**COVID-19**

**Preparedness and Response Plan**

**2020-2021**

**Voyageur Academy**

**Instructions:**

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

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

**Voyageur Academy**

**COVID-19 Preparedness and Response Plan**

**Address of School District:** Voyageur Academy

**District Code Number:** 82940

**Building Code Number(s):** 08631, 09154

**District Contact Person:** Vergil Smith

**District Contact Person Email Address:** vergil@therominegroup.com

**Local Public Health Department:** Wayne County Health Department

**Local Public Health Department Contact Person Email Address:** sdinaro@waynecounty.com

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

**Name of Authorizing Body:** Ferris State University

**Date of Adoption by Board of Directors:** July 28, 2020

**Assurances**

* The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was the 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.

Curtis Wade

President of the Board of Directors

July 28, 2020

Date

**Introduction and Overview**

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

Like all campus decisions, Voyageur Academy’s COVID-19 Preparedness and Response Plan is rooted in all of our core values, but primarily our core values of compassion and empathy. This is a time of uncertainty and high anxiety for the families of our students and our campus staff. We recognize the contrast of comfort levels that are present from person to person and wrote this plan with the idea to meet the varying needs of every member of our Voyageur family. This plan was collaboratively developed by a team of administrators, office staff members, and ESP representatives, and leaned heavily on both staff, and student/parent, survey data. More than 75% of our families, and more than 80% of our teachers, were represented in the survey data that was analyzed. We also identified three guiding principles in the creation of this plan.

1. The health and safety of our students and staff members will remain at the forefront of every decision we make.

2. We will offer flexibility and options for our parents and students, to meet the varying levels of comfort that different families and individuals have.

3. We will continue to maintain high academic expectations and rigor, while meeting the diverse needs of all of our students.

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

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

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

All Phase 3 “required” guidelines from the Governor’s Roadmap will be followed. The school building will be closed for in-person instruction and will not be utilized for child-care. The school building will be open to teachers and staff only, for the purpose of recording instructional videos, maintaining necessary daily office routines, and passing out meals. Masks and gloves will be required by all who work in the building. Teachers will only need access to their own classroom and will not need to be present in common areas. Classroom disinfecting will be done daily. Common areas and office spaces will be disinfected twice, daily. A special campus-wide deep disinfecting of all rooms, surfaces, and contact points will be completed at the end of each week. Food service will be distributed at the main entrance of the building and will not require building access by our parents and students. Food service will also take place at targeted off-campus locations for our families who do not live in close proximity to our campus. All athletics and bussing will be immediately suspended.

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

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| * All protocols included on page 16 of the Roadmap are **“Strongly Recommended.”** Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
* Specifically identify which protocols on page 16 that are identified as **“Strongly Recommended”** that the Academy will not implement.
 |

**Academy Narrative:**

All “strongly recommended” guidelines from the Roadmap will be followed.

**Mental Health Screening**

* Teachers will complete a universal screener, such as the SRSS-IE as recommended by the MiMTSS (Michigan’s MTSS Technical Assistance Center) within 4 weeks of the beginning of the school year to identify students at risk for mental health concerns. Parents will be provided information on the screener and provided the opportunity to opt out of their child participating in the screener. The screener will be deployed in the Fall, Winter, and Spring.
* The results of the screener will be examined by the Student Wellness Team, which will be comprised of the school social workers, special education team, Deans of Culture, and any other applicable team members. They will develop plans to support students based on the needs.
* School social workers will continue to also utilize the school referral process for staff and parents who feel an immediate need for support.

**Professional Development**

* Professional development will be provided to staff with an emphasis on mental health and wellness support for students. This will include topics on; social and emotional learning in the classroom, culturally responsive classrooms, etc.

**Crisis Management Plan**

* The K-12 crisis management team will review the plan and revise it to include components relevant to the school response to Covid- 19.

**Comprehensive Lists of Wellness Resources**

* School social workers will be responsible for developing and maintaining wellness resources for families. This will be shared with families through a weekly newsletter, posted on social media and found on the school website.

**Staff Support**

* Staff will be provided resources on resiliency and self-care, such wellness resources, etc.
* School leaders will provide open office hours for staff members to check in on wellness and respond to any concerns.

**Mental Health Liaison**

* The school social workers will be the mental health liaisons for the school with community and public health organizations to ensure the school has appropriate resources. This will include leveraging resources from MDE and school authorizer.
* Managing channels for staff and families to communicate questions and concerns with mental wellness. This will include email and receiving calls from families.

**Special Education**

* Students who have an Individualized Education Plan (IEP) and have social work services will receive it per their plan.
* All special education students will be screened to determine if there needs to be additional services added to their IEP. If needed, the IEP team will be reconvened and determine if there needs to a revision of their services.

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

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

All “strongly recommended” guidelines from the Roadmap will be followed.

With face-to-face instruction being suspended, phase 3 instruction will utilize a virtual platform. Reflecting back on the implementation of our Continuity of Learning Plan, roughly 50% of our student body chose to complete physical packets of work instead of participating virtually. Lack of proper technology devices, as well as connectivity, was a noticeable outcome from the implementation of that plan. To prepare for an effective virtual learning experience this Fall, we will be moving to a one-to-one technology environment on campus, even if we are in phase 3. All K-3 students will receive a Chrome Tablet and all 4-12 students will receive a Chromebook laptop. Furthermore, all families indicating they need household connectivity for those technology devices will receive a hotspot for that purpose. We intend to eliminate any technology-related deficits for our students and families so all can fully engage in our virtual learning experience. Students and parents will receive training on their device, prior to taking it home. They will also sign a student/parent acceptable use policy for that device and receive a student/parent technology handbook.

We have partnered with the University of Michigan to pilot an online program recently developed, called Roadmaps, for our K-5 students. Through Roadmaps, and Google Classroom, our teachers will be able to connect virtually with their students for live lessons and recorded lessons. Middle school and high school teachers will utilize Google Classroom. All Voyageur Academy teachers will be provided with a video recording package that is portable and allows for effective lessons recordings from their classroom, or if necessary, their home. This package includes a high-quality video camera, enhanced microphone, tripod, and a proper light kit. Two-way communication and reminders will also be utilized by our teaching staff through Remind101 and ClassDojo.

Our virtual courses will offer the same rigorous curriculum offered in our traditional buildings. Parents can monitor progress through PowerSchool and seek input from teachers, when needed. Traditional grading and assessments will be used virtually. Students will have access to academic support and other services that would typically be available on campus.

All IEP services, as well as ancillary services, will still be provided to those students through the use of individual phone calls and on-screen, face-to-face, virtual lessons.

**Phase 1, 2, or 3 Operations**

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

All “strongly required” guidelines will be followed.

We have been conducting family surveys to continue learning about their level of access to technology in their homes. While the vast majority of our families have some technological device in their home, the variance in type of device, and capabilities of that device, is vast. For this reason, we are purchasing a device for each of our students. K-2 students will receive a Chrome Tablet and 3-12 students will receive a Chromebook Laptop. Our family surveys have also informed us that about 30% of our families require support with connectivity in their homes. To address this, our district will be purchasing hotspots for those families.

With exception to food service, cleaning service, and technology support, all other building operations will be suspended until we progress from phase 3.

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

**Phase 4 Safety Protocols**

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

All “required” and “ strongly recommended” guidelines will be followed.

PPE:

* The expectations for wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all student orientations, and all staff orientations.
* Signage will be prominent throughout all school facilities
* While students will be asked to provide their own face covering each day, the school will be ready to provide them for students who forget or lose their face covering
* Fabric and clear face coverings will be provided to teachers, with the requirement to wear one of them at all times
* Parents will be informed that fabric face coverings must be washed daily and disposable coverings must be disposed of daily
* Individuals (staff or students) who claim medical exemption will need to meet with the district administrative team to provide rationale and documentation.  (Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
* K-5 students will be required to have a face covering, but will not be required to wear a face covering once they are situated in the classroom, unless the classroom activity places them in close proximity (2 feet or less) to other students. 6-12 students will be required to wear a face covering at all times, unless eating.
* Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required, will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool.
* Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction, until the student agrees to comply with this safety protocol.  Parents will be notified of each instance of non-compliance by the administration.  Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
* Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
* Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering (if needed) upon signing in at the main office and will be instructed to wear the face covering at all times.  Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
* In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene:

* Every classroom will be supplied with a touch-free, hand sanitizer station and disinfecting kit
* All classrooms and office areas will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
* All special classrooms i.e. art, music, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students.  The teacher of record for the area will wipe down all frequently used materials after each class has exited with  EPA-approved disinfectant.  This will occur prior to the entrance of the next class.
* Classroom teachers will wipe down the students desks every time students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant.
* Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
* Teachers will contact the office immediately if supplies run low during the school day.
* Each elementary classroom will have a hand-washing schedule. All 6-12 classrooms will utilize passing times for hand-washing breaks.
* Teachers will teach students the following on the first day of school
	+ Proper handwashing on the first day of school and reinforce weekly or more often if needed
	+ How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
* Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
* Custodial staff will
	+ Procure adequate soap, hand sanitizer, paper towels, tissues by Sept 1, November 20, February 20, and May 20
	+ Post signage related to cleaning and hygiene strategies in common areas, restrooms, and throughout the hallways by August 24
	+ Monitor hygiene supplies and refill as needed
* Sharing school supplies will be limited. Any shared supplies will be disinfected between uses.
* Playground equipment will be thoroughly disinfected twice a week

Screening and Reporting:

* Each student and staff member will have their temperature checked before entering the building. If a fever of 100.4 or higher is noted, that person will not be granted access to the building. Each grade level with have a specific entry point/door to be used for entrance and exit.
* Each school building will identify a remote and secluded room, to serve as an isolation area. In the main school building, this room will be the east hallway (former) staff lounge. Students with fevers greater than 100.4 will wait in this room for a parent to pick them up. They will not be left unattended.
* Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
* School staff members who are unable to report to work due to COVID-19 symptoms will be monitored on a spreadsheet and will be asked to get tested and show testing results, prior to returning to work.
* Positive tests for staff members will result in a required quarantine away from school for 14 days.  Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.
* In the case of a student or staff member coming in contact with a person with a documented positive COVID test, either on campus or off-campus, a mandatory 14-day quarantine will be enforced. Students can utilize remote learning during that time.

Spacing and Moving:

* All classrooms will be arranged to keep students and desks as far apart as possible and facing the same direction. In most cases, we plan to support a distance of 6-feet apart, depending on the instructional decisions of our families (virtual vs face-to-face). In cases where 6-feet apart is not possible, furniture will be removed to encourage the greatest distance possible. This will be the only case where we may not follow a “strongly recommended” guideline. Based on our family survey data, however, we plan on being able to meet that 6-feet apart recommendation.
* All common areas will utilize floor markings and signage to maximize social distancing.
* Open office space will utilize barriers, when necessary.
* Every other sink and bathroom urinal (if possible) will be taped off to encourage proper separation.

Assemblies/Food Service:

* All assemblies that bring together more than 1 grade level will be prohibited.
* Cafeterias and gymnasiums (and possible classrooms) will be utilized to ensure students are 6-feet apart during meal times. Weather-permitting, the outside vestibule may also be used.
* Students will be dismissed to the lunchroom in a staggered fashion to discourage long waiting lines
* Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe
* All cafeteria workers will wear masks, face shields and gloves when handling food items.  They will wash their hands before and after all food service according to CDC guidance.  Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Athletics:

* We will comply with all MHSAA guidelines
* We will not offer any large-scale indoor athletic events. All indoor athletic events will be limited to participating athletes, coaches, and immediate family members only. Extended family members and non-participating students will be prohibited from attending.
* School will utilize Pixellot to live broadcast sporting events for those still wishing to watch the competition.
* All attending persons must properly social distance in the stands, as well as wear a face covering. This is for both home and away fans. If social distancing is not possible in the stands, parent attendance will not be allowed.
* All equipment will be disinfected before and after use for both games and practices.
* Personal equipment, such as water bottles, will be individually marked and not shared
* Use of the school weight room is suspended
* Outdoor events will have a maximum capacity of 100 people and social distancing must be followed, in addition to wearing face coverings

Bussing:

* All “required” and “strongly recommended” bussing guidelines will be followed.
* Masks and hand sanitizer will be required prior to boarding the bus
* A temperature check will be required prior to boarding the bus. Any student with a fever of 100.4 or higher will not be allowed to board. Parents will be required to be with children if children are under the age of 12, in case that student is not allowed to board.
* Buses will be disinfected between runs.
* Two students to a seat, maximum.
* A meeting will be held with district and contracted transportation company to review the criteria required for Phase 4 and discuss concerns or issues arising.
* Contracting company (Triumph) will sign an assurance statement, verifying that they can and will comply with the items required.
* Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus

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

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| * All protocols included on page 29 of the Roadmap are **“Strongly Recommended.”** Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
* Specifically identify which protocols on page 29 of the Roadmap, all of which are identified as **“Strongly Recommended”** that the Academy will not implement.
 |

**Academy Narrative:**

All “strongly recommended” guidelines will be followed.

**Mental Health Screening**

* Teachers will complete a universal screener, such as the SRSS-IE as recommended by the MiMTSS (Michigan’s MTSS Technical Assistance Center) within 4 weeks of the beginning of the school year to identify students at risk for mental health concerns. Parents will be provided information on the screen and provided the opportunity to opt out of their child participating in the screener. The screener will be deployed in the Fall, Winter and Spring.
* The results of the screener will be examined by the Student Wellness Team, which will be comprised of the school social workers, special education team, Deans of Culture, and any other applicable team members. They will develop plans to support students based on the needs.
* School social workers will continue to also utilize school referral process for staff and parents who feel an immediate need for support.

**Professional Development**

* Professional development will be provided to staff with an emphasis on mental health and wellness support for students. This will include topics on; social and emotional learning in the classroom, culturally responsive classrooms, etc.

**Crisis Management Plan**

* The K-12 crisis management team will review the plan and revise it to include components relevant to the school response to Covid- 19.

**Comprehensive Lists of Wellness Resources**

* School social workers will be responsible for developing and maintaining wellness resources for families. This will be shared with families through a weekly newsletter, posted on social media and found on the school website.

**Staff Support**

* Staff will be provided resources on resiliency and self-care such wellness resources, etc.
* School leaders will provide open office hours for staff members to check in on wellness and respond to any concerns.

**Mental Health Liaison**

* The school social workers will be the mental health liaisons for the school with community and public health organizations to ensure the school has appropriate resources. This will include leveraging resources from MDE and school authorizer.
* Managing channels for staff and families to communicate questions and concerns with mental wellness. This will include email and receiving calls from families.

**Special Education**

* Students who have an Individualized Education Plan (IEP) and have social work services will receive it per their plan.
* All special education students will be screened to determine if there needs to be additional services added to their IEP. If needed, the IEP team will be reconvened and determine if there needs to a revision of their services.

**Phase 4 Instruction**

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

Phase 4 instruction will include a couple options for parents/students. While we will be open for five days a week, face-to-face instruction, we will also allow our parents to choose a full virtual, remote, instructional experience. This decision to allow both choices is a direct result of parent survey data. While a large number of our families responded that they trust the school to make the best decision, others clearly felt strongly one way or the other. We are offering these two choices so all families can feel comfortable with school this Fall.

These parent decisions will be made by August 15 and will be semester-long decisions. At that point, an instructional change can be made, if desired.

All students, regardless of the instructional method chosen, will receive their technology device at the start of the school year. Equipping the entire student body, both virtual and traditional students, with their technology devices will help us be prepared, should we need to revert back to phase 3 (remote learning for everyone).

Remote Learning for K-5 students will mimic the rigorous expectations we have in our traditional classrooms and will utilize either the Roadmaps online program (mentioned earlier) or Lincoln Learning, depending on the number of students who choose remote instruction. 6-12 remote learners will engage virtually through Edgenuity. Voyageur will assist all remote learners with communication regarding course progress, monitoring skill mastery, and by offering academic support opportunities. MTSS for both Math and ELA will be readily available for all face-to-face learners, as well as remote learners. While we hope our virtual learning experience this Spring was effective, we realize remediation may be especially necessary this Fall. Our MTSS program will be used to address academic gaps for both face-to-face and virtual learners. IEP support and ancillary services will still be provided to all learners, regardless of the instructional method chosen.

Both the K-8 and 9-12 will have a dedicated school leader (mentor) to oversee the virtual learning program and students. That leader will connect with the roster of virtual students through video chat meetings and communications methods, such as Remind101 and ClassDojo. Virtual participation in the academic program and demonstration of adequate skill acquisition (through assessment) will be required to earn a passing grade. Attendance and interactions with our mentor will be tracked.

A district team, consisting of the Superintendent, Principals, Deans of Instruction, Virtual Program Mentors, Dean of Family Engagement, and a selection of virtual students, will meet (virtually) to gather feedback from virtual students and families. All virtual students will have the opportunity to attend, if desired. These meetings will allow us to monitor our virtual program by examining data, identifying challenges, and continuing to maximize the effectiveness of our online program.

Parents and students who choose the remote learning option will receive training on their device and instructional program, upon picking up their device from school. Our virtual learning mentor will also conduct weekly video chat sessions to hear of potential challenges (academic or technological) that our students are facing. Parent resources will be sent home to assist with troubleshooting.

While our phase 4 plan includes these two instructional options for our students, our district may choose to eliminate face-to-face instruction, if deemed necessary by parent feedback or otherwise.

**Phase 4 Operations**

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

**Academy Narrative:**

All “strongly recommended” facility guidelines will be followed.

Facility access for vendors and visitors will be dependent on them following the same safety protocols we require of our staff. Facial coverings and social distancing is expected. Only essential persons and services will be allowed access to the building. Whenever possible, the needs of our visitors will be met without the entering. School personnel will have regular access to our facility, provided they follow safety protocols.

Budget provisions have been made, and will continue to be made, to allow for the acquisition of all needed PPE, cleaning supplies, or other specialized needs.

Food Service will be provided for remote learners through weekly bundled pick-ups at both the school and remote locations. On-going meetings with the food service provider and school administration will take place to ensure campus meals are following all necessary safety protocols.

Student, Staff, and Parent surveys will be conducted monthly to gauge comfort levels and satisfaction levels. Safety procedures may be increased, if necessary.

All technology (devices and hot spots) will be passed out prior to the start of the school year. Should we need to close for in-person instruction, all students will already have their devices. The only item that will still need to be dispersed will be hot spots for students who were face-to-face students, but don’t have connectivity at home. In that scenario, immediate communication with families would occur, with specific instructions for that purpose. Teacher recording equipment will already be on campus and training on that equipment will have already taken place (August).

School leaders will meet with the bus vendor (Triumph) for assurances regarding safety protocols. On-going meetings will be scheduled to monitor the success of those protocols and identify challenges that may be noted.

In all cases, multiple modes of communication will be provided for parents and students…ie…School Messenger, Social Media, School Website, Quarterly Newsletter, Remind101, and ClassDojo.

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

**Phase 5 Safety Protocols**

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

**Academy Narrative:**

All “strongly recommended” guidelines will be followed.

PPE:

* The expectations for wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all student orientations, and all staff orientations.
* Signage will be prominent throughout all school facilities
* While students will be asked to provide their own face covering each day, the school will be ready to provide them for students who forget or lose their face covering
* Fabric and clear face coverings will be provided to teachers, with the requirement to wear one of them at all times
* Parents will be informed that fabric face coverings must be washed daily and disposable coverings must be disposed of daily
* Individuals (staff or students) who claim medical exemption will need to meet with the district administrative team to provide rationale and documentation.  (Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
* All students will be expected to wear a face covering while outside of their classroom, unless eating. It will not be a requirement for them to be worn in the classrooms, however, students can choose to do so if they’d like. This is different from phase 4.
* Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required, will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool.
* Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction, until the student agrees to comply with this safety protocol.  Parents will be notified of each instance of non-compliance by the administration.  Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
* Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
* Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering (if needed) upon signing in at the main office and will be instructed to wear the face covering at all times.  Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
* In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene:

* Every classroom will be supplied with a touch-free, hand sanitizer station and disinfecting kit
* All classrooms and office areas will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
* All special classrooms i.e. art, music, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students.  The teacher of record for the area will wipe down all frequently used materials after each class has exited with  EPA-approved disinfectant.  This will occur prior to the entrance of the next class.
* Classroom teachers will wipe down the students desks every time students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant.
* Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
* Teachers will contact the office immediately if supplies run low during the school day.
* Good hand-washing technique will be taught, but scheduled, class hand-washing breaks will not be utilized. This is different from phase 4.
* Teachers will teach students the following on the first day of school
	+ Proper handwashing on the first day of school and reinforce weekly or more often if needed
	+ How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
* Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
* Custodial staff will
	+ Procure adequate soap, hand sanitizer, paper towels, tissues by Sept 1, November 20, February 20, and May 20
	+ Post signage related to cleaning and hygiene strategies in common areas, restrooms, and throughout the hallways by August 24
	+ Monitor hygiene supplies and refill as needed
* Sharing school supplies will be limited. Any shared supplies will be disinfected between uses.
* Playground equipment will be thoroughly disinfected twice a week

Screening and Reporting:

* Each school building will identify a remote and secluded room, to serve as an isolation area. In the main school building, this room will be the east hallway (former) staff lounge. Students who become ill with Covid-like symptoms or with fevers greater than 100.4, will wait in this room for a parent to pick them up, with a mask. They will not be left unattended. We will no longer screen every student upon entry to the building. This is different from phase 4.
* Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
* School staff members who are unable to report to work due to COVID-19 symptoms will be monitored on a spreadsheet and will be asked to get tested and show testing results, prior to returning to work.
* Positive tests for staff members will result in a required quarantine away from school for 14 days.  Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

Spacing and Moving:

* All classrooms will be arranged to keep students and desks as far apart as possible and facing the same direction. In most cases, we plan to support a distance of 6-feet apart, depending on the instructional decisions of our families (virtual vs face-to-face). In cases where 6-feet apart is not possible, furniture will be removed to encourage the greatest distance possible.
* All common areas will utilize floor markings and signage to maximize social distancing.
* Open office space will utilize barriers, when necessary.
* Every other sink and bathroom urinal (if possible) will be taped off to encourage proper separation.

Assemblies/Food Service:

* All assembly/ceremony capacity will honor the capacity guidelines that are given to us
* Food Service and meals will take place in the cafeterias
* All students and staff will be encouraged to wash their hands before and after each meal
* Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe
* All cafeteria workers will wear masks, face shields and gloves when handling food items.  They will wash their hands before and after all food service according to CDC guidance.  Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Athletics:

* We will comply with all MHSAA guidelines
* We will not offer any large-scale indoor athletic events. All indoor athletic events will be limited to participating athletes, coaches, and immediate family members only. Extended family members and non-participating students will be prohibited from attending.
* School will utilize Pixellot to live broadcast sporting events for those still wishing to watch the competition.
* All attending persons must properly social distance in the stands, as well as wear a face covering. This is for both home and away fans.
* All equipment will be disinfected before and after use for both games and practices.
* Personal equipment, such as water bottles, will be individually marked and not shared
* Use of the school weight room and other inside conditioning is now allowed but with social distancing being utilized and shared equipment strongly discouraged.
* Outdoor events will have a maximum capacity of 250 people and social distancing must be followed, in addition to wearing face coverings.

Bussing:

* All “required” and “strongly recommended” bussing guidelines will be followed.
* Masks and hand sanitizer will be required prior to boarding the bus
* Buses will be disinfected between runs.
* Two students to a seat, maximum.
* Contracting company (Triumph) will sign an assurance statement, verifying that they can and will comply with the items required.
* Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus

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

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

**Mental Health Screening**

* Teachers will complete a universal screener, such as the SRSS-IE as recommended by the MiMTSS (Michigan’s MTSS Technical Assistance Center) within 4 weeks of the beginning of the school year to identify students at risk for mental health concerns. Parents will be provided information on the screen and provided the opportunity to opt out of their child participating in the screener. The screener will be deployed in the Fall, Winter and Spring.
* The results of the screener will be examined by the Student Wellness Team, which will be comprised of the school social workers, special education team, Deans of Culture, and any other applicable team members. They will develop plans to support students based on the needs.
* School social workers will continue to also utilize school referral process for staff and parents who feel an immediate need for support.

**Professional Development**

* Professional development will be provided to staff with an emphasis on mental health and wellness support for students. This will include topics on; social and emotional learning in the classroom, culturally responsive classrooms, etc.

**Crisis Management Plan**

* The K-12 crisis management team will review the plan and revise it to include components relevant to the school response to Covid- 19.

**Comprehensive Lists of Wellness Resources**

* School social workers will be responsible for developing and maintaining wellness resources for families. This will be shared with families through a weekly newsletter, posted on social media and found on the school website.

**Staff Support**

* Staff will be provided resources on resiliency and self-care such wellness resources, etc.
* School leaders will provide open office hours for staff members to check in on wellness and respond to any concerns.

**Mental Health Liaison**

* The school social workers will be the mental health liaisons for the school with community and public health organizations to ensure the school has appropriate resources. This will include leveraging resources from MDE and school authorizer.
* Managing channels for staff and families to communicate questions and concerns with mental wellness. This will include email and receiving calls from families.

**Special Education**

* Students who have an Individualized Education Plan (IEP) and have social work services will receive it per their plan.
* All special education students will be screened to determine if there needs to be additional services added to their IEP. If needed, the IEP team will be reconvened and determine if there needs to a revision of their services.

These strategies are the same as in phase 4.

**Phase 5 Instruction**

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| * All of the protocols included on pages 46-48 of the Roadmap are identified as **“Recommended.”** Outline the Academy’s plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan.
* Using the protocols outlined on pages 46-48 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular emphasis on any differences from the Academy’s plans during Phase 4 of the Michigan Safe Start Plan.
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**Academy Narrative:**

Phase 5 instruction is the same as phase 4.

Phase 5 instruction will include a couple options for parents/students. While we will be open for five days a week, face-to-face instruction, we will also allow our parents to choose a full virtual, remote, instructional experience. This decision to allow both choices is a direct result of parent survey data. While a large number of our families responded that they trust the school to make the best decision, others clearly felt strongly one way or the other. We are offering these two choices so all families can feel comfortable with school this Fall.

These parent decisions will be made by August 15 and will be semester-long decisions. At that point, an instructional change can be made, if desired.

All students, regardless of the instructional method chosen, will receive their technology device at the start of the school year. Equipping the entire student body, both virtual and traditional students, with their technology devices will help us be prepared, should we need to revert back to phase 3 (remote learning for everyone).

Remote Learning for K-5 students will mimic the rigorous expectations we have in our traditional classrooms and will utilize either the Roadmaps online program (mentioned earlier) or Lincoln Learning, depending on the number of students who choose remote instruction. 6-12 remote learners will engage virtually through Edgenuity. Voyageur will assist all remote learners with communication regarding course progress, monitoring skill mastery, and by offering academic support opportunities. MTSS for both Math and ELA will be readily available for all face-to-face learners, as well as remote learners. While we hope our virtual learning experience this Spring was effective, we realize remediation may be especially necessary this Fall. Our MTSS program will be used to address academic gaps for both face-to-face and virtual learners. IEP support and ancillary services will still be provided to all learners, regardless of the instructional method chosen.

Both the K-8 and 9-12 will have a dedicated school leader (mentor) to oversee the virtual learning program and students. That leader will connect with the roster of virtual students through video chat meetings and communications methods, such as Remind101 and ClassDojo. Virtual participation in the academic program and demonstration of adequate skill acquisition (through assessment) will be required to earn a passing grade. Attendance and interactions with our mentor will be tracked.

A district team, consisting of the Superintendent, Principals, Deans of Instruction, Virtual Program Mentors, Dean of Family Engagement, and a selection of virtual students, will meet (virtually) to gather feedback from virtual students and families. All virtual students will have the opportunity to attend, if desired. These meetings will allow us to monitor our virtual program by examining data, identifying challenges, and continuing to maximize the effectiveness of our online program.

Parents and students who choose the remote learning option will receive training on their device and instructional program, upon picking up their device from school. Our virtual learning mentor will also conduct weekly video chat sessions to hear of potential challenges (academic or technological) that our students are facing. Parent resources will be sent home to assist with troubleshooting.

**Phase 5 Operations**

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

Operationally, we will handle phase 4 and phase 5 the same way.

Facility access for vendors and visitors will be dependent on them following the same safety protocols we require of our staff. Facial coverings and social distancing is expected. Only essential persons and services will be allowed access to the building. Whenever possible, the needs of our visitors will be met without the entering. School personnel will have regular access to our facility, provided they follow safety protocols.

Budget provisions have been made, and will continue to be made, to allow for the acquisition of all needed PPE, cleaning supplies, or other specialized needs.

Food Service will be provided for remote learners through weekly bundled pick-ups at both the school and remote locations. On-going meetings with the food service provider and school administration will take place to ensure campus meals are following all necessary safety protocols.

Student, Staff, and Parent surveys will be conducted monthly to gauge comfort levels and satisfaction levels. Safety procedures may be increased, if necessary.

All technology (devices and hot spots) will be passed out prior to the start of the school year. Should we need to close for in-person instruction, all students will already have their devices. The only item that will still need to be dispersed will be hot spots for students who were face-to-face students, but don’t have connectivity at home. In that scenario, immediate communication with families would occur, with specific instructions for that purpose. Teacher recording equipment will already be on campus and training on that equipment will have already taken place (August).

School leaders will meet with the bus vendor (Triumph) for assurances regarding safety protocols. On-going meetings will be scheduled to monitor the success of those protocols and identify challenges that may be noted.

In all cases, multiple modes of communication will be provided for parents and students…ie…School Messenger, Social Media, School Website, Quarterly Newsletter, Remind101, and ClassDojo.

 Voyageur Academy

Employee Return to Work Safety Overview

General Workplace Requirements:

1. Training:
	1. All staff will participate in training before school begins on the following topics:
		1. Common symptoms of COVID
		2. Protocols for cleaning
		3. Protocols for self monitoring
		4. Student safety protocols
		5. Reporting protocols for self and students
		6. Workplace infection-control
		7. Proper use of PPE
2. Self Monitoring Protocols:
	1. All staff will need to complete the self-checklist in Google docs on a daily basis before 7:45 a.m.
3. Safety Precautions:
	1. All staff will wear a face covering anytime they are around students or other staff members
	2. Staff members will practice social distancing whenever possible
	3. Hand sanitizing dispensers will be placed in all classrooms and offices
4. Cleaning Protocols:
	1. Any staff involved in cleaning high contact surfaces will use CDC cleaner (provided)
	2. Staff will wear gloves, face covering, and face shield (provided) when cleaning
	3. Citi Cleaning will have a schedule for when students are out of the classrooms to come in and clean high contact surfaces
5. Reporting Procedures:
	1. Designated Reporting People-Principals and Office Manager
	2. Staff will report to a designated person within 24 hours any direct contact with someone that has tested positive for COVID
		1. Administration will determine if staff should be sent home and for duration
	3. Staff will report to a designated person, immediately any COVID like symptoms they are experiencing- answered yes to any question on the self monitoring questionnaire-
		1. Administration will determine if staff should be sent home and for duration
	4. Any staff member that has been in contact with a positive case will be notified within 12 hours of the school being notified
		1. Administration will determine if staff should be sent home and for duration

6. General

 a. Maintain 6 feet social distance from one another to

 maximum extent possible

b. One mask and one face shield per employee will be provided

 c. Masks are required to be worn for all staff where

 social distancing is not possible

 d. Cleaning supplies are available in every classroom

e. Protocols for confirmed COVID-19 cases both staff and students

Self-Monitoring Questionnaire

1. Have you have a fever is the last 24 hours?
2. Have you developed a cough in the last 24 hours?
3. Have you had a sore throat in the last 24 hours?
4. Have you experienced shortness of breath in the last 24 hours?
5. Have you had close contact or cared for someone with COVID?
6. Have you traveled internationally or domestically in the past 14 days?

Teachers will fill in yes or no on their individual Google doc shared by administration.