



## **Oakland International Academy COVID-19 Preparedness and Response Plan**

Address of School District:

District Code Number:

Building Code Number(s):

District Contact Person: Dr. Azra Ali

District Contact Person Email Address: [azra.ali@emanschools.net](mailto:azra.ali@emanschools.net)

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors:



## Assurances

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

*Dr. Ahmed Elbohy*

President of the Board of Directors

July 29, 2020

Date



## **Introduction and Overview**

### **Oakland International Academy**

#### **Preparedness & Readiness Plan 2020-2021**

The Academy is closely monitoring the progression of COVID-19, which is a form of the coronavirus. The Academy developed a task force consisting of leadership team members from The Academy and Education Management and Networks, Inc. The team meets weekly to consider the Governor's directives, MDE policy updates, and in consultation with the Wayne County Health Department. The Academy is invested in advocacy for student learning and is working through this fluid and ever-changing situation. The Academy's Preparedness Response Plan outlines our goals to ensure continued student learning during the COVID-19 pandemic.

The Academy is taking proactive measures to protect the safety and security of all our students and staff members. Since student education is our priority, we recognize that student safety is number one. Our goal is to protect the health, safety, and welfare of the school population in establishing safe and secure school environments.

In Phases 1-3 and part of our Continuity of Learning Plan, The Academy put in place measures to ensure all students were provided with alternative modes of instruction. Using a remote model, the Academy offered hard copy instructional packets, student ready consumables, and various online applications and platforms. Students were provided with technology, including iPads and Chromebooks, and families were additionally supported with internet hot spots if there was a need. Our teachers and staff made all efforts to provide emotional support to our families and create a safe and engaging learning environment.

Guiding principles, listed in the MI Safe Schools Roadmap, led the way when creating this plan. Valuable feedback and data, collected through parent and staff surveys, provided meaningful information, and assisted with prioritizing resources for the students. The well-being of our students and providing equitable access to learning are our top priorities. The Academy's Vision and Mission statements, below, directed the formulation of our plan.



## OIA Statement of Values

1. An innovative educational opportunity should be provided for every Kindergarten through Twelfth Grade student.
2. Our unique student population requires various educational strategies and curriculum to achieve grade-level expectations.
3. All students deserve the opportunity to be academically successful and productive members of society.
4. Students need opportunities and practice in recognizing examples of quality, ethics, and teamwork in life.
5. Students require guidance in recognizing that academic preparation and planning, along with personal interest skills, relate to college/career choice and understanding of the student's responsibilities to achieve personal success.

## OIA Mission Statement

Students of all backgrounds will achieve academic growth and proficiency both at grade level and beyond to prepare them for their college and career goals.

***We are OIA...We are College Bound!***

## Vision Statement

Through a strong partnership with all stakeholders, students will be supported in the acquisition of English and core content subject matter. Data analysis and program evaluation will drive decision-making regarding research-based instructional strategies used in the classroom.

## Remote Learning Plan

The Academy's Preparedness Response Plan for the 2020-2021 school year, provides a tiered approach with clear, actionable steps that are advisable before students and employees return to school buildings, along with guidance that is applicable throughout the school year.

As we plan for the school year, we realize things can change between now and the first day of school. Oakland International Academy High School plan is to have all high school students experience their instruction online with remote learning.

These plans are in-line with the MI Safe Schools Roadmap, and Michigan Occupational Safety and Health Administration (MIOSHA), which both outline the required and recommended safety



protocols based on the status of coronavirus in each community. All of these measures also follow recommended safety protocols as outlined by the Centers for Disease Control (CDC) and local officials.

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

*If our academy's region falls into Phase 1, 2, or 3, the following operation plan will be activated. All in-person and hybrid models will be deactivated, and we will resort to the remote only option.*

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

The Academy stands ready to mobilize disaster relief child-care centers by opening classrooms when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.

In addition to regular cleaning services, our plan includes elevating the amount of sanitation in the areas of use overall, while also focusing on high-touch point surfaces such as door handles, light switches, and railings.

All of these cleaning measures follow recommended safety protocols as outlined by the [Centers for Disease Control \(CDC\)](#) and local officials.

#### **A. School Employees, Contractors, School Visitors**

While school offices will now be open during select times and by appointment throughout the school year, safety remains our priority. We will use precautionary measures to maintain social distancing during this time. Please keep in mind the following guidelines when planning to visit The Academy.

- Please check the school website and social media pages for office hours or call ahead to confirm someone is available in-person if you need to drop off items or visit for any reason.
- All families will be asked to wear masks and use hand sanitizer when entering the building.
- School tours are by appointment only. We encourage families to schedule appointments by contacting the school directly.
- A maximum of 4 family members per tour is permitted.
- Please follow the directions of the representative conducting the tour to only enter designated rooms and avoid two-way traffic in the halls.
- Limited handouts will be provided to avoid too much touch-point interaction

#### **B. Food Service, Gathering and Extracurricular Activities**

All extracurricular activities and athletics are suspended till we are in Phase 6. Busing services are suspended since students are not in school. Nutritious, free meals are available for the



students at the Academy during the school closure and throughout the summer while school is out of session. Bagged breakfast and lunch will be provided to all members of the community.

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

The Academy remains committed to keeping our students at the center of all that we do. The amount of change caused by these circumstances can be very overwhelming and challenging for children to understand. The public health crisis has only strengthened our stance. Our district is using a holistic approach to teaching and learning. This involves our continued focus on children's social and emotional development and well-being. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to doing all we can to help students feel safe and valued. To that end, we commit to the following:

- **Plan for Student Learning:** Building on individual strengths, interests, and needs and using this knowledge to affect learning positively.
- **Develop a Weekly Plan and Schedule:** Offering routines and structures for consistency and for the balancing of think time, work time, and playtime for health and well-being.
- **Contact Families:** The Student Wellness Committee will be partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the [guidance from COSN](#) when creating this plan. We will provide translations in Bengali and Arabic to support our families.
- **Student wellness checks** will be conducted routinely by the School Social Worker and School Nurse.

Teachers will be expected to work daily with their students via Weebly, Zoom, Google Classroom, telephone, email, etc. Student attendance is recorded and tracked each day. Students who are "absent" from the learning environment, or doing poorly, are contacted by staff to intervene.

We are also committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided with a variety of resources that can be used with students to help explain our current reality while easing fear and anxiety where possible. Our SEL teams will post resources on our website for parents, staff, and students.

The Academy staff are trained in monitoring and referring students for observed behavioral or academic issues. The Academy has a documented process for referring students for physical or mental health issues. The referral process includes screening, data



collection, parent communication, and appropriate services and needs.

The Academy prides itself on providing extensive professional development for teachers throughout the school year. The Academy will be focusing on components of the remote learning program, including live interaction with certified teachers, ESL support, and regular communication between the school and home.

The Academy has an established Crisis Management Plan that addresses all emergencies, including mental and social impact. The plan encompasses The Student Wellness Committee and how The Academy will work within the community to garner resources for student social, emotional, and mental support.

The district will provide an email link to contact a behavior specialist in the area. Based on those emails, The Student Wellness Committee will reach out to individual students and families to determine what they may need. The Student Wellness Committee will help connect the family to outside agencies to help meet their needs. While teachers are making daily contact, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or The Student Wellness Committee to ensure the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

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

#### **A. GOVERNANCE**

The Academy's Chief Academic Officer (CAO), facilitated meetings and professional development to support the remote learning program. The building leaders will work with teachers on best practices relating to remote instruction. Survey data administered to students and families regarding preferences to learning options for the upcoming 2020-2021 school year beyond Phase 3. During the Spring closing of schools and shifting entirely to the remote/distance learning plans we faced many challenges. Within days, we had to put together a plan to get students and teachers on an online learning platform. We met with our technology team-members, consulted with our teachers via Zoom platforms and conducted research on best practices. Although the plan was put together rather quickly, we remained committed to responding to our teachers' and students' needs through formal and informal conversations and monitoring. We provided our teachers with training in Zoom, Weebly and Google Classroom. There was lot of apprehension about Google Classroom because many teachers were not experienced with this. Many of our students were using personal emails so we had to get an email assigned to each of the students, this was a massive task in itself along with deployment of all the devices. In the initial days our challenge was also to get the students to complete the packets, students were losing or misplacing their packets. We experienced better interest from students when they received all their consumables. Parents appreciated these being delivered to them. Within couple of weeks, we also deployed our Ipad/chromebooks. We found that it was best to use familiar platforms in the early days of the remote learning. Our parents were already



familiar with ClassDojo so this ended being a very useful tool. Students also felt comfortable with platforms that they were using in the classroom such as Khan Academy, RAZ Kids, My Math, Pearson Realize and Social Studies' online programs. We succeeded with these efforts and continued to learn more about Zoom platforms and how to best support students via break-out rooms and how to manage to student engagement. We used our paraeducators for translation and small group and phone support. Teachers continued to request more PD on Zoom and requested to add more online resources such as SeeSaw. We learned by listening to our teachers and our administrators also attended Zoom lessons to monitor student interactions. We provided feedback to teachers and had some teachers attend other teachers' effective Zoom lessons. Using a lot of reflective dialog and positive interdependence, we collaborated and supported our teaching teams. During the end of the year survey, most of the teachers indicated that they felt supported during the distance learning shifts and were satisfied with how the school handled the shift. Teachers who used Google Classroom highly recommended this as a viable tool to continue to use. We intend to have all of our teachers certified as Google Educators by having them complete the level 1 training. We will also have consultants available to provide online training on this module. In addition, on the surveys, almost all the teachers liked the Zoom platform and recommended that we continue to use this during our Remote and/or Hybrid teaching sessions. Many of our teachers have already attended the Zoom Academy and we will continue to offer more sessions for new teachers. Finally, teachers recommended more robust ways to track attendance and requested a few online subscriptions. We have a budget plan in place to meet their requests.

Through formal teacher surveys, multiple conversations, remote teaching observations and collaborations via Zoom meetings, we put the following plan in place. Our leadership team-members, instructional coach and the Chief Academic Officer collaborated to write this plan.

## **B. REMOTE LEARNING PLAN**

In order to keep students engaged in learning at home, we will be utilizing the following plan of action.

### **Grades K-2**

- A. Create a weekly packet with daily 20-30 minutes of reading and writing activities.
- B. Create a weekly packet with daily 20-30 minutes of math.
- C. Provide access to digital books and have students complete reading logs—print reading logs for students to access.
- D. Print coloring and simple craft worksheets which are developmentally appropriate to students.



- E. Print handwriting practice worksheets and DNA illuminate practice worksheets.
- F. Continue to use Wonders Reading Program, My Math, Pearson Science, and Social Studies for weekly lesson planning. Students will have access to their consumables.
- G. Use phone calls and emails to communicate with parents.
- H. Read to students using digital media, using YouTube and social media platforms, using Facebook and Instagram.
- I. Students will utilize online platforms such as See Saw, Reading A-Z and, Starfall.
- J. Teachers will plan 60-80 minutes of Zoom lessons in ELA and Math and alternate science and social studies.

Additional Teacher Tasks: Log in to ClassDojo daily to communicate with parents. Spend 10 minutes reading a story and post this online for your students. Connect with students virtually once a day to conduct zoom lessons in ELA and Math while alternating science and social studies. A sample schedule will be available for students to follow during the day.

### **Grades 3-5**

- A. All students will receive consumable materials from the school. Teachers will provide students with daily assignments using consumable materials.
- B. Provide access to digital books and have students complete reading logs. Print reading logs for students to access.
- C. Print a few simple activities and at-home science experiments that students can do at home with their parents.
- D. Assign students assignments in Khan Academy, Brain Pop, and RAZ kids.
- E. Provide students with MSTEP Prep materials using the workbooks we have and online links for MSTEP.
- F. Print DNA Illuminate worksheets and practice tests.
- G. Continue to use Wonders Reading Program, My Math, Pearson Science and, Social Studies for weekly lesson planning. Students will have access to their consumables.
- H. Use phone calls, CLASS Dojo, and emails to communicate with parents.
- I. Set up class rosters on the Newsela website and assign weekly tasks.
- J. Teachers will plan 4, 45minutes of Zoom lessons in ELA and Math, science and social studies.

Additional Teacher Tasks: Log in to ClassDojo daily to communicate with parents. Spend 180-200 minutes connecting with students on phone, zoom, or video lessons at least once a day. A sample schedule will be available for students to follow during the day.



### **Grades 6-8**

- A. All students will receive consumable materials from the school. Teachers will provide students with daily assignments using consumable materials.
- B. Provide access to digital books and have students complete reading logs. Print reading logs for students to access; upload these on Weebly site.
- C. Print writing activities, respond to reading activities and grammar worksheets, and upload these on Weebly site.
- D. Assign students assignments in Khan Academy, Brain Pop, and RAZ kids and print directions for students.
- E. Provide students with MSTEP Prep materials using the workbooks we have and online links for MSTEP.
- F. Continue to use Wonders Reading Program, KeyStone, Eureka Math, My Math, Pearson Science, and Social Studies for weekly lesson planning. Students will have access to their consumables.
- G. Use phone calls, CLASS Dojo, and emails to communicate with parents.
- H. Set up class rosters on the Newsela website and assign weekly tasks.
- I. Print DNA Illuminate worksheets.
- J. Teachers will plan 5, 45minutes of Zoom lessons in ELA and Math, science and social studies.

Additional Teacher Tasks: Log-in to zoom and facilitate lessons with students daily using synchronous (live-Zoom) instruction. A sample schedule will be available for students to follow during the day using synchronous instruction. Use ClassDojo to communicate with students and parents. Teachers will use the Google Classroom to collect student work and provide feedback.

### **Grades 9-12 (Online Learning)**

- A. All high school courses will be offered online for students
- B. All students in grades 9-12 will receive Chromebooks.
- C. Teachers will use Zoom to provide daily synchronous (live) instruction (Monday-Friday) for students
- D. All course materials (i.e., assignments, activities, handouts, supplements, assessments, etc.) are 'housed' on Weebly for student access.
- E. Teachers post all materials under their name on Weebly, and the name of the course, for student access.
- F. Teacher Weebly sites include the Zoom link as well as links to other sites such as Khan Academy, YouTube, streaming video, Rosetta stone, e2020, etc.
- G. Teachers will take attendance daily in Zoom classes, and attendance is tracked and monitored.



- H. Students who are 'absent' from the learning environment, or underperforming, will be contacted for intervention.
- I. Students will attend at least 4, 55-minute Zoom lessons

## **1. Specialized Programming**

### **A. Special Education Teachers**

All Special Education teachers will connect with students directly by phone and email. Student's work should be emailed to the parents and or printed for pick-up. Teachers will keep a communication log and activity log. Special Education teachers will provide online Zoom instruction per IEP requirements.

### **B. Students with a 504/IEP Plan**

We remain committed to the needs of our Section 504 plan and IEP students during this time of school building closures due to Covid-19. The following plan is in place for our special needs students to ensure that continuity of learning is equitable and accessible to ALL students:

1. Section 504 teams and IEP teams are working closely together, along with the General Education teachers, to ensure that accommodations are deliverable to the best degree possible. We are using the framework for Universal Design for Learning and the guidance from Center On Online Learning and Students with Disabilities (COLSD) to engage our staff in proper planning.
2. Section 504 teams and IEP teams will be meeting virtually with the Principals using Zoom application, on a weekly basis, to monitor the efficacy of the plans.
3. Special education teachers, General Education and School Social Worker are contacting their students via phone calls, emails, and Zoom as appropriate per each IEP and 504.
4. General Education teachers will be modifying assignments and providing online accommodations to the best of their ability. They will be keeping logs of these to ensure protocols are being followed.
5. Given the nature of the 504 plans and IEPs, our staff is using an individualized approach to each student, but the following offers a range of activities that may be part of the Plan:
  - a. Independent Study/Instructional Packets
  - b. Assistive Technology
  - c. Phone or Zoom mini-lessons
  - d. Blended learning
  - e. Project-based Learning
7. Currently, we are placing a hold on any IEP/504 face-to-face meetings and student services that require in-person contact until school reopens. This is in line with the recommendations found on the IDEA website and included in the Covid-19 Q/A pdf from March 2020.



8. Student assessment and grading practices for IEP and 504 students will be in line with the district policies which are based on "complete and incomplete" status filings in Power School.
9. Students with IEP/504 will receive a digital device such as an iPad/Chrome book along with any assistive technology as per their accommodations plan. Students will have access to hotspots near school parking lots if the internet is not available at home. Parents have been informed of various vendors who are offering low-cost or free internet.
10. IEP and Section 504 teams will remain in contact with the parents using phone and email to ensure that students are continuing to feel successful. A parent or dedicated guardian will be a primary facilitator at home and will receive support from our team members.

**C. Extended and Summer Learning**

If the state enters Phase 1-3, students will be provided opportunities for extended learning, on a remote platform. Summer learning opportunities will be available based on logistical and health factors on an as-needed basis. Our ultimate goal is to ensure that students stay connected and engaged meaningfully through our distance learning activities.

**D. ESL Teachers**

All ESL teachers will provide assignments on Weebly for 6-8 grade students. K-5 students will provide assignments using online platforms. Rosetta Stone can be used to assign homework. ESL teachers should be communicating with parents using CLASSDOJO.



## Sample Distance/Remote Learning Schedule for Students

Time	K-2	3-5	6-8	9-12
8:30a.m.	Breakfast	Breakfast	Breakfast	Breakfast
9:00a.m.	Morning Walk/Bike Ride	Morning Walk/Bike Ride	ELA Block	Hour 1 or Hour 3
9:30a.m.	Reading/Writing	Reading/Writing	ELA Block	Hour 1 or Hour 3
10:30a.m.	Morning Snack	Morning Snack	Morning Snack	Hour 2 or Hour 4
10:45a.m.	Math	Science/SS	Math	Hour 2 or Hour 4
11:45a.m.	Lunch	Lunch	Lunch	Lunch
12:30p.m.	Nap/Rest	Rest/Creative Play	Chores	Hour 5 or Hour 6
1:45p.m.	Science or Social Studies/Read to Self	Science or Social Studies	Science	SEL
2:30p.m.	Educational App	Educational App	Social Studies	Elective/Independent work
3:30p.m.	Creative Play or Outdoor Play	Outdoor Play	Exercise	Elective/Independent work
4:00p.m.	Chores	Chores	Rest	Rest

### E. Instructional Program (continued)

Our district is prepared to deliver content in multiple ways to ensure that all students can access the learning in meaningful ways. To make this happen, we commit to:

- Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- Deliver Flexible Instruction: Considering how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include the use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.



- Knowing that families are critical partners, we will provide translations as necessary.
- 1. Given that almost 50% of our students do not have access to technology, we will be using instructional consumables along with digital resources, iPads and chrome books. Once all the students have access to technology, more digital platforms will be incorporated. Also, we remain committed to differentiating instruction for our English language learners; therefore, a robust system will be used to ensure that all students receive lessons based on their skill level.
- 2. For Newcomer and Special Needs Students, all instruction will be supplemented with phone conferencing and through virtual meeting spaces for students that have access.
- 3. For **ALL other students**:
  - A. For those students without technology, devices will be provided. All remote instruction will be supplemented with phone conferencing to support instruction.
  - B. For students with technology, the content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.), as allowed by the district and approved by parents. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos numerous times per week. All of the students in grades 6-12 will use the WEEBLY website to access their digital content.
- 4. Using technology, the content will be delivered through the online platform, email, and other social media sites along with Zoom, as allowed by the district and approved by parents. Teachers will be accessible for synchronous interaction to facilitate classroom discussion and communications multiple times per week. Asynchronous instruction through pre-made videos will be provided multiple times per week. Teachers will have defined office hours daily where they will be available online for questions or needed supports for students.

### **C. COMMUNICATION & FAMILY SUPPORTS**

To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan include a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected/engaged throughout the execution of the Plan. We will utilize the following measures to ensure proper communication of the Plan:

- Direct Person-to-Person Telephone Calls (translators were used to making phone calls)
- Robo Calls
- Regular US Mail – Letter mailed to families on March 18 and April 7



- Class Dojo
- POWERSCHOOL-Q Parent Portal
- Flyers and Postings
- Social Media posting(s) Instagram/FB/Website posting

#### **D. PROFESSIONAL LEARNING**

Prior to the COVID-19 pandemic, The Academy implemented a Social and Emotional Learning Program that was delivered to all students in the 2019-2020 school year. All staff members participated in professional development regarding social and emotional learning. Staff meet regularly as Professional Learning Communities to share best practices, exchange ideas and successes and failures around remote learning. Staff also received training on utilizing online platforms and programs. The Academy will continue to provide professional development opportunities for teachers and applicable staff members.

#### **E. MONITORING**

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students promptly. To meet these expectations, teachers will engage in the following:

1. Purposeful planning with department and/or grade level colleagues using a [common planning template](#) when appropriate. Teachers will be collaborating in Zoom meetings vertically and horizontally weekly.
2. Implementation of effective feedback practices and ongoing formative assessments will guide reflection on the effectiveness of instruction and determine the next steps for student learning.
  - Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed. Instructional plans are created and revised to meet the needs of students.
  - Special education and/or ESL teachers will work closely with teacher teams to modify course work and scaffold instruction to meet the needs of all students better.
  - Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload to provide suitable accommodations based on individual needs.
3. Teachers will provide families with weekly updates regarding their child's academic progress. This may include:
  - Weekly summaries of content covered, the current level of student understanding, and suggestions for extending the learning using evidence of learning.



- Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
  - Utilizing online gradebook reports, as provided by POWERSCHOOL-Q, to communicate assignments and/or progress every two weeks.
4. For students with technology access, Assignments will be collected regularly for all students. During scheduled drop off times using social distancing protocols. 6-8 grade students will also submit their work routinely using the Showbie App or Google Classroom App, which allows teachers to provide real-time feedback to students. Teachers will review the submitted work and give feedback to the student during their weekly phone call, virtual meeting, or email if access is available.
  5. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. A phone call would also be used as a follow-up if needed.
  6. For students without technology access, teachers will review the instructional materials and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning instruction with written feedback will be returned to the student. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. Phone calls and translations from para-educators will be instrumental in providing follow-ups.
  7. In order to evaluate the participation of the students, teachers will take accurate attendance at all virtual meetings
    - Teachers and/or designated district personnel will connect to any family of a child who did not participate in the session or learning experience, using the platforms discussed earlier.
    - Teachers will keep track of attendance in virtual meetings using class rosters.
    - Teachers will keep phone communication logs.
  8. Teachers will keep track of which students are completing the instructional assignments. They will also hold a log of all communication with students and parents. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed (DHHS, Behavioral Health, etc.).
  9. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent



completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

10. Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

## **IV. Phase 1-3 OPERATIONS**

### **A. FACILITIES**

1. The Academy has/is in the process of purchasing cleaning and disinfecting supplies. The building will be maintained by custodial staff that follows PPE protocols when performing cleaning duties. Only essential employees are working in the building and following CDC guidelines, as part of the Phase 1-3 plan.
2. In addition to regular cleaning services, our plan includes elevating the amount of sanitation in the building overall, while also focusing on high-touch point surfaces such as door handles, light switches, and railings.
3. All of these cleaning measures follow recommended safety protocols as outlined by the Centers for Disease Control (CDC) and local officials.

### **B. TECHNOLOGY**

The district plans to use a remote model of instruction consumables and online learning platforms. For those students that have internet access but do not have a device, devices will be made available. The Academy will be supporting families with hot spots if they do not have internet access. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course consumables and textbooks as needed to complete their work.

1. Our district will utilize the following alternative modes of instruction to meet the needs of our students best when in-person instruction is not an option:
  - Partnering with vendors such as Khan Academy, Reading A-Z (RAZ Kids), Newsela, Study Island, Brain Pop.
  - Use of online learning using existing virtual platforms for My Math Pearson Program, Wonders Reading Program, Collaborative Classroom, Pearson Science—Pearson Realize Platform, McGraw SS through ConnectEd, Edge



Program,

- Utilizing telephone communications such as Robocalls to share pertinent instructional information with students and families
  - Utilizing Google classroom email to share pertinent instructional information with students and families
  - Utilizing virtual instruction using Zoom lessons
  - Utilizing videos for instruction using YouTube videos
  - Utilizing slideshows for instruction (teacher created and Smart Exchange)
  - Implementing project-based learning opportunities
  - Utilizing instructional packets
  - Utilizing consumable workbooks for all subjects
  - Utilizing CLASS DOJO, mail, email, social media and phone for communication with parents
  - Using Weebly site to provide students with pertinent information
  - Using Showbie App to collect students work and provide feedback
  - Using Powerschool Q to communicate student progress
2. The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.
    - Student devices will be distributed to All K-12 grade students, based on need (as determined through phone surveys that our staff members made)
    - This information was shared via US mail and recorded phone calls to each family.
    - This information is provided on all district and school websites.
    - Families were given a schedule to arrange a pick-up time that works with their schedule.
    - Please note that precautions were taken to ensure that CDC guidelines regarding social distancing were followed.
  3. Internet access is available in designated district parking lots. Those accessing WIFI in these locations will be asked to remain in their vehicles and/or maintain social distancing.
  4. Information regarding opportunities to obtain free or low-cost Internet access was shared with families via inserts in all district provided lunches. This information was also shared via automated phone messaging and was posted on all district and school websites.
  5. If our state moves into Phases 1-3, we will be providing consumable materials to all students. Arrangements have been made to have families pick up materials from the school using Social Distancing Protocols.
  6. It will be expected that parents have the necessary learning supplies for their students, including pencils, paper, and crayons. If a family does not have access to these supplies, they will be given the supplies needed. All students will have



access to grade-level/course textbooks as required to complete their instructional packets.

### **C. BUDGET, FOOD SERVICE, ENROLLMENT, AND STAFFING**

1. The Academy has prioritized remote learning and has dedicated resources and funds to the remote learning program. All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. Administrators then met with grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district-level administrators to collaborate. Before finalizing the plan, feedback and approval was sought from board members.
2. The Academy's food distribution plan includes two sites, Monday-Friday. With our district at 98% of students qualifying for free or reduced lunch. During the public health crisis, all students have been eligible for food distribution. We will continue our food distribution in The Academy parking lot on the following days of the week—Monday-Friday, twice a day.
3. The Academy is working closely with EMAN, Inc. on staffing. Interviews are currently underway for teacher vacancies for the 2020-2021 school year. The Academy will offer remote learning instruction. The online options of instruction include the use of Zoom, Weebly, Khan Academy, and additional computer-based learning programs. With remote learning, students will be engaged in learning Monday through Friday. Students will be expected to attend all virtual classes. Teachers will track attendance in Power School, and students not participating or attending classes regularly will be closely monitored, and an intervention plan will be created.

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

### **Phase 4 Safety Protocols**

#### **PERSONAL PROTECTION EQUIPMENT**

The Academy has put in place the following safety measures as part of this plan to protect all staff members, students and parents from the spread of COVID-19. Safety protocols, established the by MI Safe Schools Roadmap, are required to be followed, or are strongly recommended and will be indicated as such. Students will be provided with a washable face covering from the school, but parents are also responsible for providing additional masks to their child. Students, staff, and visitors that do not have their own personal protection equipment (PPE) will be provided with the appropriate PPE for use in the school environment.



Facial coverings must always be worn by staff except for meals. Facial coverings may be reusable (per CDC guidelines) or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must use a face shield. Staff members who have medical reason for not wearing a mask should get documentation from a Medical Doctor. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

- Reusable (per CDC guidelines) facial coverings must be washed daily.
- Disposable facial coverings must be disposed of at the end of each day.

Facial coverings must be worn by students in grades 6-12, all staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must wear a face shield. Parents' whose children have medical reason for not wearing a mask must provide the school with documentation from a medical doctor. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be reusable (per CDC guidelines) or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be reusable (per CDC guidelines) or disposable level-one (basic) grade surgical masks.

*Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.*

Facial coverings must be worn in classrooms by all students in grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Facial coverings will be considered as appropriate for K-5 students and students with special needs in classrooms.

Facial coverings will be considered as appropriate for with special needs in hallways and common areas

Facial coverings should never be used on children under age 2.

## **HYGIENE**

The Academy has agreed to the following hygienic measures to ensure compliance with the MI Safe Start Plan. In addition to these measures, The Academy will work to teach and reinforce



good hygiene measures such as hand washing, covering coughs, and face coverings. The Academy will use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols.

The Academy agrees to provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).

The staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Custodial staff will systematically and frequently check and refill soap and hand sanitizers.

Students and teachers at The Academy will have scheduled handwashing with soap and water every 2-3 hours.

The students will be reminded to limit the sharing of personal items and supplies such as writing utensils. Teachers will keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Teachers will also limit the use of classroom materials to small groups and disinfect between uses and provide adequate supplies to assign for individual student use.

Ensure hand sanitizing stations are set up throughout school buildings.

## **SCREENING AND REPORTING PROTOCOLS**

The Academy will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff. Employees of The Academy will complete a COVID-19 Screening Checklist each day they work on campus.

The Academy will adopt the following safety protocols in order to properly screen and report staff and students. The Academy will identify and designate a quarantine area and a staff person to care for students who become ill at school.

### **STUDENTS:**

- Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up.
- Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students who are sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines. These students will need to provide proper medical documentation.



- Each student will have their temperature taken before entering the bus or the school building. Students with a temperature of 100.4 or above will not be permitted on the bus or in the building.
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families of The Academy are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

#### STAFF:

Staff who develop a fever or exhibit COVID-19 symptoms at work will:

- Maintain social distancing (if possible) of six feet from the individual and ask them to move away from other employees.
- If an employee is in acute respiratory distress (shortness of breath, difficulty speaking, wheezing, gasping for air), then they will be placed in an identified quarantine area and will be required to wear a face mask/covering. Outside emergency medical services are contacted and appropriate treatment is provided.
- If an employee is not in acute respiratory distress, they will be advised to go home, contact their personal healthcare provider for further direction/advice.
- The Academy encourages employees to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure.
- Staff will be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.

The Academy will also review/assess traffic patterns of the buildings (entrances/exits, student drop off, staff access, etc.) and post proper signage.

#### **RESPONDING TO POSITIVE TESTS AMONG STAFF AND STUDENTS**

The Academy will follow all CDC guidelines. Following CDC guidelines, employees who show signs of COVID-19 symptoms while at work, will be separated from other staff and students and be sent home. If the Academy learns that an employee or student has tested positive for COVID-19, The Academy will immediately contact the local health department. The Academy will follow the health department's instructions to conduct an investigation to determine who may



have had close contact with the confirmed-positive case. Those individuals will be directed to self-quarantine for 14 days from the last contact made with the confirmed positive case.

### **SPACING, MOVEMENT AND ACCESS**

The Academy, using guidance from the MI Safe Schools Road Map, will adhere to the following guidelines when implementing spacing, movement and access. The Academy will make every attempt to ensure socially distancing of students and staff, there may be situations in which social distancing is not practicable, such as when meeting individual student physical or medical needs, during bus transportation, and/or in classrooms in which desks cannot be spaced six feet apart.

Desks will be spaced six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements.

In classrooms where large tables are utilized, space students as far apart as feasible. As feasible, desks will face toward the front of the classroom. Teachers will maintain six feet of spacing between themselves and students as much as possible. If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.

Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials. Signage will be posted to indicate proper social distancing. Floor markers designate six-foot intervals where line formation is anticipated. Social distancing floor marking designate waiting areas as appropriate. Signs will be posted on the doors of restrooms indicate proper social distancing and hand hygiene techniques.

Adult guests entering the building will be screened for symptoms, provided a facial covering, and provided with sanitizer before entering. Proper notations, including date and time, are kept of non-school employees or other visitors entering and exiting the building.

The Academy staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. Special classes may be brought to the classrooms instead of having students move to different locations. Where possible, physical education will be held outside and social distancing of six feet will be practiced. Hallways will be divided with either side following the same direction. Entrances and exits will be kept separate to keep traffic moving in a single direction.

### **FOOD SERVICE, GATHERING AND EXTRA CURRICULAR ACTIVITIES**

The Academy is committed to providing safe and healthy school environments and workplaces for all students and staff and is collaborating and planning with our food service provider to establish protocols, maintain safeguards, and mitigate the potential for transmission of COVID-19 in schools during student lunch periods. Promoting social distancing, meal preparation and



distribution to students will be driven and provided based on how students return to school (e.g., face-to-face, or virtual learning).

The Academy has developed three plans to safely provide meal service to students based on various scenarios.

#### Option 1: Serve lunch in classrooms

The Academy will establish staggered meal times, and serve students based on established seating arrangements by segmenting lunch periods in groups, utilizing protective shield barriers for extra precaution (if applicable), and coordinating additional staff to supervise students eating in the classrooms and to sanitize and clean classrooms after lunch.

#### Option 2: Serve students lunch in the cafeteria

The Academy intends to reduce the meal period capacity, preferably to half of the student capacity depending on the size of the cafeteria, and adding additional meal periods to the school day, promote social distancing – ensure signs and floor markings that exercise six (6) feet social distancing rules are visible to inform and direct student traffic and flow, and increase staff in cafeteria to provide adequate support.

#### Option 3: Family meals pick up

Food service will continue as designated in Phases 1-3 in accordance to the MI Safe Schools Road Map.

The Academy will prohibit indoor assemblies that bring together students from more than one classroom. Students, teachers, and staff should wash hands before and after every event. Large scale assemblies of more than 30 students are suspended. Off-site field trips that require bus transportation to an indoor location are suspended.

Extracurricular activities at The Academy are currently suspended and will be reevaluated.

### **ATHLETICS**

The Academy will suspend all athletics for the 2020-2021 school year.

### **CLEANING**

The Academy will implement the following protocols established by the MI Safe Schools Road Map to ensure that classroom equipment, furniture and common areas are cleaned regularly.

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, resource rooms and other classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.



- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical mask, and face shields when performing all cleaning activities.

## **BUSING & TRANSPORTATION PROTOCOLS**

The Academy will continue with providing our students with busing services. In accordance with the MI Safe Schools Road Map, proper procedures are established to ensure safety of our students.

The Academy will require the use of hand sanitizer upon entering the bus and must be supplied on the bus. In addition, while on the bus, all bus drivers and staff, and students will be required to wear facial coverings, if medically feasible during school transportation. For those who are unable to wear facial coverings or if wearing facial coverings may pose safety risks, The Academy will make decisions about these situations on a case-by-case basis with local public health officials for bus drivers.

If a student becomes ill during the day, they will not be allowed to use our transportation services to return home. Parents must take their student home. If a driver becomes ill, they must follow protocols outlined in this plan and must not return to drive students.

All transportation vehicles will consider keeping windows open while in motion to help reduce the spread of the virus and increase air circulation, if weather permits and if safe and appropriate.

Transportation vehicles will be cleaned and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.

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

The district recognizes the need to not only provide equitable academic opportunities for the students within The Academy but to also provide opportunities for students to continue to develop their mental and social-emotional health as well. The Academy will use the Social-Emotional Learning (SEL) platform, Lions Quest, to provide a dedicated curriculum to meet the needs of the students.

In addition to the dedicated curriculum, the following are protocols that the district will implement to address the mental and social-emotional health of its students:



- The Academy will implement a mental health screening for all students by a trained professional, i.e. school social worker (SSW). This will be conducted within the first two weeks of school. A Student Wellness Committee (SWC) will be established and consist of the principal, deans, select teachers, counselor, school nurse and/or SSW. The SWC meetings will be led and facilitated by the principal. Any screening will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. The SWC will train new teachers as part of initial orientation; current teachers will receive training during Professional Development (PD) before the start of the new school year.
  - The screening process will be determined by the trained professional.
  - The information gathered by the screening will be used to determine how to best address the mental and social-emotional needs of the student.
- The Academy will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
  - The school nurse and/or social worker will establish a series of protocols to be shared with the teachers and other staff members to ensure rapid referrals of at-risk students to proper support.
  - Staff members will be educated on Multi-Tiered Systems of Support and Response to Intervention (RTI).
  - The RTI process will be used appropriately and extensively to evaluate students' mental health issues; teachers will observe and document both verbal and non-verbal behaviors. Communication logs will be utilized to document student behavior and social-emotional needs.
  - The Academy will employ a Child Study Team (CST) to review the documented behaviors and discuss further evaluation and next steps. The CST includes the SSW, Speech Language Pathologist (SLP), School Counselor, Special Education Teacher, the homeroom teacher, and the building administrator.
- All staff will be provided with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
  - The SWC will provide the staff with the professional development sessions, before the start of school as well as during the school year, to fill their teacher toolbox with the resources and tools necessary to address the needs of, not only their students, but themselves as well.
  - Any new teachers hired after training begins will still receive the training upon hiring.



- The Academy will identify a point person from the CST to centralize mental health referrals, communications to families/students, and public-facing wellness materials.
  - The Academy will utilize the SSW as the leading point person.
  - We will incorporate trauma-informed best practices and provide teachers with formal training in August.
  - A strategic plan will be developed by the SWC for staff training and direct intervention for traumatized students.
  - A more detailed plan of this framework is available in the student handbook on trauma services and traumatic stress, threat assessment, bullying and cyber-bullying.
  - Ongoing training will be provided for all teachers on an individualized basis.
  - Staff members who onboard after August will be provided the same opportunities during their teacher orientation sessions.
- A comprehensive crisis management plan will be established that leverages available internal and external/community-based resources, which can be activated as needed (e.g., loss of a student, loss of a school staff member).
  - The Academy is in the process of developing a comprehensive crisis management plan in working with local community resources and organizations. A formalized plan will be available on the school website by August 30th.
- The school nurse or SSW will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
  - Resources will be available from MDE, Wayne RESA, CDC Guidelines, and American Pediatric Association.
  - Communication on guidelines will be shared with families regularly and consistently and translated as needed.
- Reporting protocols will be established for school staff to evaluate physical and mental health status.
  - A Health screening process will be in place where all parties will be involved via a “see something--say something” strategy to account for transparency.
  - Staff will be trained, through professional development opportunities, to identify changes in the physical and mental health of their students.
- The Academy will provide resources for staff self-care, including resiliency strategies.
  - The Academy will provide ongoing wellness and SEL resources for staff through ADP.
  - Teachers will have access to the disaster distress hotline through the CDC as well as access to mental health professionals through their insurance. Alcohol and drug abuse hotlines are also available.



- Disaster Distress Helpline - 1-800-985-5990
- SAMHSA's National Helpline – 1-800-662-HELP (4357)
- ACCESS is an after-school program that assists, improves, and empowers students to reach their higher potential. ACCESS employees collaborate with the school principal and teachers to benefit the overall education, safety, and well-being of community students.
- Teachers will participate in a “Coping with COVID-19” virtual workshop to learn strategies for self-care.
- A SSW and/or school nurse will work across the school, local public health agencies, and community partners as a mental health liaison.
- The Academy will leverage the MDE resources by attending local professional development training sessions, keeping abreast of new research, updating resources and working with consultants for student and staff mental health and wellness support.
- The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
  - A designated email ([oiaparenthelpline@emanschools.net](mailto:oiaparenthelpline@emanschools.net)) for all issues related to COVID-19 that the school stakeholders wish to address will be created.
  - This email will go directly to the school social worker.
- The Academy will communicate with parents and guardians, via a variety of channels (i.e., written documents, digital documents), return to school transition information including:
  - Destigmatization of COVID-19 (as outlined by the CDC);
  - Understanding normal behavioral response to crises;
  - General best practices of talking through trauma with children; and
  - Positive self-care strategies that promote health and wellness.

Communicate with parents via newsletter in written, verbal and video format in English, Arabic & Bengali.

#### **Phase 4 Instruction**

#### **Governance:**

Oakland International Academy's plan was led by the Chief Academic Officer in collaboration with the school's leadership team members. In addition, feedback was collected from all stakeholders including the management company directors, administrators, teachers, support staff members and parents. Our primary guidance in navigating this plan of action was directly influenced by the protocols stated in the MI Safe Start Roadmap document. To inform our decision-making process we conducted surveys with our parents and staff members. Using SurveyMonkey, the Academy collected data from parents and staff members using Likert scales



and open-ended questioning techniques. Unfortunately, we only received 15% parent responses to our surveys. However, we had more than 85% of our staff members respond to the surveys.

Here is a summary of the results from the parent and staff survey:

### Staff Survey Data Summary

- Only 42% of staff are comfortable leading in-person instruction if we have face-to-face. Rest are somewhat uncomfortable or very uncomfortable.
- 92% of staff have high-speed and stable internet connection for remote teaching available at home.
- 55% of staff favor starting school as normal with additional safety and health measures in place for K-12.
- 66% of the staff favor starting and completing the school year “totally online”. The question was specific to “online instruction”.

- When given choices on different models of instruction and which one they favor the following information was shared:

• 3.85% prefer K-5 for in-person and 6-12 for online.
• 5.77% prefer K-5 in-person and 6-12 Hybrid
• 11.54% of the staff favorably to all K-12 students returning back for face-to-face school.
• 11.54% of the staff prefer K-5 for hybrid and 6-12 online.
• 17.31% of the staff prefer the Hybrid Model for K-12
• 25% of the staff prefer online only.
• 25% of the staff state that they are flexible and adaptable.

### Parent Survey Data Summary:

- 69% of the parents reported that they were very satisfied or satisfied with the way the school communicated with them during the pandemic’s school closing and remote learning days.
- 70% of the parents were satisfied with their child’s education and continuity of learning during pandemic.
- Only 27% of the parents feel comfortable sending their children back to the school building for face-to-face school setting this fall. 75% of the parents would support a Hybrid Model or completely online.
- 89% of the parents would support wearing masks and having their children wear one.
- 86% of parents have a robust or reliable home internet service.



We also engaged in numerous conversations with our teachers and support team members to gather qualitative feedback via Zoom on what worked and what needed improvement from our learnings in Spring 2020's remote learning experiences. The redefined and enhanced plan for remote learning will be shared with our staff members. The staff feedback was instrumental in the design of our programs and the choice of resources. Staff highly recommended Zoom, Google Classroom, student attendance tracking systems and professional development in online teaching and learning with high levels of student engagement. The Leadership team met several times via Zoom and collaborated on the Plan using the Roadmap as guidance for all of our conversations. We incorporated a jigsaw method to study various components of the plan and contribute to the writing of the whole plan. The plan was shared with the staff and parent community.

## Instruction

All instruction will be remote until September 30, 2020. However, after that date, based on our school community's needs, Oakland International Academy will be offering options for parents to select a face-to-face option for K-5 OR opt out and select a remote only option. For grades 6-12, we will offer a hybrid program OR opt out and select a remote only option. The following outlines a detailed program of study which will be available to the students of Oakland International Academy during the 2020-2021 schoolyear:

- a. K-5 students will be offered a comprehensive face-to-face, "learn at school" model of instruction. We plan to offer smaller class sizes of approximately 16 students to a teacher to maintain the social distancing factors. Based on our building audits, we have enough classroom spaces to allow for this model to be implemented. We also have most of the positions filled and continue to be optimistic that all remaining positions will be finalized before the start of the school year. Based on the surveys, we also recognize that there are many parents looking for the option of remote learning environment for this fall. Therefore, we are extending our parents a choice to opt out of face-to-face instruction. If parents elect this option, then it will remain in effect at least for one semester. We will be sending parents forms to decide on which method of instruction they prefer.
- b. 6-12 grades will be provided with a robust hybrid instructional model. In this model, students will attend face-to-face instruction on a rotating schedule. The purpose of the hybrid model is to reduce class sizes and allow for social distancing measures to be maximized. Students will attend classes physically in the building on two days and engage in synchronous and asynchronous instruction on the other three days. Two separate cohorts will be used to assign specific schedules and rotations. For example, Cohort A attends school on Mon/Wed while Cohort B attends school on Tues/Thurs. The other days, students will work from home with their respective remote teachers for live instruction and other assignments. We will offer a third day option for face-to-face instruction to students who need more systems of support such as: newcomers, special



education and those who are at-risk of failing because of other factors. Based on the surveys, we also recognize that there are many parents looking for the option of remote learning environment for this fall. Therefore, we are extending our parents a choice to opt out of face-to-face instruction found in the hybrid model. If parents elect this option, then it will remain in effect at least for one semester. We will be sending parents forms to decide on which method of instruction they prefer.

### Hybrid Instructional Design

The Academy will activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. We are committed to a strong vision that every student will start the year with access to grade-level instruction. The Academy is in the process of revising the scope and sequence of the unit plans to ensure that there are no gaps in instruction as students from one grade to the next. A formal plan is also in place to support teachers to utilize power standards to accelerate instruction using differentiated instruction strategies. There will be extra time dedicated to catch-up and ensure that students have the prerequisites for each unit in place.

There will a formal plan in place to provide assurances on grade-level proficiencies using various assessment methods. In addition, teachers will use a diagnostic and prescriptive approach to teaching and learning. For each unit there will be a pre-assessment tool used to determine students' prior knowledge and drive instruction using data from these assessments. Using digital and/or paper pencil methods, teachers will collect formative data to ensure that students are progressing towards their learning targets and receiving formal and informal feedback. Finally, unit assessments/post-tests will be used identify mastery of skills. All teachers will incorporate 10-15minutes of a mini-lesson on SEL using the Lion's Quest Program.

The hybrid model incorporates face-to-face and virtual learning options using synchronous and asynchronous instruction therefore, clear lesson planning will be expected from teachers on what is being taught in the classroom and what is to be completed at home/online. When students are learning from home, a remote teacher will be assigned to work with students using Zoom platform. The remote teachers will collaborate with the face-to-face teacher to ensure that there is continuity in learning. The remote teacher will students organize their schedules for learning during remote learning days. There will be schedules provided to the families so that the expectations are clear and standardized for all students.

Students who participate in the Hybrid Model and Online only model will have access to a digital device and connectivity. The Academy will track students' attendance via zoom and phone instruction and record this in PowerSchool on a daily basis. Teachers will provide ongoing feedback to digital learners through regular in-person submission OR Google classroom apps. High School students will have options to engage in synchronous instruction if they choose the remote learning option.

Here is a sample of what students will follow on remote learning days:



<b>Hybrid Model /Remote Model Asynchronous Instruction Days</b>	<b>Hybrid Model Synchronous Days (students are present in the building)</b>	<b>Remote Only Students (ES—K-5)</b>	<b>Remote Only Students (MS/HS) Synchronous Instruction 2 days/ Asynchronous Instruction 3 days</b>
8:30a.m.— Breakfast/Goal Setting check learning goals for today	8:30a.m Morning Meeting /SEL	8:30a.m. Morning Meeting/SEL	8:30a.m Morning Meeting /SEL
9:00-10:00 Core Class 1 / Class 3	9:00-10:00 Core Class 1	9:00-9:55 Core Class 1	9:00-10:00 Core Class 1
10:05-11:05 Work Time/Check in with teacher(s)	10:05-11:05 Core Class 2	10:00-10:55 Core Class 2	10:05-11:05 Core Class 2
11:10-12:10p.m Work Time/Check in with teacher	11:10-12:10 Core Class 3	11:00-11:55 Core Class 3	11:10-12:10 Core Class 3
12:15pm.-12:45 Lunch	12:15 Lunch	12:00-12:55Lunch	12:15 Lunch
12:45-1:45 Core Class 2/Class 4	12:45-1:45 Core Class 4	1:00-2:00 Core Class 4	12:45-1:45 Core Class 4
1:50p.m.-2:50p.m Core Class Class 5	1:50-2:50 Core Class 5	2:00-Physical Activity/Rest	1:50-2:50 Core Class 5
2:50p.m.-3:20p.m Small group support/Remote Zoom support—small groups for students	2:50p.m-3:20p.m. Small group support/Remote Zoom support—small groups for students	2:30p.m.-3:30 Work time/small group check in	2:50-3:20p.m- *Small Group Support/Remote Zoom support—small groups for MS;

### **Face-to-Face Instruction**

Students who participate in the face-to face learning sessions will engage in smaller class-sizes and practice social distancing guidelines as mentioned in the Safety Protocol section of this plan. Teachers will map out the scope and sequence of learning activities using Rubicon ATLAS and continue to design appropriate lesson plans. Teachers will incorporate NWEA and local assessments to drive instructional practices. Students will continue to receive scaffolds and supports from respective ESL, Special Education and paraeducators as representative of their service plans. Students will continue to have access to consumable and digital learning platforms as they did before Covid-19. Students will continue to receive SEL lessons.



The Academy will continue to provide scaffolds and small group interventions to all ELL students. Paraeducators and ESL coaches/teachers will continue to provide lessons and monitor students' progress. The Academy provides assurances that students will have access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. Through regular monitoring using NWEA and local assessments, students' readiness levels and progress will be determined. Administrators will engage actively with teachers on pacing of instruction through regular meetings and checking of lesson plans. A systematic plan is in place to ensure teachers are driving instruction using data-based protocols.

The Academy shall provide teachers with appropriate, high-quality digital tools and resources to help support the goals outlined in this plan. The Academy uses Wonders Reading Program, Edge Language Arts, Glencoe Math, My Math, Eureka Math, Pearson Science, and Pearson Social Studies and a variety of other primary resources. These primary resources have online platforms and management systems which will allow for seamless transition between in class learning and/or remote learning. Students who are not making adequate progress will be provided access to multi-tiered systems of student support including paraeducators and interventionists. Where appropriate students will have access to after-school remote learning options with certified teachers. Parents will receive regular updates about their child's progress through home-to-school folders, progress reports, parent conferences and report cards.

### **Special Education—IEP and 504 plans**

The Academy provides assurances that the Special Education team members will revise students' IEPs, IFSPs, and 504 plans in coordination with general education teachers to collect assessment data and make informed decisions on student service plans for the upcoming year. All intervention services will commence immediately. In addition, the Academy will offer an extra day of face-to-face instruction for all special education students. There will be a continuation of speech, occupational and/physical therapy services. Students will also continue working with the School Social Worker. Special Education teams will collaborate with general education teachers and administrators on using assessments tools that are appropriate to each student's needs. This may include assistive technology and accommodations plans as identified in the revised service plans. The Academy's Special Education team will continuously monitor student progress and collect formative data. The team will remain connected with MDE and local ISD for guidance on policies and protocols.

### **Postsecondary Transition:**

In collaboration with the high school administrators, counselors and college advisors, the Academy provides assurances that students will be provided postsecondary transitions. These supports include:

- a. Determine what resources to share with Class of '21 students and families.



- b. Plan for fall administration of SAT.
- c. Offer counseling to seniors
- d. Provide information on FAFSA application, college applications and dual enrollment.
- e. Conduct online/remote College and Career fairs.

## **Communication and Family Supports**

To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan include a variety of methods the district will use to notify pupils and parents or guardians of the hybrid, face-to-face and remote learning models. Using home language translations and remote support systems, we want to keep them connected/engaged throughout the execution of the Plan. The Academy will use multiples modes of communication regarding expectations, information on configurations and schedules along with plans for each of the school reopening scenarios at least 3 times in August 2020. We will utilize the following measures to ensure proper communication of the Plan:

- Direct Person-to-Person Telephone Calls (translators were used to making phone calls)
- Robo Calls
- Regular US Mail
- Class Dojo/emails
- POWERSCHOOL-Q Parent Portal
- Flyers and Postings
- Social Media posting(s) Instagram/FB/Website posting

The Academy is committed to providing resources on how parents can partner with the schools. This will include online resources and school liaison officers who will work with the parents on using the various family supports. Some of the supports that are included in this plan are around the topics of:

- f. Accessing School's digital platforms such as Google classroom and Weebly.
- g. Strategies on supporting students at home
- h. Communicating with teachers using ClassDojo
- i. Reporting device issues

## **PROFESSIONAL LEARNING**

The Academy will ensure that a formal plan for professional development activities will include the following topics for school leaders and instructional/noninstructional staff members:

1. Curriculum Planning for various school reopening scenarios
2. Student Data Analysis
3. Best practices in Hybrid Instruction



4. NWEA online assessments
5. Zoom Academy
6. Formative and Summative Assessments
7. Social and Emotional Learning
8. Google Classroom and Weebly
9. Powerschool
10. Student Engagement and Digital Literacy Resources
11. Parent Engagement and Digital Tools
12. Covid 19 Safety Protocols/ Student and Staff Wellness training
13. PSAT/SAT
14. Restorative Justice and Equity in learning

The Academy will offer formal 5 days of PD using virtual and small group parallel sessions. Teachers will also receive differentiated workshops based on the personalized needs that they have identified using surveys. In addition, staff members meet regularly as Professional Learning Communities to share best practices, exchange ideas and successes and failures around remote learning. These workshops and meetings will take place via zoom or in person maintaining social distance protocols. Staff also received training on utilizing online platforms and programs, but this will be ongoing throughout the year. The Academy will continue to provide professional development opportunities for teachers and applicable staff members using individualized growth plans from Iobserve (Marzano Evaluation Tool). School leaders will collect data on a continuous basis through monitoring, discussions and formal feedback sessions.

## **Phase 4 Operations**

### **Facilities**

In an effort to ensure the academy is ready to reopen, we have created a School Wellness Committee. That consists of The Academy Principal, Deans, 1-2 Teachers, and the School Social Worker /Counselor, teacher(s) and School Nurse. The Committee will perform tasks as indicated in the plan. The Academy will also be taking the following steps to assure our facility is ready for the return of students, for in person and hybrid instruction. The Academy principal will audit necessary materials and supply chain for cleaning and disinfection supplies. Coordinate with Local Emergency Management Programs (LEMP) and Wayne RESA for support with procurement of cleaning and disinfection supplies.

All staff will be instructed and trained on how to keep frequently touched surfaces sanitized and disinfected regularly by building principals and professional development provided by PIC Cleaning (ELM), Hurricane Cleaning (MS), Younes Services (HS) according to CDC, DHS and



OSHA standards. Electrostatic sprayers, Althlring Electric ULV Foggers have been purchased to sanitize after hours. Air Purification systems will be installed in high traffic areas. Building audits have been performed by the administrative team and there will be:

- Each Classroom available by building:

OIA K-1 7 Classrooms      OIA 2-4 12 Classrooms

OIA MS 14 Classrooms      OIA HS 25 Classrooms

- Each Classroom is approximately

OIA K-1 23x24      OIA 2-4 29x22

OIA MS 27.5'x28'      OIA HS 35x24

- We will use the gym, cafeteria and media rooms as needed for additional space.
- All classrooms have windows that will be used for ventilation

All school security support staff will follow CDC protocols if interacting with the general public:

- Face Mask will be worn
- Social Distancing will be practiced

Where needed HVAC systems have been checked, new air filters will be installed in August and checked quarterly for replacement. Approved/required material including CDC approved soap/hand sanitizer will be on hand and distributed by custodial staff to all classrooms and offices. The School Wellness Committee will complete the following task in August:

- Posting signs at all academy entrances requiring a face mask
- Post signs throughout the building about frequent hand washing, cough etiquette, and nose blowing
- Provide digital copies of the signs to be shared on all academy social media



The Academy will mandate custodial staff to follow all CDC guidelines when performing cleaning duties. Final walk troughs will take place in August with Administrative Teams and Contract custodian services to ensure classrooms, common spaces, and building exterior are ready for staff and students. Education and Management Network will procure level-1 facial coverings, including those with a transparent front for preK-5 teachers, low income students and students with special needs. Level-1 surgical mask are available for cleaning and janitorial staff

The School Wellness Committee will create a school cleaning and disinfection checklist to ensure the cleaning and disinfection of the Academy is done according to the CDC School Decision Tree Ongoing maintenance/cleaning of the academy will continue to ensure the facilities are ready for resumption of school operations.

Items not addressed in this plan

- Audit school security protocols to decide if any process changes need to be implemented.  
-Continuous audits have/will be been performed on security protocols; currently no changes were necessary

## **Budget, Food Services, Enrollment, and Staffing**

Cares Act funding will be used for key purchases for technology tools and cleaning supplies. The Budget for this year will represent all the extra activities listed in this plan. A detailed copy of the budget is available upon request.

Bus riders will be health screened at their designated pick up point. When arriving to school the student will be directed to their classroom. Students who do not pass health screening at the pick-up point will be sent home after parent contact by bus monitor. Students arriving to school by other means (i.e.: walking or parent drop off) will be screened as they arrive at their designated school building entry point. Those students passing health screening will be directed to their classroom. Students not passing health screening will be sent to a quarantine area until parents can pick up student(s). Student dismissal will be staggered. Bus riders will be dismissed



first and directed to their respective bus. Students who are transported by parents will be dismissed second. Students who walk will be dismissed 3<sup>rd</sup>.

Central office and building level administration will communicate directly who is reporting to the school building and job function responsibilities and reporting times and duties.

Human Resources has been setting up interviews and hiring replacement staff as openings occur. School level administration is responsible for communicating openings to the central office so a candidate search can be conducted. Parent surveys have been conducted about the return to school plan. School community will receive communication in mid-August about our return to school specifics. There is a plan in place to identify high risk staff members through volunteer reporting.

Current staff members will be redeployed with updated job duties. For example, paraeducators will support families with translations and assist newcomer students in understanding information in their home-language using Zoom and phone calls. Bus drivers will help with food distribution and other tasks if they are no longer driving the buses due to remote learning. We are committed to redeploying our staff members based on identified needs and data gathered from our families on which option they choose for their students (hybrid, face-to-face or remote-only). Additional staff may be added if the need arises. As openings for current staff levels occur the Academies central office Education and Management Network will be searching for candidates as part of our ongoing process. Bus Drivers, PE Teachers, and Support staff will have enhanced duties during this phase of operations. Central office and school building administration have been and will continue to use on-line platforms to recruit and interview candidates for the academy as openings occur. The Academy has building subs, when additional subs are needed, we outsource to Midwest Staffing for support.

Currently communication is being developed to distribute to parents and students about the return to school plan at the academy. The plan will be communicated through Class Dojo. Direct email to students and parents, social media. US Mail and a phone call campaign.

The Academy's Central Office working through the school leader will orientate all staff on any operational changes. Master schedules will be developed by the academy school principal to facility arrival/dismissal procedures, classroom assignments, class capacity, lunch/rotation



schedules and passing requirements according to the building bell schedule for student instruction according to the delivery of instruction plan.

The Academy will work with the food service department to safely serve lunch to students in the classroom keeping these measures relevant: The academy has required food service managers to make any adjustment.

1. Sick employees required to stay at home.
2. Straws served on the side
3. Employers provide masks
4. Simplified menus
5. Social distancing measures-Enforcing social distancing requirements
6. More frequent cleaning

Points not covered in this plan:

- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
  - N/A-- The Academy does not have any bargaining units
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
  - N/A The academy does not have a bargaining unit,

## **Technology**

The Academy conducted surveys of families using Survey Monkey in March 2020 to collect information about the numbers and types of devices used in students' homes. Follow up phone calls were made by academy paraprofessionals to ensure families understood the surveys, if needed, translation was provided.

- Purchased devices (for loan) for families that indicated a need for devices



- The Academy has increased its bandwidth to become a hot spot for students who live near the school
- The Academy acquired and provided hotspots to students who did not have adequate internet at home.

The Academy designated point of contact is Ehab Hassan, Executive Director Operations/Technology. The academy has implemented a district technology plan that will provide training for staff and students in the use of Google classroom. Teachers are attending Zoom Academy and will receive Power School and Virtual Trainings via remote learning prior to the opening of school. Device and general technology support leads will be assigned in each building in August Mr. Akil, Pupil Accounting will serve as the technology process leader. Building Paraprofessionals will operate in the role of family technology liaisons to support communication/translation regarding use of technology

IT department will conduct maintenance to the devices, removal of malware, and handle any issues regarding screens, keyboards or batteries. The technology support leads will serve as onsite triage for staff and student devices:

- They will troubleshoot and fix or forward to the technology department to decide if a replacement device needs to be given
- A Technology Support Form will be available on the school website and in the school office for family support
  1. Families will complete the Tech Support Form
  2. Technology Support Leads will review form for appropriate action, troubleshoot and repair (if able.)
  3. If Tech Lead is unable to repair, student will be provided a loaner device
  4. Device will be given to the Technology Process Leader
  5. Technology Process Leader will communicate with IT
  6. IT will repair(if able) the device and return to school ASAP

The Academy will use Google Chrome education, Apple locator, and Meraki device manager as asset tracking tools. Every Wi-Fi access point and wired network device should be tested. The academy has tested and made changes as needed. The academy will continue to monitor all access points. A technology support plan will be available on all social media for family support.



In the event that school must close to in-person instruction we will return to a distance learning format using the Zoom platform. In June the academy developed a plan for the collection, sanitation and storage of bagged devices that addresses all these issues.

- Safely bagging devices collected at schools;
- Transporting them to a central location;
- Sanitizing the devices prior to a repair or replacement evaluation; and
- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

The Academy has tested and made changes as needed to all access points. The academy will continue to monitor all access points.

The Academy will use Weebly to centralize online resources that were created, published, and distributed by teachers and others during the school closer period.

Our long-term technology maintenance plan consists of review of issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes. Which is a formative ongoing process handled by our Technology Department and IT.

Points not covered in this Plan:

- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
  - N/A currently our Academy can handle the processing of all devices
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
  - Lessons learned refer to survey, survey results are still be complied
- Continue infrastructure evaluations until all issues are resolved.
  - N/A The academy currently does not have issues that need to be addressed. The technology team will continue to monitor this.

## **Transportation**

There are three 72 passenger Navistar school buses used for student transportation.



All buses are the same size and configuration. The buses are used for student's transportation to and from school daily, used for field trips and athletic events. During quarantine buses were used to deliver student materials to student's homes. All bus drivers are scheduled to return to work at this time. Auxiliary drivers are available for any shortages. The Academy's human resources department will conduct searches for replacement candidates as openings occur. The Academy operates its own transportation department. All drivers and staff members will be responsible for following the Academy's safety protocols.

Routes are designed by the department. To safely reopen the academy will revise routes to ensure proper social distancing. Drivers and staff will be trained on proper screening protocols. Students and parents will be communicated to about transportation protocols which will be followed for safe transportation to school according to safety standards. Bus drivers will follow personal screening protocols in accordance with The Academy's employee health screening protocols.

Bus drivers and students will be required to follow the Academy's safety protocols including health screening forms. Students will be required to present a form to driver upon entry to the bus signed by parent for daily transportation to school. All bus riders and personnel will be required to wear a face covering. Social distancing will be achieved by requiring one student to a seat and seating students every other seat. This will require additional routes to be developed and revising transportation requirements.

Windows on the bus will be left open weather permitting to help reduce the spread of the virus by increasing air circulation, if appropriate and safe. Final updated protocols will be communicated to bus riders in mid/late August by US Mail, social media, phone campaign.

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

### **PHASE 5 SAFETY PROTOCOLS**

#### **PERSONAL PROTECTION EQUIPMENT**

The Academy has put in place the following safety measures as part of this plan to protect all staff members, students and parents from the spread of COVID-19. Safety protocols, established the by MI Safe Schools Roadmap, are required to be followed, or are strongly recommended and



will be indicated as such. Students will be provided with a washable face covering. Students, staff, and visitors that do not have their own personal protection equipment (PPE) will be provided with the appropriate PPE for use in the school environment

Facial coverings must always be worn by staff except for meals. Facial coverings may be reusable (per CDC guidelines) or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

- Reusable (per CDC guidelines) facial coverings must be washed daily.
- Disposable facial coverings must be disposed of at the end of each day.

Facial coverings must be worn by students in grades 6-12, all staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be reusable (per CDC guidelines) or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be reusable (per CDC guidelines) or disposable level-one (basic) grade surgical masks.

*Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.*

Facial coverings must be worn in classrooms by all students in grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Facial coverings will be considered as appropriate for K-5 students and students with special needs in classrooms.

Facial coverings will be considered as appropriate for with special needs in hallways and common areas

Facial coverings should never be used on children under age 2.

## **HYGIENE**

The Academy has agreed to the following hygienic measures to ensure compliance with the MI Safe Start Plan. In addition to these measures, The Academy will work to teach and reinforce



good hygiene measures such as hand washing, covering coughs, and face coverings. The Academy will use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols.

The Academy agrees to provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).

The staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Custodial staff will systematically and frequently check and refill soap and hand sanitizers.

Students and teachers at The Academy will have scheduled handwashing with soap and water every 2-3 hours.

The students will be reminded to limit the sharing of personal items and supplies such as writing utensils. Teachers will keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Teachers will also limit the use of classroom materials to small groups and disinfect between uses and provide adequate supplies to assign for individual student use.

Ensure hand sanitizing stations are set up throughout school buildings.

## **SCREENING AND REPORTING PROTOCOLS**

The Academy will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff. Employees of The Academy will complete a COVID-19 Screening Checklist each day they work on campus.

The Academy will adopt the following safety protocols in order to properly screen and report staff and students. The Academy will identify and designate a quarantine area and a staff person to care for students who become ill at school.

### **STUDENTS:**

- Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up.
- Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students who are sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines. These students will need to provide proper medical documentation.



- Families of The Academy are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- Parents are not allowed into the building except under extenuating circumstances or determined by school officials.

#### STAFF:

Staff who develop a fever or exhibit COVID-19 symptoms at work will:

- Maintain social distancing (if possible) of six feet from the individual and ask them to move away from other employees.
- If an employee is in acute respiratory distress (shortness of breath, difficulty speaking, wheezing, gasping for air), then they will be placed in an identified quarantine area and will be required to wear a face mask/covering. Outside emergency medical services are contacted and appropriate treatment is provided.
- If an employee is not in acute respiratory distress, they will be advised to go home, contact their personal healthcare provider for further direction/advice.
- The Academy encourages employees to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure.
- Staff will be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.

The Academy will also review/assess traffic patterns of the buildings (entrances/exits, student drop off, staff access, etc.) and post proper signage.

#### **RESPONDING TO POSITIVE TESTS AMONG STAFF AND STUDENTS**

The Academy will follow all CDC guidelines. Following CDC guidelines, employees who show signs of COVID-19 symptoms while at work, will be separated from other staff and students and be sent home. If the Academy learns that an employee or student has tested positive for COVID-19, The Academy will immediately contact the local health department. The Academy will follow the health department's instructions to conduct an investigation to determine who may have had close contact with the confirmed-positive case. Those individuals will be directed to self-quarantine for 14 days from the last contact made with the confirmed positive case.

#### **SPACING, MOVEMENT AND ACCESS**

The Academy, using guidance from the MI Safe Schools Road Map, will adhere to the following guidelines when implementing spacing, movement and access. The Academy will make every



attempt to ensure socially distancing of students and staff, there may be situations in which social distancing is not practicable, such as when meeting individual student physical or medical needs, during bus transportation, and/or in classrooms in which desks cannot be spaced six feet apart.

Desks will be spaced six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements. Desks will be facing the same direction toward the front of the classroom.

In classrooms where large tables are utilized, space students as far apart as feasible. As feasible, desks will face toward the front of the classroom. Teachers will maintain six feet of spacing between themselves and students as much as possible. If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.

Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials. Signage will be posted to indicate proper social distancing. Floor markers designate six-foot intervals where line formation is anticipated. Social distancing floor marking designate waiting areas as appropriate. Signs will be posted on the doors of restrooms indicate proper social distancing and hand hygiene techniques.

Adult guests entering the building will be screened for symptoms, provided a facial covering, and provided with sanitizer before entering. Proper notations, including date and time, are kept of non-school employees or other visitors entering and exiting the building.

The Academy staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. Special classes may be brought to the classrooms instead of having students move to different locations. Where possible, physical education will be held outside and social distancing of six feet will be practiced. Hallways will be divided with either side following the same direction. Entrances and exits will be kept separate to keep traffic moving in a single direction.

### **FOOD SERVICE, GATHERING AND EXTRA CURRICULAR ACTIVITIES**

The Academy is committed to providing safe and healthy school environments and workplaces for all students and staff and is collaborating and planning with our food service provider to establish protocols, maintain safeguards, and mitigate the potential for transmission of COVID-19 in schools during student lunch periods. Promoting social distancing, meal preparation and distribution to students will be driven and provided based on how students return to school (e.g., face-to-face, or virtual learning).

The Academy has developed three plans to safely provide meal service to students based on various scenarios.



#### Option 1: Serve lunch in classrooms

The Academy will establish staggered meal times, and serve students based on established seating arrangements by segmenting lunch periods in groups, utilizing protective shield barriers for extra precaution (if applicable), and coordinating additional staff to supervise students eating in the classrooms and to sanitize and clean classrooms after lunch.

#### Option 2: Serve students lunch in the cafeteria

The Academy intends to reduce the meal period capacity, preferably to half of the student capacity depending on the size of the cafeteria, and adding additional meal periods to the school day, promote social distancing – ensure signs and floor markings that exercise six (6) feet social distancing rules are visible to inform and direct student traffic and flow, and increase staff in cafeteria to provide adequate support. Lunch and cafeteria staff should use barrier protection including gloves, face shield and surgical gloves.

#### Option 3: Family meals pick up

Food service will continue as designated in Phases 1-3 in accordance to the MI Safe Schools Road Map.

The Academy will prohibit indoor assemblies that bring together students from more than one classroom. Students, teachers, and staff should wash hands before and after every event. Large scale assemblies of more than 30 students are suspended. Off-site field trips that require bus transportation to an indoor location are suspended.

Extracurricular activities at The Academy are currently suspended and will be reevaluated.

### **ATHLETICS**

The Academy will suspend all athletics for the 2020-2021 school year until we are in Phase 6.

### **CLEANING**

The Academy will implement the following protocols established by the MI Safe Schools Road Map to ensure that classroom equipment, furniture and common areas are cleaned regularly.

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, resource rooms and other classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.



- Staff must wear gloves, surgical mask, and face shields when performing all cleaning activities.

## **BUSING & TRANSPORTATION PROTOCOLS**

The Academy will continue with providing our students with busing services. In accordance with the MI Safe Schools Road Map, proper procedures are established to ensure safety of our students.

The Academy will require the use of hand sanitizer upon entering the bus and must be supplied on the bus. In addition, while on the bus, all bus drivers and staff, and students will be required to wear facial coverings, if medically feasible during school transportation. For those who are unable to wear facial coverings or if wearing facial coverings may pose safety risks, The Academy will make decisions about these situations on a case-by-case basis with local public health officials for bus drivers.

If a student becomes ill during the day, they will not be allowed to use our transportation services to return home. Parents must take their student home. If a driver becomes ill, they must follow protocols outlined in this plan and must not return to drive students.

All transportation vehicles will consider keeping windows open while in motion to help reduce the spread of the virus and increase air circulation, if weather permits and if safe and appropriate.

Transportation vehicles will be cleaned and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.

## **MEDICALLY VULNERABLE STUDENTS AND STAFF**

The Academy will systematically review all current plans, for accommodating students with special healthcare needs and update care plans as needed to decrease their risk for exposure to COVID-19. The Academy will create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-10 and have a plan in place to address alternative learning arrangements or work reassignments.

All staff of the Academy caring for children and providing any medical assistance, should wear an N95 mask at the time of delivery. Staff who identify as high risk for severe illness should minimize face to face contact and be allowed to maintain a distance of six feet from others to limit their exposure risk.

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

The district recognizes the need to not only provide equitable academic opportunities for the students within The Academy but to also provide opportunities for students to continue to develop their mental and social-emotional health as well. The Academy will use the Social-



Emotional Learning (SEL) platform, Lions Quest, to provide a dedicated curriculum to meet the needs of the students.

In addition to the dedicated curriculum, the following are protocols that the district will implement to address the mental and social-emotional health of its students:

- The Academy will implement a mental health screening for all students by a trained professional, i.e. school social worker (SSW). This will be conducted within the first two weeks of school. A Student Wellness Committee (SWC) will be established and consist of the principal, deans, select teachers, counselor, school nurse and/or SSW. The SWC meetings will be led and facilitated by the principal. Any screening will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. The SWC will train new teachers as part of initial orientation; current teachers will receive training during Professional Development (PD) before the start of the new school year.
  - The screening process will be determined by the trained professional.
  - The information gathered by the screening will be used to determine how to best address the mental and social-emotional needs of the student.
- The Academy will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
  - The school nurse and/or social worker will establish a series of protocols to be shared with the teachers and other staff members to ensure rapid referrals of at-risk students to proper support.
  - Staff members will be educated on Multi-Tiered Systems of Support and Response to Intervention (RTI).
  - The RTI process will be used appropriately and extensively to evaluate students' mental health issues; teachers will observe and document both verbal and non-verbal behaviors. Communication logs will be utilized to document student behavior and social-emotional needs.
  - The Academy will employ a Child Study Team (CST) to review the documented behaviors and discuss further evaluation and next steps. The CST includes the SSW, Speech Language Pathologist (SLP), School Counselor, Special Education Teacher, the homeroom teacher, and the building administrator.
- All staff will be provided with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.



- The SWC will provide the staff with the professional development sessions, before the start of school as well as during the school year, to fill their teacher toolbox with the resources and tools necessary to address the needs of, not only their students, but themselves as well.
- Any new teachers hired after training begins will still receive the training upon hiring.
- The Academy will identify a point person from the CST to centralize mental health referrals, communications to families/students, and public-facing wellness materials.
  - The Academy will utilize the SSW as the leading point person.
  - We will incorporate trauma-informed best practices and provide teachers with formal training in August.
  - A strategic plan will be developed by the SWC for staff training and direct intervention for traumatized students.
  - A more detailed plan of this framework is available in the student handbook on trauma services and traumatic stress, threat assessment, bullying and cyber-bullying.
  - Ongoing training will be provided for all teachers on an individualized basis.
  - Staff members who onboard after August will be provided the same opportunities during their teacher orientation sessions.
- A comprehensive crisis management plan will be established that leverages available internal and external/community-based resources, which can be activated as needed (e.g., loss of a student, loss of a school staff member).
  - The Academy is in the process of developing a comprehensive crisis management plan in working with local community resources and organizations. A formalized plan will be available on the school website by August 30th.
- The school nurse or SSW will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
  - Resources will be available from MDE, Wayne RESA, CDC Guidelines, and American Pediatric Association.
  - Communication on guidelines will be shared with families regularly and consistently and translated as needed.
- Reporting protocols will be established for school staff to evaluate physical and mental health status.
  - A Health screening process will be in place where all parties will be involved via a “see something--say something” strategy to account for transparency.
  - Staff will be trained, through professional development opportunities, to identify changes in the physical and mental health of their students.



- The Academy will provide resources for staff self-care, including resiliency strategies.
  - The Academy will provide ongoing wellness and SEL resources for staff through ADP.
  - Teachers will have access to the disaster distress hotline through the CDC as well as access to mental health professionals through their insurance. Alcohol and drug abuse hotlines are also available.
    - Disaster Distress Helpline - 1-800-985-5990
    - SAMHSA's National Helpline – 1-800-662-HELP (4357)
  - ACCESS is an after-school program that assists, improves, and empowers students to reach their higher potential. ACCESS employees collaborate with the school principal and teachers to benefit the overall education, safety, and well-being of community students.
  - Teachers will participate in a “Coping with COVID-19” virtual workshop to learn strategies for self-care.
- A SSW and/or school nurse will work across the school, local public health agencies, and community partners as a mental health liaison. .
- The Academy will leverage the MDE resources by attending local professional development training sessions, keeping abreast of new research, updating resources and working with consultants for student and staff mental health and wellness support.
- The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
  - A designated email ([oiaparenthelpline@emanschools.net](mailto:oiaparenthelpline@emanschools.net)) for all issues related to COVID-19 that the school stakeholders wish to address will be created.
  - This email will go directly to the school social worker.
- The Academy will communicate with parents and guardians, via a variety of channels (i.e., written documents, digital documents), return to school transition information including:
  - Destigmatization of COVID-19 (as outlined by the CDC);
  - Understanding normal behavioral response to crises;
  - General best practices of talking through trauma with children; and
  - Positive self-care strategies that promote health and wellness.
  - Communicate with parents via newsletter in written, verbal and video format in English, Arabic & Bengali.

## **Phase 5 Instruction**

The Academy provides assurances that all protocols from the Phase 5 of the Roadmap will be adhered to with minimal safety protocols. Although most of the recommendations are directly referenced in Phase 4, we expect that most of the students will engage through in-person



instruction and slowly transition away from remote and hybrid models. This determination will be based on parent input and consultation to ensure that our school communities will continue to remain safe. With the use of surveys and community dialogs, we will return to school safely so that students can learn back in the classroom. Parents may continue to have the option of online if they choose it is best for their child. The Academy shall share the revised remote learning plan in case of a return to remote learning. Teachers will collaborate to ensure that students are identified if they were at-risk of failing during remote learning options. This information will be used to guide our MTSS approaches to teaching and learning. We are committed to the continuity of learning for all in-person service plans for ELL and Special Education students.

## Governance:

Oakland International Academy's plan was led by the Chief Academic Officer in collaboration with the school's leadership team members. In addition, feedback was collected from all stakeholders including the management company directors, administrators, teachers, support staff members and parents. Our primary guidance in navigating this plan of action was directly influenced by the protocols stated in the MI Safe Start Roadmap document. To inform our decision-making process we conducted surveys with our parents and staff members. Using SurveyMonkey, the Academy collected data from parents and staff members using likert scales and open-ended questioning techniques. This data was analyzed and interpreted by the planning team in a meaningful way to make decisions. We also engaged in numerous conversations with our teachers and support team members to gather qualitative feedback on what worked and what needed improvement from our learnings in Spring 2020's remote learning experiences. The redefined and enhanced plan for remote learning will be shared with our staff members. The staff feedback was instrumental in the design of our programs and the choice of resources.

## Instruction

Based on our school community's needs, Oakland International Academy will be offering options for parents to select a face-to-face option for K-5 OR opt out and select a remote only option. For grades 6-8, we will offer a hybrid program OR opt out and select a remote only option. The following outlines a detailed program of study which will be available to the students of Oakland International Academy during the 2020-2021 schoolyear:

### **Face-to-Face Instruction**

In Phase 5, we expect students to participate in the face-to face learning and practice reduced social distancing guidelines as mentioned in the Safety Protocol section of this plan. However, if parents choose, they can continue with remote learning options. For grades 6-8 hybrid options will be suspended in lieu of face-to-face instruction for all five days of the week. Students who continue on remote learning plan will receive the same access and quality of services as they did in Phase 4. In Phase 5, teachers will map out the scope and sequence of learning activities using



Rubicon ATLAS and continue to design appropriate lesson plans. Teachers will incorporate NWEA and local assessments to drive instructional practices. Students will continue to receive scaffolds and supports from respective ESL, Special Education and paraeducators as representative of their service plans. Students will continue to have access to consumable and digital learning platforms as they did before Covid-19. Students will continue to receive SEL lessons.

The Academy provides assurances that students will have access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. Through regular monitoring using NWEA and local assessments, students' readiness levels and progress will be determined. Administrators will engage actively with teachers on pacing of instruction through regular meetings and checking of lesson plans. A systematic plan is in place to ensure teachers are driving instruction using data-based protocols. The Academy shall provide teachers with appropriate, high-quality digital tools and resources to help support the goals outlined in this plan. Students who are not making adequate progress will be provided access to multi-tiered systems of student support including paraeducators and interventionists. Where appropriate students will have access to after-school remote learning options with certified teachers. Parents will receive regular updates about their child's progress through home-to-school folders, progress reports, parent conferences and report cards.

### **Special Education—IEP and 504 plans**

The Academy provides assurances that the Special Education team members will revise students' IEPs, IFSPs, and 504 plans in coordination with general education teachers to collect assessment data and make informed decisions on student service plans for the upcoming year. All intervention services will commence immediately. In addition, the Academy will offer an extra day of face-to-face instruction for all special education students. There will be a continuation of speech, occupational and/physical therapy services. Students will also continue working with the School Social Worker. Special Education teams will collaborate with general education teachers and administrators on using assessments tools that are appropriate to each student's needs. This may include assistive technology and accommodations plans as identified in the revised service plans. The Academy's Special Education team will continuously monitor students' progress and collect formative data. The team will remain connected with MDE and local ISD for guidance on policies and protocols.

### **Communication and Family Supports**

To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan include a variety of methods the district will use to notify pupils and parents or guardians of the hybrid, face-to-face and remote learning models. Using home language translations and remote support systems, we want to keep them connected/engaged throughout the execution of the Plan. The Academy will use multiples modes of communication regarding



expectations, information on configurations and schedules along with plans for each of the school reopening scenarios at least 3 times in August 2020. IF we are in Phase 5, the stakeholders will receive a copy of our plan for face-to-face instruction. We will utilize the following measures to ensure proper communication of the Plan:

- Direct Person-to-Person Telephone Calls (translators were used to making phone calls)
- Robo Calls
- Regular US Mail
- Class Dojo/emails
- POWERSCHOOL-Q Parent Portal
- Flyers and Postings
- Social Media posting(s) Instagram/FB/Website posting

The Academy is committed to providing resources on how parents can partner with the schools. This will include online resources and school liaison officers who will work with the parents on using the various family supports. Some of the supports that are included in this plan are around the topics of:

- Accessing School's digital platforms such as Google classroom and Weebly.
- Strategies on supporting students at home
- Communicating with teachers using ClassDojo
- Reporting device issues

## **PROFESSIONAL LEARNING**

The Academy will ensure that a formal plan for professional development activities will include the following topics for school leaders and instructional/noninstructional staff members:

- Curriculum Planning to adjust for 5 days a week of in-person instruction.
- Student Data Analysis
- NWEA online assessments
- Formative and Summative Assessments
- Social and Emotional Learning
- Covid 19 Safety Protocols/ Student and Staff Wellness training
- Restorative Justice and Equity in learning

The Academy will offer formal 5 days of PD using virtual and small group parallel sessions. Teachers will also receive differentiated workshops based on the personalized needs that they have identified using surveys. In addition, staff members meet regularly as Professional Learning Communities to share best practices, exchange ideas and successes and failures around remote learning. These workshops and meetings will take place via zoom or in person maintaining social distance protocols. Staff also received training on utilizing online platforms and programs, but this will be ongoing throughout the year. The Academy will continue to provide professional development opportunities for teachers and applicable staff members using individualized growth plans from Iobserve (Marzano Evaluation Tool). School leaders will



collect data on a continuous basis through monitoring, discussions and formal feedback sessions.

## **Phase 5 Operations**

### **Facilities**

The Academy will continue all phase 4 Facilities protocols and procedures during phase 5 to ensure the safety of staff and students.

### **Budget, Food Services, Enrollment, and Staffing**

The Academy will continue all phase 4 Budget, Enrollment, and Staffing protocols and procedures during phase 5 to ensure the safety of staff and students with one exception:

- The Academy will consider allowing students to eat lunch in the cafeteria if it is deemed safe to do so under guidelines of CDC.
- Cares Act funding will be used for key purchases for technology tools and cleaning supplies.

### **Technology**

The Academy will continue all phase 4 Technology protocols and procedures during phase 5 to ensure the safety of staff and students.

### **Transportation**

The Academy will continue all phase 4 Transportation protocols and procedures during phase 5 to ensure the safety of staff and students with one exception:

- The Academy will consider using every seat on the bus is considered safe to do so by the CDC

The following items addressed from Phase 4 will continue to be implemented with minimal safety protocols.



## Facilities

In an effort to ensure the academy is ready to reopen, we have created a School Wellness Committee. That consists of The Academy Principal, Deans, 1-2 Teachers, and the School Social Worker /Counselor, teacher(s) and School Nurse. The Committee will perform tasks as indicated in the plan. The Academy will also be taking the following steps to assure our facility is ready for the return of students, for in person and hybrid instruction. The Academy principal will audit necessary materials and supply chain for cleaning and disinfection supplies. Coordinate with Local Emergency Management Programs (LEMP) and Wayne RESA for support with procurement of cleaning and disinfection supplies.

All staff will be instructed and trained on how to keep frequently touched surfaces sanitized and disinfected regularly by building principals and professional development provided by PIC Cleaning (ELM), Hurricane Cleaning (MS), Younes Services (HS) according to CDC, DHS and OSHA standards. Electrostatic sprayers, Althlering Electric ULV Foggers have been purchased to sanitize after hours. Air Purification systems will be installed in high traffic areas. Building audits have been performed by the administrative team and there will be:

- Each Classroom available by building:

OIA K-1 7 Classrooms      OIA 2-4 12 Classrooms

OIA MS 14.5 Classrooms      OIA HS 25 Classrooms

- Each Classroom is approximately

OIA K-1 23x24      OIA 2-4 29x22

OIA MS 27.5'x28'      OIA HS 35x24

- We will use the gym, cafeteria and media rooms as needed for additional space.
- All classrooms have windows that will be used for ventilation

All school security support staff will follow CDC protocols if interacting with the general public:



- Face Mask will be worn
- Social Distancing will be practiced

Where needed HVAC systems have been checked, new air filters will be installed in August and checked quarterly for replacement. Approved/required material including CDC approved soap/hand sanitizer will be on hand and distributed by custodial staff to all classrooms and offices. The School Wellness Committee will complete the following task in August:

- Posting signs at all academy entrances requiring a face mask
- Post signs throughout the building about frequent hand washing, cough etiquette, and nose blowing
- Provide digital copies of the signs to be shared on all academy social media

The Academy will mandate custodial staff to follow all CDC guidelines when performing cleaning duties. Final walk troughs will take place in August with Administrative Teams and Contract custodian services to ensure classrooms, common spaces, and building exterior are ready for staff and students. Education and Management Network will procure level-1 facial coverings, including those with a transparent front for preK-5 teachers, low income students and students with special needs. Level-1 surgical mask are available for cleaning and janitorial staff

The School Wellness Committee will create a school cleaning and disinfection checklist to ensure the cleaning and disinfection of the Academy is done according to the CDC School Decision Tree Ongoing maintenance/cleaning of the academy will continue to ensure the facilities are ready for resumption of school operations.

Items not addressed in this plan

\*Audit school security protocols to decide if any process changes need to be implemented.

-Continuous audits have/will be been performed on security protocols; currently no changes were necessary



## **Budget, Food Services, Enrollment, and Staffing**

Cares Act funding will be used for key purchases for technology tools and cleaning supplies. The Budget for this year will represent all the extra activities listed in this plan. A detailed copy of the budget is available upon request.

Bus riders will be health screened at their designated pick up point. When arriving to school the student will be directed to their classroom. Students who do not pass health screening at the pick-up point will be sent home after parent contact by bus monitor. Students arriving to school by other means (i.e.: walking or parent drop off) will be screened as they arrive at their designated school building entry point. Those students passing health screening will be directed to their classroom. Students not passing health screening will be sent to a quarantine area until parents can pick up student(s). Student dismissal will be staggered. Bus riders will be dismissed first and directed to their respective bus. Students who are transported by parents will be dismissed second. Students who walk will be dismissed 3<sup>rd</sup>.

Central office and building level administration will communicate directly who is reporting to the school building and job function responsibilities and reporting times and duties.

Human Resources has been setting up interviews and hiring replacement staff as openings occur. School level administration is responsible for communicating openings to the central office so a candidate search can be conducted. Parent surveys have been conducted about the return to school plan. School community will receive communication in mid-August about our return to school specifics. There is a plan in place to identify high risk staff members through volunteer reporting.

Current staff members will be redeployed with updated job duties. Additional staff may be added if the need arises. As openings for current staff levels occur the Academies central office Education and Management Network will be searching for candidates as part of our ongoing process. Bus Drivers, PE Teachers, and Support staff will have enhanced duties during this phase of operations. Central office and school building administration have been and will continue to use on-line platforms to recruit and interview candidates for the academy as openings occur. The



Academy has building subs, when additional subs are needed, we outsource to Midwest Staffing for support.

Currently communication is being developed to distribute to parents and students about the return to school plan at the academy. The plan will be communicated through Class Dojo. Direct email to students and parents, social media. US Mail and a phone call campaign.

The Academy's Central Office working through the school leader will orientate all staff on any operational changes. Master schedules will be developed by the academy school principal to facility arrival/dismissal procedures, classroom assignments, class capacity, lunch/rotation schedules and passing requirements according to the building bell schedule for student instruction according to the delivery of instruction plan.

The Academy will work with the food service department to safely serve lunch to students in the classroom keeping these measures relevant: The academy has required food service managers to make any adjustment.

7. Sick employees required to stay at home.
8. Straws served on the side
9. Employers provide masks
10. Simplified menus
11. Social distancing measures-Enforcing social distancing requirements
12. More frequent cleaning

Points not covered in this plan:

- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
  - N/A The Academy does not have any bargaining units
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
  - N/A The academy does not have a bargaining unit,



## Technology

The Academy conducted surveys of families using Survey Monkey in March 2020 to collect information about the numbers and types of devices used in students' homes. Follow up phone calls were made by academy paraprofessional to ensure families understood the surveys, if needed translation was provided.

- Purchased devices (for loan) for families that indicated a need for devices
- The Academy has increased its bandwidth to become a hot spot for students who live near the school
- The Academy acquired and provided hotspots to students who did not have adequate internet at home.

The Academy designated point of contact is Ehab Hassan, Executive Director Operations/Technology. The academy has implemented a district technology plan that will provide training for staff and students in the use of Google classroom. Teachers are attending Zoom Academy and will receive Power School and Virtual Trainings via remote learning prior to the opening of school. Device and general technology support leads will be assigned in each building in August Mr. Akil, Pupil Accounting will serve as the technology process leader. Building Paraprofessionals will operate in the role of family technology liaisons to support communication/translation regarding use of technology

IT department will conduct maintenance to the devices, removal of malware, and handle any issues regarding screens, keyboards or batteries. The technology support leads will serve as onsite triage for staff and student devices:

- They will troubleshoot and fix or forward to the technology department to decide if a replacement device needs to be given
  - A Technology Support Form will be available on the school website and in the school office for family support
7. Families will complete the Tech Support Form
  8. Technology Support Leads will review form for appropriate action, troubleshoot and repair (if able.)
  9. If Tech Lead is unable to repair, student will be provided a loaner device



10. Device will be given to the Technology Process Leader
11. Technology Process Leader will communicate with IT
12. IT will repair(if able) the device and return to school ASAP

The Academy will use Google Chrome education, Apple locator, and Meraki device manager as asset tracking tools. Every Wi-Fi access point and wired network device should be tested. The academy has tested and made changes as needed. The academy will continue to monitor all access points. A technology support plan will be available on all social media for family support.

In the event that school must close to in-person instruction we will return to a distance learning format using the Zoom platform. In June the academy developed a plan for the collection, sanitation and storage of bagged devices that addresses all these issues.

- Safely bagging devices collected at schools;
- Transporting them to a central location;
- Sanitizing the devices prior to a repair or replacement evaluation; and
- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

The Academy has tested and made changes as needed to all access points. The academy will continue to monitor all access points.

The Academy will use Weebly to centralize online resources that were created, published, and distributed by teachers and others during the school closer period.

Our long-term technology maintenance plan consists of review of issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes. Which is a formative ongoing process handled by our Technology Department and IT.

Points not covered in this Plan:

- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
  - N/A currently our Academy can handle the processing of all devices



- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
  - Lessons learned refer to survey, survey results are still be complied
- Continue infrastructure evaluations until all issues are resolved.
  - N/A The academy currently does not have issues that need to be addressed. The technology team will continue to monitor this.

## **Transportation**

There are three 72 passenger Navistar school buses used for student transportation.

All buses are the same size and configuration. The buses are used for student's transportation to and from school daily, used for field trips and athletic events. During quarantine buses were used to deliver student materials to student's homes. All bus drivers are scheduled to return to work at this time. Auxiliary drivers are available for any shortages. The Academy's human resources department will conduct searches for replacement candidates as openings occur. The Academy operates its own transportation department. All drivers and staff members will be responsible for following the Academy's safety protocols.

Routes are designed by the department. To safely reopen the academy will revise routes to ensure proper social distancing. Drivers and staff will be trained on proper screening protocols. Students and parents will be communicated to about transportation protocols which will be followed for safe transportation to school according to safety standards. Bus drivers will follow personal screening protocols in accordance with The Academy's employee health screening protocols.

Bus drivers and students will be required to follow the Academy's safety protocols including health screening forms. Students will be required to present a form to driver upon entry to the bus signed by parent for daily transportation to school. All bus riders and personnel will be required to wear a face covering. Social distancing will be achieved by requiring one student to a seat and seating students every other seat. This will require additional routes to be developed and revising transportation requirements.



Windows on the bus will be left open weather permitting to help reduce the spread of the virus by increasing air circulation, if appropriate and safe. Final updated protocols will be communicated to bus riders in mid/late August by US Mail, social media, phone campaign.

## **Plan for Operating during Phase 6 of the Michigan Safe Start Plan**

While Phase 6 of the Michigan Safe Start Plan allows schools to resume normal operations, Oakland International Academy will continue to offer educational options to its families to best serve the needs of all students.

### **Instruction**

Based on our school community's needs, Oakland International Academy will be offering options for parents to select a face-to-face option for K-5 OR opt out and select a remote only option. For grades 6-8, we will offer a hybrid program OR opt out and select a remote only option. The following outlines a detailed program of study which will be available to the students of Oakland International Academy during the 2020-2021 schoolyear:

### **Face-to-Face Instruction**

In Phase 6, while we expect the vast majority of students to participate in face-to-face learning; if parents choose, they can continue with remote learning options. Students who continue on a remote learning plan will receive the same access and quality of services as they did in Phases 4 and 5. In Phase 6, teachers will map out the scope and sequence of learning activities using Rubicon ATLAS and continue to design appropriate lesson plans. Teachers will incorporate NWEA and local assessments to drive instructional practices. Students will continue to receive scaffolds and supports from respective ESL, Special Education and para educators as representative of their service plans. Students will continue to have access to consumable and digital learning platforms as they did before Covid-19. Students will continue to receive SEL lessons.

The Academy provides assurances that students will have access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. Through regular monitoring



using NWEA and local assessments, students' readiness levels and progress will be determined. Administrators will engage actively with teachers on pacing of instruction through regular meetings and checking of lesson plans. A systematic plan is in place to ensure teachers are driving instruction using data-based protocols. The Academy shall provide teachers with appropriate, high-quality digital tools and resources to help support the goals outlined in this plan. Students who are not making adequate progress will be provided access to multi-tiered systems of student support including paraeducators and interventionists. Where appropriate students will have access to after-school remote learning options with certified teachers. Parents will receive regular updates about their child's progress through home-to-school folders, progress reports, parent conferences and report cards.

## **Workplace COVID-19 Preparedness and Response Plan**

In accordance with Executive Order 2020-59, Education Management & Networks, Inc. as the Educational Service Provider for Oakland International Academy (“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 Human Resources via phone at 248-327-7673 and/or email at Cory.Merante@emanschools.net.

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

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

During Phases 1-3, employees who are able to perform their essential duties remotely may be permitted to work from home in accordance with pre-approved telework arrangements and written authorization. Many of EMAN’s employees are deemed essential.

EMAN’s essential workers performing necessary work are directed to report on-site. For such workers, Company abides by the recommended social distancing and other safety measures and establishes the following:

- Large gatherings are minimized whenever possible; 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;
- Employees’ work stations are no fewer than six feet apart;
- Company may utilize flexible work hours, wherever possible, to limit the number of employees simultaneously working on-site;
- Employees’ interactions with the general public are modified to allow for additional physical space between parties; and
- Non-essential travel is postponed or cancelled.

Company provides employees with, at a minimum, non-medical grade face coverings.

In addition, Company is instituting the following cleanliness measures:

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

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 washing hands with soap and water for at least 20 seconds;
- 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;
- Complying with Company's daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms; and
- Complying with self-isolation or quarantine orders.

**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, Company:

- Informs all employees with and near whom the diagnosed/symptomatic employee worked of a potential exposure;
- Keeps confidential the identity of the diagnosed/symptomatic employee; and
- Conducts deep cleaning of the diagnosed/symptomatic employee's workstation, as well as those common areas potentially infected by the employee.

All employees who worked in sustained, close proximity to the diagnosed/symptomatic employee 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 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 lower risk by the Occupational Safety and Health Administration's guidance because they do not frequently and/or closely interact with the general public, and social distancing can be maintained between coworkers.

Given this classification, no additional controls are recommended or required by OSHA at this time.

## **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 notification to Company, will be removed from the regular work schedule:

- Employees who display COVID-19 symptoms, such as fever, cough, shortness of breath, sore throat, new loss of smell or taste, 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 displaying COVID-19 symptoms, such as fever, cough, shortness of breath, sore throat, new loss of smell or taste, 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 on a daily basis.

Employees are asked the following questions before entering the worksite:

1. Are you currently suffering from any of the following symptoms – fever, cough, shortness of breath, sore throat, new loss of smell or taste, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting?
  - a. If 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 via airplane internationally or domestically 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 international or domestic travel.

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

### **c. Return-to-Work Requirements**

Employees who were themselves diagnosed with COVID-19 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 non-test-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**
- Negative results of an FDA Emergency Use Authorized molecular assay for COVID-19 from two consecutive nasopharyngeal swab specimens collected at least 24 hours apart.

Under the non-test-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 7 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 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 2020-57, 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).

**a. 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.