student at least 1/wk small group/subject)</li> </ul> <b>Virtual Days</b> <ul style="list-style-type: none"> <li>Lead at least 1 small group/subject/wk</li> <li>Daily reminders for incomplete assignments to all</li> </ul>	<b>Culture &amp; Social Emotional Wellbeing</b> <b>A. In Person Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>On site 2-4 days/week</li> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> <li>Lunch with crew daily</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> </li> </ul> <b>B. Virtual Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> </ul> </li> </ul> <b>Instruction</b> <b>A. In Person Days</b> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> </ul>	<b>Culture &amp; Social Emotional Wellbeing</b> <b>Student Engagement</b> <ul style="list-style-type: none"> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> <li>Lunch with crew daily</li> </ul> <b>Family Engagement</b> <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> <b>Instruction</b> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> <li>Facilitate daily small group practice in all subjects during skills, math, and labs (each student at least 1/wk small group/subject)</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>Lead planning 1-2 subject areas for daily skills, math, expedition, and literacy labs instruction</li> <li>1 video per day per subject leading, either for grade level to internalize and teach or to use directly</li> <li>Plans online by 5pm the Wednesday before</li> <li>Materials printed by 5pm the Friday before</li> <li>Materials online by 5pm the day before</li> </ul>

## Phase 1, 2, or 3 Operations

### Facilities

Detroit Achievement Academy and Detroit Prep will maintain all custodial contracts and continue regular cleaning and maintenance schedules while remaining closed to students and staff. On a consistent basis, necessary materials will be audited and ordered, including cleaning and disinfection supplies. Both buildings will maintain good working order in case of student return. Cleaning teams will always follow CDC guidance regarding cleaning and disinfection, and will document their activity daily. Cleaning teams will wear surgical masks or face coverings when performing cleaning duties.

### Technology

Detroit Achievement Academy and Detroit Prep Heads of School will oversee the distribution of technology within their buildings. Families will be surveyed for technology needs via web link, phone call or home visit (as needed).

Heads of School will maintain technology use agreements for any staff or students who borrow school technology during this time. Heads of School will also ensure all staff feel adequately prepared to instruct virtually, leaning on our charter authorizer and digital teaching platforms for professional development opportunities and instructional videos.

Teachers will offer virtual office hours daily which can be used to instruct parents or students on how to better use the technology/platforms required. During such office hours, teachers or staff may provide any of the following: Training about how to access and use the school's chosen digital systems and tools; Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; opportunities to build their digital literacy; and strategies to support their child's learning at home.





Detroit Achievement Academy and Detroit Prep will work with MacroConnect to resolve technology-related issues as quickly as possible. DAA and DP will work with Presidio to purchase any additional technology needed. Infrastructure Evaluation process will be completed, and a triage system considered when resources are available. Director of Operations and Compliance will communicate with MacroConnect to resolve all Facilities/Technology Work Request (submitted by staff or families via Google Forms).

***Budget, Food Service, Enrollment, Staffing***

Detroit Achievement Academy and Detroit Prep will provide instructional resources and materials to staff and students as feasible.

Detroit Achievement Academy and Detroit Prep will work with Local Emergency Management Programs to procure cleaning and disinfection supplies as needed.

Detroit Achievement Academy and Detroit Prep will continue the current hiring process, emphasizing the hiring of highly-qualified employees.

Detroit Achievement Academy and Detroit Prep will ensure a list of alternative meal options is available to families, and will provide meal services to all eligible students as required. Edibles Rex Catering will continue to be a partner in food service.

Detroit Achievement Academy and Detroit Prep will continue to monitor on-time student attendance in virtual class settings, with multiple absences triggering a phone call or home visit response by the teacher and Social Work staff to ensure wellness.

Detroit Achievement Academy and Detroit Prep will continue to enroll new students digitally, and engage new families in virtual orientation and school tours.

All staff will continue to be employed and paid throughout distance learning.



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

### **Phase 4 Safety Protocols**

#### ***Personal Protective Equipment***

Facial coverings will always be worn by staff except for meals. Facial coverings will be worn by staff, students and bus drivers during school transportation.

Facial coverings will be worn by all students when in common spaces: hallways, bathrooms, stairwells, gymnasium, etc.

Any staff member or student who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

Homemade and disposable face coverings will be allowed. Both should be properly maintained.

Facial coverings will be worn in classrooms by all middle school students (grades 5-8).

Students in grades K-5 will not be required to wear masks in their classroom as long as their crew remains together throughout the school day and will not come into contact with students in another class. Students and staff will be “batched” together to decrease contact with other students. Should contact be required (due to emergency or unforeseen circumstance), students will be required to wear facial coverings.

#### ***Hygiene***

Detroit Achievement Academy and Detroit Prep will maintain adequate supply of paper towel, soap, tissue, hand sanitizer. This will be readily available to staff and students to increase hygiene.

Handwashing guidance will be posted in student-friendly format throughout the building, at sinks, bathroom entrances, and high-contact areas (i.e. stairwells, entrances and exits) via laminated poster. Handwashing will be scheduled into the school day, once every 2-3 hours.

Staff will continually review hand washing, coughing and sneezing expectations with students.

Operations staff will check the soap and sanitizer supply on a regular basis throughout the school day. Operations staff will sanitize fixtures on a regular schedule, every 4 hours during the school day.



Student materials will be individual and students will not share classroom materials.

### ***Spacing, Movement and Access***

Student desks will be spaced approximately 6 feet apart throughout the classroom. All tables will be replaced with individual desks to allow for safe spacing. Student desks will face the same direction.

During arrival and dismissal, specific classes will be required to enter and exit using assigned entryways. Staff and students will complete a COVID-19 symptom screening questionnaire before entry. Depending on community spread, temperature checks may also occur. These will be monitored by Operations Managers and other assigned staff. Arrival and dismissal staff will monitor for social distancing.

Visitors and families will not be allowed in the building unless under extreme or emergency situations. Visitors granted access to the building will be required to complete screening and wear a face covering. Visits will be strictly documented to allow for contact tracing should a case present itself.

Social distancing will be continually and creatively reviewed and presented to students. When lines are anticipated, teachers and staff will creatively express appropriate distancing. Social distancing will be continually and creatively reviewed and presented to students. When lines or gatherings are anticipated, teachers and staff will creatively express appropriate distancing using rulers, tape, signs, dramatic presentation or any other creative model. Student materials and personal items will be separated and individually stored.

As possible, class movement will be limited. Specials teachers will rotate to classrooms. Classes will remain on their respective hallways and utilize designated entrances and exits. Class may be held outdoors as possible (particularly fitness). When necessary, staggered schedules will be used. Throughout hallways, students will be encouraged to remain to the right of the hallway at all times.

### ***Screening***

Detroit Achievement Academy and Detroit Prep students will be screened by a parent questionnaire before coming to school. Staff will complete a questionnaire before coming to work. Additional screening measures may be required at the school building prior to entry (temperature checks or a questionnaire), depending on current community spread statistics and guidance from the Detroit Health Department.



Detroit Achievement Academy and Detroit Prep each have designated quarantine spaces for those students who begin to show symptoms during the school day.

Symptomatic students and staff are to remain home until they have tested negative or been cleared by a doctor to return.

Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. 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.

### ***Positive Cases***

Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. Only those that develop symptoms require testing for COVID-19.

Detroit Achievement Academy and Detroit Prep will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

Spaces in which a COVID-19 case has been confirmed will be thoroughly cleaned, disinfected and sanitized by a cleaning crew wearing surgical masks. These spaces may be closed temporarily (24 hours) to decrease opportunity for airborne spread.



Should a student or staff member become ill during the school day, they will be moved to a specific quarantine space and given a higher-grade facial covering. Parents should pick up these students (or send an approved and registered designee to pick up their student) within one hour. Students unable to load a vehicle may be transported by ambulance. Students with fevers at or over 100.4 (or with COVID-19 symptoms) should be tested off-site and positive results shared with school staff as soon as possible.

### ***Food Service, Gathering, Cleaning***

Detroit Achievement Academy and Detroit Prep will not host any assemblies or gatherings that would bring together more than one crew at a time.

Students will be spaced appropriately in the cafeteria or outside for school meals, provided by Edibles Rex. Handwashing before and after will be required. Disinfecting and cleaning of eating space will be required after each lunch period.

There will be no field studies requiring bus transportation to an indoor space.

Detroit Achievement Academy and Detroit Prep will work with Local Emergency Management Programs to procure cleaning and disinfection supplies as needed.

### ***Athletics***

All athletics and extracurricular activities will operate under strict guidelines regarding mask wearing and disinfecting of equipment. There will be no spectators involved in athletics during Phase 4.

### ***Cleaning***

The Detroit Achievement Academy and Detroit Prep Operations Managers will sanitize frequently touched surfaces including light switches, doors, benches, bathrooms, at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. This will be hard-scheduled into their daily routine.

Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. If cleaning can not occur between classes, the space may not be used.

Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution every four hours.



Playground structures will continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.

Detroit Achievement and Detroit Prep staff will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

The cleaning crew or operations staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

### ***Bussing and Student Transportation***

Hand sanitizer will be required before entering the Detroit Achievement Academy or Detroit Prep bus. Hand sanitizer must be supplied on the bus.

The bus driver, staff, and all students in grades K-8, if medically feasible, will wear facial coverings while on the bus.

The bus driver will clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.

The bus driver will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

If a student becomes sick during the day, they will not use group transportation to return home and will follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and must not return to drive students.

Weather permitting, bus drivers will keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Weather permitting, bus drivers will consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

### ***Medically Vulnerable Students and Staff***

Detroit Achievement Academy and Detroit Prep will work with HR Charter Consulting, LLC and Axios HR to help provide appropriate accommodations for medically vulnerable staff.



Detroit Achievement Academy and Detroit Prep Special Education and Social Work teams will work to review all IEP's and 504 plans and provide accommodations accordingly.

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

Detroit Achievement Academy and Detroit Prep will continue to use social work staff to assess and evaluate mental and social-emotional health of students during school closure. Each school's lead Social Worker will serve as Mental Health liaison for staff and students.

School staff will continue to discuss and identify students who may be struggling with mental or social-emotional health issues. Social work staff will help train teachers and administrators in identifying students who may benefit from assessment or assistance. Mental and social-emotional health referrals will also be solicited from families and followed-up on by Social Work professionals. Social work staff will use a HIPPA and FERPA compliant mental health screen for any referred or vulnerable staff or students.

School staff will continue to implement and revise individual and school-wide crisis response plans, including response to illness or loss. These responses will continue to leverage local and community resources. Plans will include open communication channels between students, staff and teachers, typically involving all or some of the following: Remind, PowerSchool, Google Classroom, email and social media. Each of these modes of communication will be used for school announcements and general operational communication, as Remind and PowerSchool will remain available for confidential communication with teachers and the social work team regarding staff or student mental health.

School staff will continue to maintain, update and publicize a robust list of resources for families relating to mental or social-emotional health, food, healthcare and other basic needs, as well as student enrichment opportunities. This will include resources on the destigmatization of COVID-19, normal behavioral response to crises, best practices of talking through trauma with children and positive self-care, health and wellness strategies.

#### **Phase 4 Instruction**

Detroit Achievement Academy and Detroit Prep's Executive Director, Director of Operations and Compliance, Director of Development and Special Projects, Heads of School, Directors of Upper and Lower Elementary, with ongoing input from staff and school families, will continue



to be the deciding body for return-to-school plans, distance learning plans and other learning gears during Phase 4 of Michigan Safe Start. This group will also be responsible for communicating the plans and expectations with all families, via multiple means (Remind, PowerSchool, Google Classroom, call, email and home visit) and in their home language.

Detroit Achievement Academy and Detroit Prep will develop, execute and maintain a robust, mission/vision-aligned curricular program that is a hybrid of in-person and online education. DAA and DP will use the goals outlined on respective work plans to guide instruction around mastery of knowledge and skills, character development, and high quality student work. These work plans include clear metrics for student achievement in each area, as well as teacher development and family feedback metrics. DAA and DP will continue to utilize EL, Eureka Math, and district-created curriculum, but will revise delivery of content to be compatible with digital platforms (Google Classroom), limited school capacity, rotating schedules, etc. This will include pre-recorded lesson videos, providing printed materials and supplies, and scheduling small-group lessons to support all learners, whether on site or virtually. DAA and DP teachers will continue to prioritize restorative practices, expeditionary learning and social-emotional development in both their in-person and online classrooms. DAA and DP will make chromebooks available via loan and assist with internet access on an as-needed basis. DAA and DP will ensure that all materials are distributed to all stakeholders involved equitably and in accessible formats for all learners on a clear schedule and timeline at least bi-weekly. Staff will be prepared to train parents and families on digital platforms to increase digital literacy and ensure adequate access. DAA and DP received quality feedback from staff and families during emergency virtual instruction in the 2019-2020 school year, which informed many adjustments to the plans for the coming year. DAA and DP will continue seeking feedback from staff and families to ensure quality, equity and accessibility of virtual learning. This feedback will be used to determine which learning model or “gear” the instructional team shifts to during Phase 4.

Students will be assessed at the beginning of the year using either the NWEA Map assessment, Kindergarten readiness assessment or a district-wide, district-created, standards-aligned diagnostic assessment.

Detroit Achievement and Detroit Prep will ensure the smooth and consistent implementation of virtual and in-person accommodations and instruction for students with disabilities, IEP’s and other necessary accommodations (i.e. intervention / individualized instruction, Speech Therapy, etc). This will include a continuation of services plan for each student, and consistent evaluations by school psychologists as needed.





Detroit Achievement and Detroit Prep Heads of School will ensure curriculum pacing and ongoing monitoring of student progress. School staff will continually review student data for trends and gaps in learning. School staff will continue to utilize observation, referral and evaluation processes to inform supports and interventions offered.

DAA and DP will communicate daily (teachers) and weekly (Heads of School/Directors) with parents and families via Remind and PowerSchool. Urgent or emergency notices will be communicated on all platforms, including email, and will be paired with teacher follow up. Teachers will assess the quality of student work and provide feedback to students and families on a bi-weekly basis (at minimum). Students will continue to self-assess their own work and lead/guide virtual or in-person conferences between their parents and teachers. Should communication efforts hit a standstill, teachers and school staff will attempt to reach students and families through home visits.

DAA and DP staff will participate in weekly staff meetings as well as professional learning. Staff will be encouraged to model restorative practices in these meetings as in their classrooms.

In collaboration with our staff at both school locations, the district-wide leadership teams have created the below draft set of “gears” for the 2020-2021 school year. We believe it’s important for our school communities to think of these potential operational models as the gears of a vehicle that each school will shift into and out of as the State issues guidance, as the rate of infection goes up or down, and as cases of COVID-19 occur in our region, our city, and our school community.

While the 2020-2021 school year will require both students and adults to lean into all of our Habits of Character, each gear seems to rely predominantly on one.

Gear	Description	Corresponding State Reopening Phase
<b>Distance Learning (Perseverance)</b>	All students are at home and engaged in our distance learning model.	<b>1, 2, 3</b>
<b>Limited Rotation (Compassion)</b>	In this model, most learning occurs offsite. <i>Some</i> students attend in person - 25%-50% of students are onsite daily. In this case, students learn in smaller sized crews. Our focus would be on creating criteria for	<b>4</b>



	students and prioritizing accordingly.	
<b>Upper/Lower School Split (Curiosity &amp; Creativity)</b>	K-4 in one gear and 5-8 in another (DAA only). In dividing by age/developmental level, there is a major advantage for development of school culture and foundational skills.	<b>4</b>
<b>Expanded Rotation (Cooperation)</b>	The majority of students (50-90%) are onsite each day. The day would be modified to better reflect distancing requirements and recommendations (class sizes, desk arrangements, etc.)	<b>4, 5</b>
<b>Full Crew (Integrity)</b>	All students come to school 5 days per week. A small number of students ~10% might elect to stay home and participate virtually using curriculum resources and minimal teacher guidance.	<b>5</b>

School staff roles and responsibilities will be clearly defined during each gear. The following image is a sample of how a classroom teacher's roles and responsibilities will be outlined. Such outlines exist for all positions within the district.

	Virtual	Limited	Expanded	In Person
<b>Crew Leader</b>	<b>Priority 1:</b> <ul style="list-style-type: none"> <li>Wellness check in via phone call with every family (using the tiers) <ul style="list-style-type: none"> <li>Complete needs assessment weekly/updates (google form)</li> </ul> </li> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Daily Crew meetings on Zoom (8am, T-F)</li> <li>Host Community Meeting on Zoom (W, 6pm - 1/month)</li> </ul> <b>Priority 2:</b> <ul style="list-style-type: none"> <li>Assignments uploaded to Google Classroom on Monday by 8am (M-Th assignments organized by content area)</li> <li>Assessment uploaded to Google Classroom on Friday by 8am</li> <li>Weekly plans uploaded to Google Classroom on Friday 5pm</li> <li>Pre-recorded video lesson per day/learning target</li> <li>20-40 minute Zoom call for Expedition (reading/writing), Math, &amp; Foundational Skills to answer questions about assignment</li> <li>Feedback (numerical &amp; written) on all assignments by 10am daily</li> <li>Invite students with incomplete work to small group sessions daily</li> <li>Daily office hours (AM/PM)</li> <li>Attend and engage in weekly grade level check in to discuss Priority 1 &amp; Priority for crew</li> </ul> <b>Continued Learning Responsibilities:</b> <ul style="list-style-type: none"> <li>Attend and engage in weekly adult crew meeting (T)</li> </ul>	<b>Culture &amp; Social Emotional Wellbeing</b> <b>In Person Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>On site 2-4 days/week</li> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> </li> </ul> <b>Virtual Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>Zoom and actively participate in Community Crew meetings</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> </ul> </li> </ul> <b>Instruction</b> <b>In Person Days</b> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> <li>Facilitate daily small group practice in all subjects during skills, math, and labs (each student at least 1/wk small group/subject)</li> </ul> <b>Virtual Days</b> <ul style="list-style-type: none"> <li>Lead at least 1 small group/subject/wk</li> <li>Daily reminders for incomplete assignments to all</li> </ul>	<b>Culture &amp; Social Emotional Wellbeing</b> <b>A. In Person Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>On site 2-4 days/week</li> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> <li>Lunch with crew daily</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> </li> </ul> <b>B. Virtual Days</b> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> </ul> </li> </ul> <b>Instruction</b> <b>A. In Person Days</b> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> </ul>	<b>Culture &amp; Social Emotional Wellbeing</b> <b>Student Engagement</b> <ul style="list-style-type: none"> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> <li>Lunch with crew daily</li> </ul> <b>Family Engagement</b> <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> <b>Instruction</b> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> <li>Facilitate daily small group practice in all subjects during skills, math, and labs (each student at least 1/wk small group/subject)</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>Lead planning 1-2 subject areas for daily skills, math, expedition, and literacy labs instruction</li> <li>1 video per day per subject leading, either for grade level to internalize and teach or to use directly</li> <li>Plans online by 5pm the Wednesday before</li> <li>Materials printed by 5pm the Friday before</li> <li>Materials online by 5pm the day before</li> </ul>

## Phase 4 Operations

### Facilities

Detroit Achievement Academy and Detroit Prep will maintain all custodial contracts and continue regular cleaning and maintenance schedules. On a consistent basis, necessary materials will be audited and ordered, including cleaning and disinfection supplies.



Detroit Achievement Academy and Detroit Prep has audited all available space for student learning and will safely space students within these spaces during on-site instruction.

Detroit Achievement Academy and Detroit Prep staff will receive guidelines and instructions for routine (every 4 hours) cleaning of classrooms, student desks, restrooms, etc. Signs regarding frequent handwashing, cough etiquette, nose blowing, social distancing and sanitizing procedures will be posted throughout the building.

Cleaning teams will follow up-to-date CDC guidance regarding cleaning and disinfection, and will document their activity daily. Cleaning teams will wear surgical masks or face coverings when performing cleaning duties. HVAC systems will be evaluated and updated as necessary. The Director of Operations will monitor, review and correct (when necessary) custodial work at each location regularly and consistently for compliance with CDC standards.

School security measures will remain in place as-is, with additional limitations on school visitors and additional guidance on the spacing of students during evacuation or shelter in place.

School leaders will procure face coverings for all students, staff and cleaning crews.

### ***Technology***

Detroit Achievement Academy and Detroit Prep Heads of School will oversee the distribution of technology within their buildings. Families will be surveyed for technology needs via web link, phone call or home visit (as needed).

Heads of School will maintain Technology Use Agreements for any staff or students who borrow school technology during this time. Heads of School will also ensure all staff feel adequately prepared to instruct virtually, leaning on our charter authorizer and digital teaching platforms for professional development opportunities and instructional videos.

Staff will offer office hours or other communication for parents or students on how to better use the technology/platforms required when in distance learning. During such office hours, teachers or staff may provide any of the following: Training about how to access and use the school's chosen digital systems and tools; Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; opportunities to build their digital literacy; and strategies to support their child's learning at home.



Detroit Achievement Academy and Detroit Prep will work with MacroConnect to resolve technology-related issues as quickly as possible. DAA and DP will work with Presidio to purchase any additional technology needed. Director of Operations and Compliance will communicate with MacroConnect to resolve all Facilities/Technology Work Requests (submitted by staff or families via Google Forms).

Detroit Achievement Academy and Detroit Prep will maintain virtual learning environments, curriculum and materials in case of school closure. Staff will continue monitoring technology for further needs or adjustments, including an infrastructure evaluation process or triage system.

### ***Budget, Food Service, Enrollment, Staffing***

Detroit Achievement Academy and Detroit Prep has audited student arrival scenarios via parent survey to further understand how students will arrive at school. This data will be used to inform school start times and social distancing measures during arrival and dismissal.

Detroit Achievement Academy and Detroit Prep has conducted an internal audit of students and staff known to have pre-existing conditions or be at a greater risk of contracting this virus. Communication with these staff and students will remain ongoing and response will be as flexible and accommodating as is feasible.

Detroit Achievement Academy and Detroit Prep will continue the current hiring process, emphasizing the hiring of highly-qualified employees. Leadership teams will evaluate and adjust staff job descriptions and responsibilities to reflect the new learning environment. Staff handbooks will be updated and distributed to reflect COVID-19 policies and guidance.

Detroit Achievement Academy and Detroit Prep will ensure a list of alternative meal options is available to families, and will provide meal services to all eligible students as required. Food service staff will maintain health and safety protocol in accordance with the Detroit Health Department.

Detroit Achievement Academy and Detroit Prep will continue to monitor on-time student attendance in person and in virtual class settings, with multiple absences triggering a phone call or home visit response by the teacher and Social Work staff to ensure wellness. Any changes in attendance procedures or policies will be communicated with staff and families.

Detroit Achievement Academy and Detroit Prep will continue to enroll new students digitally, and engage new families in virtual orientation and school tours. Any changes in enrollment procedures or policies will be communicated with staff and families.



Parent and family communication will remain consistent and thorough, and will be distributed by multiple means (Remind, PowerSchool, phone call, etc).

Detroit Achievement Academy and Detroit Prep Leadership Teams will develop and distribute master schedules, teacher schedules and staff schedules to account for handwashing, distancing and other new policies or procedures. All staff and family handbooks will be ready for distribution with COVID-specific updates from our HR company and legal counsel. Budgeting will continue to be a school leadership-informed process and will include accounting for substitute teachers, necessary additional staff and student supports, and changing enrollment needs.

### ***Bussing and Student Transportation***

Detroit Achievement Academy and Detroit Prep will continue to operate two busses for students in highest need of transportation. Families will be surveyed for need via online survey, phone call or home visit (when necessary).

School transportation staff will be required to maintain all licensure, physical fitness documentation, drug free workplace documentation, and coursework as usual. School transportation staff will be surveyed for further understanding of risk and impact of COVID-19.

Safety protocol will be put in place for all (including higher-risk) transportation staff, including mask-wearing, sanitizing and physical distancing. Students will be required to follow safety measures listed above.



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

### **Phase 5 Safety Protocols**

#### ***Personal Protective Equipment***

Facial coverings will always be worn by staff except for meals.

Facial coverings will be worn by all students when in common spaces: hallways, bathrooms, stairwells, gymnasium, school bus, etc.

Any staff member or student who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

Homemade and disposable face coverings will be allowed. Both should be properly maintained.

Facial coverings will be worn in classrooms by all middle school students (grades 6-8).

Facial coverings have been procured and will be provided for students and staff (including cleaning staff) as needed.

#### ***Hygiene***

Detroit Achievement Academy and Detroit Prep will maintain adequate supply of paper towel, soap, tissue, hand sanitizer. This will be readily available to staff and students to increase hygiene.

Handwashing guidance will be posted in student-friendly format throughout the building, at sinks, bathroom entrances, and high-contact areas (i.e. stairwells, entrances and exits) via laminated poster. Handwashing will be scheduled into the school day, once every 2-3 hours.

Staff will continually review hand washing, coughing and sneezing expectations with students.

Operations staff will check the soap and sanitizer supply on a regular basis throughout the school day. Operations staff will sanitize fixtures on a regular schedule, every 4 hours during the school day.

Student materials will be individual and students will not share classroom materials.

#### ***Spacing, Movement and Access***

*Detroit Achievement Academy and Detroit Prep COVID-19 Preparedness and Response Plan*



Student desks will be spaced apart throughout the classroom as feasible. All tables will be replaced with individual desks to allow for safe spacing. Student desks will face the same direction as feasible.

Visitors and families will not be allowed in the building unless under extreme or emergency situations. Visitors granted access to the building will be required to complete screening and wear a face covering. Visits will be strictly documented to allow for contact tracing should a case present itself.

During arrival and dismissal, specific classes will be required to enter and exit using assigned entryways. Staff and students will complete a COVID-19 symptom screening questionnaire before entry. Depending on community spread, temperature checks may also occur. These will be monitored by Operations Managers and other assigned staff.

Social distancing will be continually and creatively reviewed and presented to students. When lines or gatherings are anticipated, teachers and staff will creatively express appropriate distancing using rulers, tape, signs, dramatic presentation or any other creative model. Student materials and personal items will be separated and individually stored.

As feasible and necessary, class movement will be limited. Specials teachers will rotate to classrooms. Classes will remain on their respective hallways and utilize designated entrances and exits. When necessary, staggered schedules will be used. Throughout hallways, students will be encouraged to remain to the right of the hallway at all times.

### ***Screening***

Detroit Achievement Academy and Detroit Prep each have designated quarantine spaces for those students who begin to show symptoms during the school day.

Symptomatic students and staff are to remain home until they have tested negative or been cleared by a doctor to return.

Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. 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.



To the extent that it is possible, and in the event of positive cases in the school building, Detroit Achievement Academy and Detroit Prep students will be screened by a parent questionnaire before coming to school. Staff will complete a questionnaire before coming to work. Additional screening measures may be required at the school building prior to entry (temperature checks or a questionnaire), depending on current community spread statistics and guidance from the Detroit Health Department.

### ***Positive Cases***

Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. Only those that develop symptoms require testing for COVID-19.

Detroit Achievement Academy and Detroit Prep will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

Spaces in which a COVID-19 case has been confirmed will be thoroughly cleaned, disinfected and sanitized by a cleaning crew wearing surgical masks. These spaces may be closed temporarily (24 hours) to decrease opportunity for airborne spread.

Should a student or staff member become ill during the school day, they will be moved to a specific quarantine space and given a higher-grade facial covering. Parents should pick up these students (or send an approved and registered designee to pick up their student) within one hour. Students unable to load a vehicle may be transported by ambulance. Students with fevers at or over 100.4 (or with COVID-19 symptoms) should be tested off-site and positive results shared with school staff as soon as possible.





### ***Food Service, Gathering, Cleaning***

Detroit Achievement Academy and Detroit Prep will follow current executive order guidance before hosting any assemblies or gatherings that would bring together more than one crew at a time.

Students will be spaced appropriately in the cafeteria or outside for school meals, provided by Edibles Rex. Handwashing before and after will be required. Disinfecting and cleaning of eating space will be required after each lunch period.

Field studies will follow all transportation guidance outlined in this document, including facial coverings.

Detroit Achievement Academy and Detroit Prep will work with Local Emergency Management Programs to procure cleaning and disinfection supplies as needed.

### ***Athletics***

All athletics and extracurricular activities will operate under strict guidelines regarding mask wearing, disinfecting of equipment, and number of spectators. Guidelines will follow current executive order guidance. All equipment will be disinfected with an EPA-approved disinfectant before and after use. Students will utilize their own individual water bottle.

### ***Cleaning***

The Detroit Achievement Academy and Detroit Prep Operations Managers and cleaning crews will sanitize frequently touched surfaces including light switches, doors, benches, bathrooms, at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. This will be hard-scheduled into their daily routine.

Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Student sharing of materials should be limited.

Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution every four hours.

Playground structures will continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.



Detroit Achievement and Detroit Prep staff will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

The cleaning crew or operations staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

### ***Bussing and Student Transportation***

Hand sanitizer will be required before entering the Detroit Achievement Academy or Detroit Prep bus. Hand sanitizer must be supplied on the bus.

The bus driver, staff, and all students in grades K-8, if medically feasible, will wear facial coverings while on the bus. School transportation staff will be surveyed for further understanding of risk and impact of COVID-19.

The bus driver will clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.

The bus driver will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

If a student becomes sick during the day, they will not use group transportation to return home and will follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and must not return to drive students. If students are unable to board the bus, parents will be given one hour to pick up their student from the quarantine space. If parents are unable to provide transportation, the school will consider medical transportation.

Weather permitting, bus drivers will keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Weather permitting, bus drivers will consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

### ***Medically Vulnerable Students and Staff***

Detroit Achievement Academy and Detroit Prep will work with HR Charter Consulting, LLC and Axios HR to help provide appropriate accommodations for medically vulnerable staff.



Detroit Achievement Academy and Detroit Prep Special Education and Social Work teams will work to review all IEPs and 504 plans and provide accommodations accordingly.

### **Phase 5 Mental & Social-Emotional Health**

Detroit Achievement Academy and Detroit Prep Social Work staff members will continue to assess and evaluate mental and social-emotional health of students during school closure. Each school's lead Social Worker will be the school's Mental Health Liaison.

School staff will continue to discuss and identify students who may be struggling with mental or social-emotional health issues. Social work staff will help train teachers and administrators in identifying students who may benefit from assessment or assistance. Mental and social-emotional health referrals will also be solicited from families and followed-up on by Social Work professionals. Social Work staff will use HIPPA and FERPA compliant mental health screens for all students and staff.

School staff will continue to implement and revise individual and school-wide crisis response plans, including response to illness or loss. These responses will continue to leverage local and community resources. Plans will include open communication channels between students, staff and teachers, typically involving all or some of the following: Remind, PowerSchool, Google Classroom, email and social media. Each of these modes of communication will be used for school announcements and general operational communication, as Remind and PowerSchool will remain available for confidential communication with teachers and the social work team regarding staff or student mental health.

School staff will continue to maintain, update and publicize a robust list of resources for families relating to mental or social-emotional health, food, healthcare and other basic needs, as well as student enrichment opportunities. This will include resources on the destigmatization of COVID-19, normal behavioral response to crises, best practices of talking through trauma with children and positive self-care, health and wellness strategies.

### **Phase 5 Instruction**

*Detroit Achievement Academy and Detroit Prep COVID-19 Preparedness and Response Plan*



Detroit Achievement Academy and Detroit Prep’s Executive Director, Director of Operations and Compliance, Director of Development and Special Projects, Heads of School, Directors of Upper and Lower Elementary, with ongoing input from staff and school families, will continue to be the deciding body for return-to-school plans, distance learning plans and other learning gears during Phase 5 of Michigan Safe Start. This group will also be responsible for communicating the plans and expectations with all families, via multiple means (Remind, PowerSchool, Google Classroom, call, email and home visit) and in their home language.

Detroit Achievement Academy and Detroit Prep will develop, execute and maintain a robust, mission/vision-aligned curricular program that is a hybrid of in-person and online education. DAA and DP will use the goals outlined on respective work plans to guide instruction around mastery of knowledge and skills, character development, and high quality student work. These work plans include clear metrics for student achievement in each area, as well as teacher development and family feedback metrics. DAA and DP will continue to utilize EL, Eureka Math, and district-created curriculum, but will revise delivery of content to be compatible with digital platforms (Google Classroom), limited school capacity, rotating schedules, etc. This will include pre-recorded lesson videos, providing printed materials and supplies, and scheduling small-group lessons to support all learners, whether on site or virtually. DAA and DP teachers will continue to prioritize restorative practices, expeditionary learning and social-emotional development in both their in-person and online classrooms. DAA and DP will make chromebooks available via loan and assist with internet access on an as-needed basis. DAA and DP will ensure that all materials are distributed to all stakeholders involved equitably and in accessible formats for all learners on a clear schedule and timeline at least bi-weekly. Staff will be prepared to train parents and families on digital platforms to increase digital literacy and ensure adequate access. DAA and DP received quality feedback from staff and families during emergency virtual instruction in the 2019-2020 school year, which informed many adjustments to the plans for the coming year. DAA and DP will continue seeking feedback from staff and families to ensure quality, equity and accessibility of virtual learning. This feedback will be used to determine which learning model or “gear” the instructional team shifts to during Phase 4.

Students will be assessed at the beginning of the year using either the NWEA Map assessment, Kindergarten readiness assessment or a district-wide, district-created, standards-aligned diagnostic assessment. Scaffolded instructional supports will be used to meet diverse academic and social emotional needs.

Detroit Achievement and Detroit Prep will ensure the smooth and consistent implementation of virtual and in-person accommodations and instruction for students with disabilities, IEP’s and



other necessary accommodations (i.e. intervention / individualized instruction, Speech Therapy, etc). This will include a continuation of services plan for each student, and consistent evaluations by school psychologists as needed.

Detroit Achievement and Detroit Prep Heads of School will ensure curriculum pacing and ongoing monitoring of student progress. School staff will continually review student data for trends and gaps in learning. School staff will continue to utilize observation, referral and evaluation processes to inform supports and interventions offered.

DAA and DP will communicate daily (teachers) and weekly (Heads of School/Directors) with parents and families via Remind and PowerSchool. Urgent or emergency notices will be communicated on all platforms, including email, and will be paired with teacher follow up. Teachers will assess the quality of student work and provide feedback to students and families on a bi-weekly basis (at minimum). Students will continue to self-assess their own work and lead/guide virtual or in-person conferences between their parents and teachers.

DAA and DP staff will participate in weekly staff meetings as well as professional learning. Staff will be encouraged to model restorative practices in these meetings as in their classrooms.

In collaboration with our staff at both school locations, the district-wide leadership teams have created the below draft set of “gears” for the 2020-2021 school year. We believe it’s important for our school communities to think of these potential operational models as the gears of a vehicle that each school will shift into and out of as the State issues guidance, as the rate of infection goes up or down, and as cases of COVID-19 occur in our region, our city, and our school community.

While the 2020-2021 school year will require both students and adults to lean into all of our Habits of Character, each gear seems to rely predominantly on one.

Gear	Description	Corresponding State Reopening Phase
<b>Distance Learning (Perseverance)</b>	All students are at home and engaged in our distance learning model.	<b>1, 2, 3</b>



<b>Limited Rotation (Compassion)</b>	In this model, most learning occurs offsite. <i>Some</i> students attend in person - 25%-50% of students are onsite daily. In this case, students learn in smaller sized crews. Our focus would be on creating criteria for students and prioritizing accordingly.	<b>4</b>
<b>Upper/Lower School Split (Curiosity &amp; Creativity)</b>	K-4 in one gear and 5-8 in another (DAA only). In dividing by age/developmental level, there is a major advantage for development of school culture and foundational skills.	<b>4</b>
<b>Expanded Rotation (Cooperation)</b>	The majority of students (50-90%) are onsite each day. The day would be modified to better reflect distancing requirements and recommendations (class sizes, desk arrangements, etc.)	<b>4, 5</b>
<b>Full Crew (Integrity)</b>	All students come to school 5 days per week. A small number of students ~10% might elect to stay home and participate virtually using curriculum resources and minimal teacher guidance.	<b>5</b>

School staff roles and responsibilities will be clearly defined during each phase. The following image is a sample of how a classroom teacher's roles and responsibilities will be outlined. Such outlines exist for all positions within the district.

	Virtual	Limited	Expanded	In Person
Crew Leader	<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>Wellness check in via phone call with every family (using the tiers) <ul style="list-style-type: none"> <li>Complete needs assessment weekly/updates (google form)</li> </ul> </li> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Daily Crew meetings on Zoom (8am, T-F)</li> <li>Host Community Meeting on Zoom (W, 6pm - 1/month)</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>Assignments uploaded to Google Classroom on Monday by 8am (M-Th assignments organized by content area)</li> <li>Assessment uploaded to Google Classroom on Friday by 8am</li> <li>Weekly plans uploaded to Google Classroom on Friday 5pm</li> <li>Prerecorded video lesson per day/learning target</li> <li>20-40 minute Zoom call for Expedition (reading/writing), Math, &amp; Foundational Skills to answer questions about assignment</li> <li>Feedback (numerical &amp; written) on all assignments by 10am daily</li> <li>Invite students with incomplete work to small group sessions daily</li> <li>Daily office hours [AM/PM]</li> <li>Attend and engage in weekly grade level check in to discuss Priority 1 &amp; Priority for crew</li> </ul> <p><b>Continued Learning Responsibilities:</b></p> <ul style="list-style-type: none"> <li>Attend and engage in weekly adult crew meeting (T)</li> </ul>	<p><b>Culture &amp; Social Emotional Wellbeing</b></p> <p>In Person Days</p> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>On site 2-4 days/week</li> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> </li> </ul> <p>Virtual Days</p> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>Zoom and actively participate in Community Crew meetings</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> </ul> </li> </ul> <p><b>Instruction</b></p> <p>In Person Days</p> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> <li>Facilitate daily small group practice in all subjects during skills, math, and labs (each student at least 1/wk small group/subject)</li> </ul> <p>Virtual Days</p> <ul style="list-style-type: none"> <li>Lead at least 1 small group/subject/wk</li> <li>Daily reminders for incomplete assignments to all</li> </ul>	<p><b>Culture &amp; Social Emotional Wellbeing</b></p> <p>A. In Person Days</p> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>On site 2-4 days/week</li> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> <li>Lunch with crew daily</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> </li> </ul> <p>B. Virtual Days</p> <ul style="list-style-type: none"> <li>Student Engagement <ul style="list-style-type: none"> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> </ul> </li> <li>Family Engagement <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> </ul> </li> </ul> <p><b>Instruction</b></p> <p>A. In Person Days</p> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> </ul>	<p><b>Culture &amp; Social Emotional Wellbeing</b></p> <p>Student Engagement</p> <ul style="list-style-type: none"> <li>Facilitating daily crew meetings</li> <li>Monitor crew during lunch</li> <li>Zoom and actively participate in Community Crew meetings from Crew room</li> <li>Lunch with crew daily</li> </ul> <p>Family Engagement</p> <ul style="list-style-type: none"> <li>Weekly updates sent via e-mail and Remind with key dates, information, and reminders</li> <li>Facilitating 1/wk office hours specific to lead teaching content</li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>Facilitating daily skills, math, expedition, and literacy labs instruction</li> <li>Facilitate daily small group practice in all subjects during skills, math, and labs (each student at least 1/wk small group/subject)</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Lead planning 1-2 subject areas for daily skills, math, expedition, and literacy labs instruction</li> <li>1 video per day per subject leading, either for grade level to internalize and teach or to use directly</li> <li>Plans online by 5pm the Wednesday before</li> <li>Materials printed by 5pm the Friday before</li> <li>Materials online by 5pm the day before</li> </ul>

## Phase 5 Operations



### **Facilities**

Detroit Achievement Academy and Detroit Prep will maintain all custodial contracts and continue regular cleaning and maintenance schedules. On a consistent basis, necessary materials will be audited and ordered, including cleaning and disinfection supplies.

Detroit Achievement Academy and Detroit Prep has audited all available space for student learning and will safely space students within these spaces during on-site instruction.

Detroit Achievement Academy and Detroit Prep staff will receive guidelines and instructions for routine (every 4 hours) cleaning of classrooms, student desks, restrooms, etc. Signs regarding frequent handwashing, cough etiquette, nose blowing, social distancing and sanitizing procedures will be posted throughout the building.

Cleaning teams will follow up-to-date CDC guidance regarding cleaning and disinfection, and will document their activity daily. Cleaning teams will wear surgical masks or face coverings when performing cleaning duties. HVAC systems will be evaluated and updated as necessary. The Director of Operations will monitor, review and correct (when necessary) custodial work at each location regularly and consistently for compliance with CDC standards.

School security measures will remain in place as-is, with additional limitations on school visitors and additional guidance on the spacing of students during evacuation or shelter in place.

School leaders will procure face coverings for all students, staff and cleaning crews.

### **Technology**

Detroit Achievement Academy and Detroit Prep Heads of School will oversee the distribution of technology within their buildings. Families will be surveyed for technology needs via web link, phone call or home visit (as needed).

Heads of School will maintain Technology Use Agreements for any staff or students who borrow school technology during this time. Heads of School will also ensure all staff feel adequately prepared to instruct virtually, leaning on our charter authorizer and digital teaching platforms for professional development opportunities and instructional videos.

Staff will offer office hours or other communication for parents or students on how to better use the technology/platforms required when in distance learning. During such office hours, teachers or staff may provide any of the following: Training about how to access and use the school's chosen digital systems and tools; Supports and resources for families to use at home,





such as grade-specific activities and strategies for teaching and helping their child; opportunities to build their digital literacy; and strategies to support their child's learning at home.

Detroit Achievement Academy and Detroit Prep will work with MacroConnect to resolve technology-related issues as quickly as possible. DAA and DP will work with Presidio to purchase any additional technology needed. Director of Operations and Compliance will communicate with MacroConnect to resolve all Facilities/Technology Work Request (submitted by staff or families via Google Forms).

Detroit Achievement Academy and Detroit Prep will maintain virtual learning environments, curriculum and materials in case of school closure. Staff will continue monitoring technology for further needs or adjustments, including an infrastructure evaluation process or triage system.

#### ***Budget, Food Service, Enrollment, Staffing***

Detroit Achievement Academy and Detroit Prep will offer a fully-virtual enrollment option to those families who are unable or do not wish to return to in-person instruction during Phase 5.

Detroit Achievement Academy and Detroit Prep has audited student arrival scenarios via parent survey to further understand how students will arrive at school. This data will be used to inform school start times and social distancing measures during arrival and dismissal.

Detroit Achievement Academy and Detroit Prep has conducted an internal audit of students and staff known to have pre-existing conditions or be at a greater risk of contracting this virus. Communication with these staff and students will remain ongoing and response will be as flexible and accommodating as is feasible.

Detroit Achievement Academy and Detroit Prep will continue the current hiring process, emphasizing the hiring of highly-qualified employees. Leadership teams will evaluate and adjust staff job descriptions and responsibilities to reflect the new learning environment. Staff handbooks will be updated and distributed to reflect COVID-19 policies and guidance.

Detroit Achievement Academy and Detroit Prep will ensure a list of alternative meal options is available to families, and will provide meal services to all eligible students as required. Food service staff will maintain health and safety protocol in accordance with the Detroit Health Department, including barrier protection (gloves, face shields, masks, etc).





Detroit Achievement Academy and Detroit Prep will continue to monitor on-time student attendance in person and in virtual class settings, with multiple absences triggering a phone call or home visit response by the teacher and Social Work staff to ensure wellness. Any changes in attendance procedures or policies will be communicated with staff and families.

Detroit Achievement Academy and Detroit Prep will continue to enroll new students digitally, and engage new families in virtual orientation and school tours. Any changes in enrollment procedures or policies will be communicated with staff and families.

Parent and family communication will remain consistent and thorough, and will be distributed by multiple means (Remind, PowerSchool, phone call, etc).

Detroit Achievement Academy and Detroit Prep Leadership Teams will develop and distribute master schedules, teacher schedules and staff schedules to account for handwashing, distancing and other new policies or procedures. All staff and family handbooks will be ready for distribution with COVID-specific updates from our HR company and legal counsel. Budgeting will continue to be a school leadership-informed process and will include accounting for substitute teachers, necessary additional staff and student supports, and changing enrollment needs.

### ***Bussing and Student Transportation***

Detroit Achievement Academy and Detroit Prep will continue to operate two busses for students in highest need of transportation. Families will be surveyed for need via online survey, phone call or home visit (when necessary).

School transportation staff will be required to maintain all licensure, physical fitness documentation, drug free workplace documentation, and coursework as usual. School transportation staff will be surveyed for further understanding of risk and impact of COVID-19.

Safety protocol will be put in place for all (including higher-risk) transportation staff, including mask-wearing, sanitizing and physical distancing. Students will be required to follow safety measures listed above.



## **Detroit Achievement Academy District COVID-19 Workplace Preparedness and Response Plan**

In accordance with Executive Order 2020-97, Detroit Achievement Academy District (“Company”) institutes this COVID-19 Preparedness and Response Plan (“Plan”).

Company aims to protect its workforce by enacting all appropriate prevention efforts. Company 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 Alexa O'Brien at [alexa@detroitachievement.org](mailto:alexa@detroitachievement.org).

Company designates the following worksite supervisors/employees to implement, monitor, and report on this Plan: Kyle Smitley, Mario Lemons, Jennifer McMillan. Company will designate additional individuals as needed.

This Plan is maintained and posted at all Company locations.

### **1. Prevention Efforts and Workplace Controls**

#### **a. Cleanliness and Social Distancing**

Company 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, Company 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;
- Company 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, Company utilizes flexible and/or rotational scheduling, including staggered start and break times, to limit the number of employees simultaneously working on-site;
- Company assigns employees to dedicated entry points to reduce congestion at the main entrance;
- Company provides visual indicators of appropriate spacing for employees throughout the premises and outside of the dedicated entry points in case of congestion;
- Company restricts usage of non-essential common space;
- Company utilizes physical barriers, where possible and appropriate, separating work stations from cafeteria tables;
- Company ensures water fountains are replaced with bottle fillers.
- Company 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.

Company provides employees with, at a minimum, non-medical grade face coverings, as well as appropriate personal protective equipment ("PPE") (e.g., gloves, goggles, 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 at each building's front office/desk and, when used, must be disposed of at appropriate trash receptacles.

In addition, Company is instituting the following cleanliness measures:

- Where possible, increasing ventilation rates and circulation throughout 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;
- Identifying what needs to be cleaned with soap and water, including visibly dirty surfaces;

- Identifying what needs to be disinfected with an EPA-approved disinfectant or EPA-approved alternative, considering estimates that COVID-19 lasts in the air for 3 hours and on common surfaces for varying lengths of time (e.g., 5 days on glass; 4 days on wood; 3 days on plastic and stainless steel; and 24 hours on cardboard);
- Where available, providing hand-washing and/or hand-sanitizing stations in high-traffic areas to enable easy access by employees.

Company identifies the following locations as high-risk areas: hallways, elevators, break and copy/work areas, lunch rooms. Employees must maintain social distancing when occupying and/or passing through these areas. Employees should not exceed posted capacity for each high-risk area.

Company provides employees with cleaning and disinfecting supplies that can be found in all classrooms and staff or student spaces. In case of an unexpected lack of supplies, in each school's supply closet.

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 Company premises to designated Plan supervisors and/or Human Resources;
- Complying with Company'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.

Employees are trained on the information contained within this Plan, as well as the CDC's "How to Protect Yourself and Others" and "How to Safely Wear and Take Off a Cloth Face Covering" posters, attached here. Employees return a signed

acknowledgement to their manager, confirming their receipt and review of the information.

## **B. Supplemental Measures Upon Notification of Employee's COVID-19 Diagnosis and/or Symptoms**

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, Company:

- 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.

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

Within 24 hours of a confirmed COVID-19 diagnosis, Company notifies the local public health department.

Company's Human Resources maintains documentation related to exposure notifications.

Company 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.

### **c. 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, Company 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.

## **2. Identification and Isolation of Sick and/or Exposed Employees**

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

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

### **a. 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.

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

### **b. Daily Screenings**

To prevent the spread of COVID-19 and reduce the potential risk of exposure, Company screens employees and visitors on a daily basis at dedicated entry points; Company ensures that 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 out of state 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.

Company’s Human Resources maintains documentation related to daily screenings.

### **c. 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, Company may accept written statements from employees confirming all the factors supporting their release.

### **3. Workplace Flexibilities and Potential Benefits for Employees Affected by COVID-19**

Company 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 Company policy concurrently with or to supplement any approved leave.

#### **a. 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.

#### **b. Executive Order 2020-36**

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.

#### **c. 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).

#### **D. 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.”

Company 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 Company 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.

#### **4. Plan Updates and Expiration**

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

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

#### **ACKNOWLEDGMENT**

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

- Company’s COVID-19 Preparedness and Response Plan;
- CDC’s “How to Protect Yourself and Others” poster; and
- CDC’s “How to Safely Wear and Take Off a Cloth Face Covering” poster.

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 Company.

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Employee

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Date