

Macomb Academy COVID-19 Preparedness and Response Plan

Address of School District: 39092 Garfield Road

District Code Number: 50901

Building Code Number(s): 50901

District Contact Person: Anne-Marie Sladewski

District Contact Person Email Address: asladewski@macombacadmy.net

Local Public Health Department: Macomb County Health Department

Local Public Health Department Contact: (586) 463-3750 (Helpline)
(586-469-5235 (Mainline)

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body: The Governor John Engler Center for Charter Schools Central Michigan University

Date of Adoption by Board of Directors: August 13, 2020



August 13, 2020 [via email]

Dr. Anne-Marie Sladewski
Macomb Academy
39092 Garfield Road
Clinton Township, MI 48038

Re: Approval of COVID-19 Preparedness and Response Plan (“Plan”)

Dear Dr. Sladewski:

I am pleased to inform you that the Plan for Macomb Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and has been transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan.

To fulfill one of the required assurances, immediately add a copy of the approved Plan to the Academy’s Home Page of its website. An approved copy of the Plan is attached and can be found in Epicenter. The approved Plan constitutes a Charter Contract amendment and remains in effect as long as the Plan remains in effect.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org to initiate that process. Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop
Executive Director

cc: Traci Comer-Scarsella, Board President

Attachment:

Approved COVID-19 Preparedness and Response Plan

**RESOLUTION APPROVING THE COVID-19 PREPAREDNESS AND RESPONSE
PLAN (“PREPAREDNESS PLAN”) AND APPROVAL OF CHARTER CONTRACT
AMENDMENT**

MACOMB ACADEMY

An Organizational meeting of the Academy Board of Directors was held on the 13th day of August, 2020, at 4:30 p.m.

The meeting was called to order at 4:41 p.m. by Board Member Traci Comer-Scarsella:

Present: Michael Cadrette, Deborah Carlton, Traci Comer-Scarsella, Thomas VanSlembrouck (joined at 5:30 p.m.)

Absent: Kurt Limburg

The following preamble and resolution were offered by Board Member Deborah Carolton and supported by Board Member Michael Cadrette:

BACKGROUND

On June 30, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Gretchen Whitmer issued Executive Order 2020-142 (the “Order”) that, provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the order, all schools must adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. Under the Order and the Michigan Safe Schools: Michigan’s 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education Return to School Advisory Council (“Return to School Roadmap”), Schools retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.

Acting under the Michigan Constitution of 1963 and Michigan law, the Order and the Return to School Roadmap state:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of the Order.
2. Every school must develop and adopt a Preparedness Plan that is informed by the Return to School Roadmap.
3. By August 15, 2020 or seven days before the start of the school year for students, whichever comes first: the Academy Board must approve its Preparedness Plan.
4. By August 17, 2020, the Academy’s authorizing body, Central Michigan University, must collect the Preparedness Plan and transmit such plan to the Superintendent and to the State Treasurer.

5. By August 17, 2020, the Academy must prominently post its approved Preparedness Plan on the Academy's website home page.

The Academy submitted its Preparedness Plan to Central Michigan University ("Authorizer") for review and approval.

The Academy Board of Directors ("Academy Board") is required to approve the Academy's Preparedness Plan by August 15, 2020 or seven days before the start of the school year for students, whichever comes first, and is required to approve the Academy's Preparedness Plan as a charter contract ("Contract") amendment.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's Preparedness Plan to Authorizer are ratified.
2. The Preparedness Plan, as approved by the Authorizer, is approved by the Academy Board as the COVID-19 Preparedness Plan and as the COVID-19 Preparedness Plan Amendment to the Contract. This Contract Amendment shall remain in effect as long as The Preparedness Plan remains in effect. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's Preparedness Plan as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with The Preparedness Plan or Executive Order 2020-142 are temporarily waived, suspended or altered.
6. Any actions or actions taken by authorized Academy representatives in the development, submission and implementation of The Preparedness Plan are (to the extent such actions or actions are not inconsistent with the delegation of authority provided under this resolution) ratified and confirmed in all respects.
7. This Resolution shall take immediate effect and continue through the end of the state of emergency and disaster declared in Executive Order 2020-127 and any subsequent executive order declaring a state of emergency or disaster in response to COVID-19 or the end of the 2020-2021 school year, whichever is sooner.

Ayes: four (4)

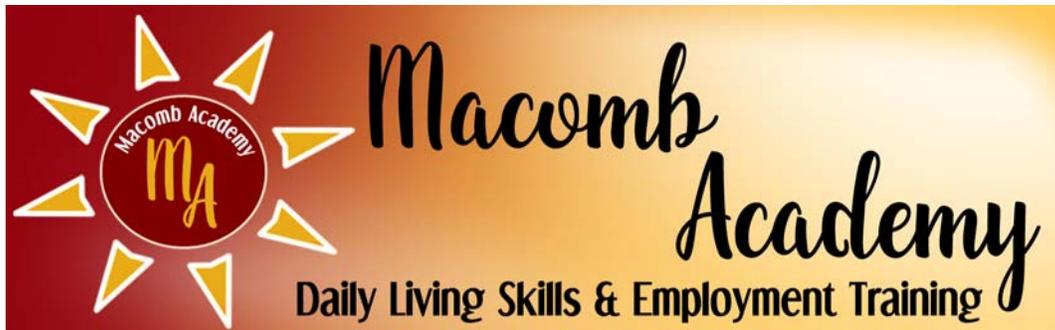
Nays: zero (0)

Resolution declared adopted.



Print Name: Deborah Carlton

Secretary, Macomb Academy Board

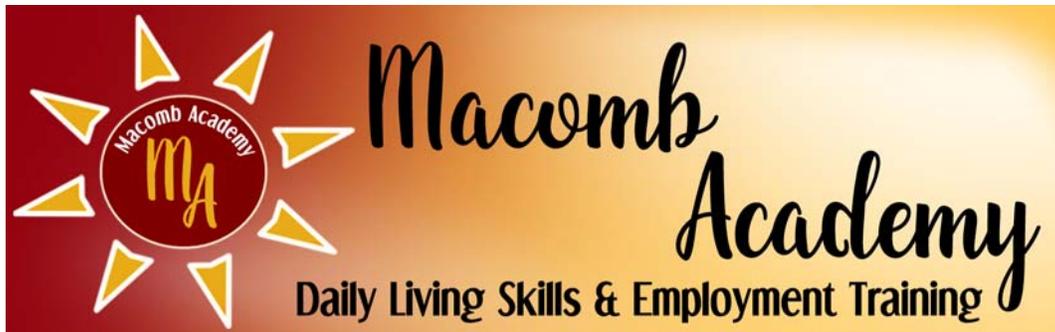


Assurances

- 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.

Traci Comer-Scarsella
President, Board of Directors

Board Approved: 08/13/2020



Introduction and Overview

The mission of Macomb Academy is to provide, in collaboration with community and business resources, a transitional education program to prepare students for adult roles in the workplace and life.

Macomb Academy provides post-secondary transition education to students with disabilities ages 18-26. An innovative program with access to public transportation routes and regional transport connector service, students receive education and training in the areas of independent living and employment preparation and training skills through at least 25 daily living focused building-based classroom instruction experiences, addressing personal-social skills, daily living skills, and independent living skills, and at as many as 30 volunteer community-based work experience sites. Operating the unique Macomb Academy program structure remotely requires pioneering, adaptability, flexibility and conscious consideration of the mission while responding to the impact of COVID-19.

Nothing is more important at Macomb Academy than the safety, health and well-being of our students and staff members, and remains the top priority as we prepare to reopen for the 2020-21 school year. During the spring, our Macomb Academy education community faced unprecedented times responding to the Coronavirus Disease 2019 (COVID-19) pandemic, having to close our school building for in-person instruction. Emergency plans for remote learning were quickly developed and implemented to best meet the unique transitional education needs of our students. In keeping with our mission, staff members adapted teaching strategies and instructional methods to support learning, and our Macomb Academy community came together to ensure that all students continued to receive support services that they rely on to be academically, physically and emotionally successful. The dedication of our entire community was impressive – the united and collaborative work of students, families, caregivers, staff and community partners supported the mission of Macomb Academy – and sustained one another through this difficult time.

Governor Whitmer’s Executive Order 2020-142 “provides a structure to support all schools in Michigan as they plan for a return of Pre K-12 education this fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will respond to the Corona Virus across the various phases of the Michigan Safe Start Plan. In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There’s no one-size-fits-all solution: What works in the Upper Peninsula may not work in Macomb County. Districts will retain the flexibility to tailor

their instruction to their particular needs and to the disease conditions present in their regions” (EO-2020-142).

While the school year may have ended in June, our work relative to supporting the safety, health and well-being of our staff and students did not stop. Throughout the summer months, a committee of Macomb Academy staff members met regularly to prepare for the education of our students for the 2020-2021 school year. The committee was informed by perception data collected from an electronic survey completed by students, families and caregivers, and a SWOT Analysis (strengths, weaknesses, opportunities and threats) meeting with staff relational to the quality and conditions of remote learning provided from March - June 2020, and the projected quality and conditions of options for returning to school in September 2020.

Together, with support from the Macomb County Health Department (MCHD), the committee developed the Macomb Academy Return to School Preparedness and Response Plan (PRP). The PRP outlines instruction, mental health, safety and operations expectations outlined the MI Safe Schools 2020-21 Return to School Roadmap and is divided into phases based on the current status of the COVID-19 outbreak in our region. Phases 1 through 3 requires Macomb Academy to be closed for schooling in person, and to offer remote instruction for students to learn while at home. Phases 4 and 5 allow for in-person instruction while following specific health and safety guidelines. Phase 6 returns district operations to the pre-COVID-19 learning environment, without any restrictions. To ensure the wellbeing of all students and staff, the Macomb Academy PRP combines the requirements found in Phases 1-3, 4 and 5. The plan also includes a number of assurances focusing on facilities, instruction, operations, wellness and technology.

As Macomb Academy prepares for in-person instruction for the 2020-2021 school year, and especially the start of the school year, staff members are also planning for remote learning, in the event it is necessary to do so. Remote learning will happen for all students in Phases 1-3 of the MI Safe Start Plan. Decisions relative to return to the closure of Macomb Academy for in-person schooling will be based on the safety, health and welfare of our students and entire school community. Macomb Academy may revert the plan for operating, detailed in this PRP, during Phase 3 of the MI Safe Start Plan, or at any time the region is in Phases 4 or 5 of the MI Safe Start Plan. Further, by approving the Macomb Academy COVID-19 Preparedness and Response Plan, the Macomb Academy Board of Directors delegate the authority for making this decision to the Executive Director. All students and parents, and the school community will be properly notified of any such transition. It is important the Macomb Academy community remain flexible and understanding as conditions for returning to school will be impacted by situations that may change quickly and frequently. Any decision made affecting the provision of educational programming, safety protocols, or operational structures detailed in the PRP will be made in collaboration with the Macomb County Health Department, Macomb Intermediate School District, and The Governor John Engler Center for Charter Schools.

Kindly share any questions or concerns regarding the Macomb Academy Return to School Preparedness and Response Plan (PRP) with Dr. Anne-Marie Sladewski, Executive Director. While not a traditional start to school, together Macomb Academy will continue to deliver exceptional educational opportunities for students and families, collaborate with community

partners to provide quality support services for constituents, and engage in prosperous partnerships with community resources.

With best wishes and great anticipation for a sustainable safe and healthy school year.



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

Phase 1, 2, or 3 Safety Protocols

Personal Protective Equipment

- School is closed for in-person instruction
- PPE is provided for Macomb Academy staff who are physically present in the building.
- Facial covering is required of staff who are physically present in the building.
- Facial covering is required of guest who enter the building.

Hygiene

- School is closed for in-person instruction
- Adequate supplies for cleaning for handwashing and hand sanitizing available throughout the building.
- Staff is instructed on proper technique and frequency of hand, sneezing, coughing, and personal items hygiene.
- Guests are required to wash hands or use hand sanitizer upon entering building.

Spacing, Movement and Access

- School is closed for in-person instruction
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrator and the requirements of the Executive Order.
- Distance of six feet, minimally, is required of staff and guests.
- Signage is posted in the building regarding distancing, facial covering, movement, and on the front door regarding access for visitors.
- Limit number of people in the building, stagger start and end times, and alternate days worked to adequately cover the necessary and essential functions.
- Limit guess access to essential functions that require access to the building.
- Timely posting on website and door for remote access to Board of Director meetings.

Screening Students, Staff and Guests

- School is closed for in-person instruction
- Staff who report to work in the building conduct daily self-examinations, including a

temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

- Develop a monitoring form (paper or electronic) for screening employees.
- Guests who enter the building are required to conduct a self-assessment and provide response to Macomb Academy staff.
- Develop a monitoring form (paper or electronic) for screening guests.

Testing Protocols for Students and Staff, and Responding to Positive Cases

- School is closed for in-person instruction
- Staff working in the building receive communication and reinforcement of the expectation that symptomatic staff sent home from school should be kept home until they have [tested negative](#) for COVID-19, or have been released from isolation according to [CDC guidelines](#).
- Contact as soon as reasonably possible, in the event of a lab or clinically diagnosed case of COVID-19, any close contacts (those who spent more than 15 minutes less than six feet in close proximity to staff member) so that they can be quarantined for 14 days at home. Staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all staff members in the building is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive Tests among Staff and Students

- School is closed for in-person instruction
- Cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- Maintain confidentiality of confirmed case while responding to requirements of the local public health department.

Food Service, gathering and Extracurricular Activities

- School is closed for in-person instruction.
- Food distribution program information available throughout Macomb County is distributed to students and families/caregivers. This includes those provided by the local education agencies (local districts) and community agency programs. Meals are not provided at Macomb Academy due to the uniqueness post-secondary education program.
- Gathering of people is suspended according to guidelines of the Executive Order.

Athletics

- School is closed for in-person instruction.
- Macomb Academy does not offer or maintain an athletics program.

Cleaning

- School is closed for in-person instruction

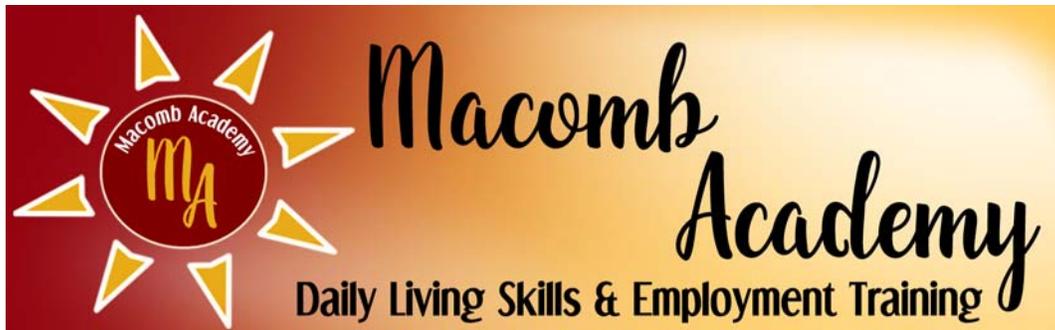
- Cleaning practices are adjusted to maintain school building functional order.
- Staff is supplied with approved cleaning supplies to maintain immediate work station.
- Common areas and frequently used spaces/equipment (copy machine, bathrooms, door handles, alarm pad, etc.) are cleaned before and after each use.

Busing and Student Transportation

- Schools are closed for in-person instruction
- Macomb Academy vans are not in use

Medically Vulnerable Students and Staff

- School is closed for in-person instruction



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

School is closed for in-person instruction.

- Macomb Academy will:
 - implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
 - establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
 - provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
 - compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Macomb Academy will prepare for Mental & Social-Emotional Health safety protocols by:
 - maintaining the priority of the mental and social-emotional needs of students.
 - using a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, paraprofessionals, office staff, and administration.
 - maintaining connection to existing supports that were in place prior to the closure of the school building.

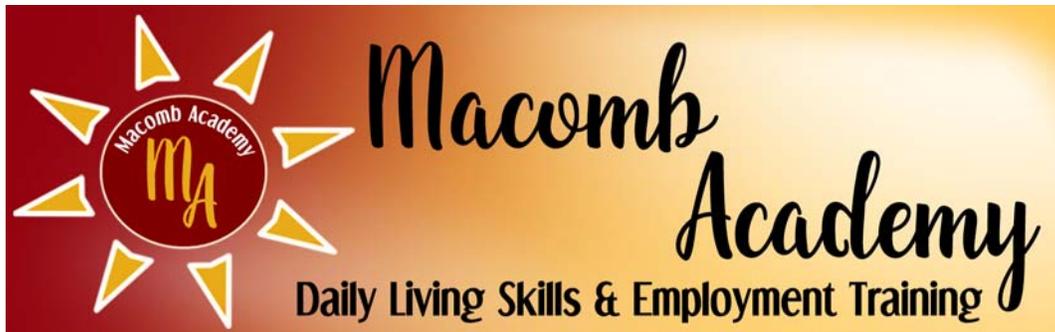
- sharing resources so families can connect with professional, certified staff who provide support services to families at the school and county level. Macomb Academy will also provide access to the information related to

COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).

- It is imperative during this time that Macomb Academy create remote learning that attends to student social and emotional needs. Some of the ways Macomb Academy will ensure that all school community members feel connected and informed include:
 - providing ongoing communication among all stakeholders.
 - providing opportunities for positive feedback/connection between students and teachers.
 - acknowledging students' current situation and context.
 - providing students with appropriate supports to process events.
 - utilizing trauma-informed practices, when possible.
 - utilizing school and community resources to provide mental health supports.
 - leveraging the use of community agency partners who provide support to students for ongoing support and check-ins.

- Macomb Academy will explore the use of programs such as SAEBRS assessment, part of Fast Bridge, to assess individual students' mental health.
<https://www.fastbridge.org/saebrs/>

- Macomb Academy will explore **CASEL Leveraging the Power of SEL (Social & Emotional Learning)**: Macomb Academy may leverage SEL by considering the following activities:
 - take time to build partnerships, deepen understanding, and plan for SEL.
 - design opportunities for staff to connect, heal, and cultivate their own SEL competencies and capacities.
 - create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
 - use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.



Phase 1, 2, or 3 Instruction

School is closed for in-person instruction

Governance

- Macomb Academy will:
 - create a Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders from Macomb Academy, to:
 - gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
 - revise the remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
 - share the remote learning plan with all involved stakeholders.
- Macomb Academy will prepare for remote learning while at home instruction protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.
 - recognizing that a variety of alternative modes of instruction need to be provided to meet students' diverse needs. These learning options include hard copy media (paper), mixed media (hybrid), or digital media, depending on the tools and resources accessible to each student. Macomb Academy will continue to gather feedback from all stakeholders about their experiences with remote learning through a variety of methods (e.g., surveys, phone calls, emails, virtual focus groups). Information provided by stakeholders will be used to help Macomb Academy make decisions and improve the remote instruction provided to students.
 - communicating clearly modes of instruction that will be by Macomb Academy and available to students and parents so they can select which option(s) best meets students' needs and their individual situations at home.
 - Macomb Academy will continually revisit the developed and implemented governance protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and

healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Remote Instruction

- Macomb Academy will:
 - ensure that remote learning plans, revised based on feedback and input from school leader, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.
 - a remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
 - support to assess all Macomb Academy students during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are related to their IEP goals and objectives, and inform instructional decisions for teachers, students, and families.
 - review students' IEP plans in coordination with special education teachers and related service providers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - commence online intervention and support services. Plans must include all programs and learning environments, specifically related to the students' eligibility for post-secondary special education programs and services and the delivery of a free and appropriate public education (FAPE).
 - establish structures for special education teachers and paraprofessionals to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
 - conduct checkpoints with Macomb Academy administration around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
 - remain connected with MDE about policies and guidance.
 - develop a continuation of services plan for students requiring support and related services.

- Macomb Academy will prepare for remote learning while at home instruction protocols by (as feasible and resources permit):
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.
 - communicating learning plans to students, guardians and caregivers in various home languages. Macomb Academy may also use the MISD bilingual services to communicate with non- and limited-English speaking families. Although Macomb Academy is equipped to support students and their support network

by communicating frequently using multiple modes, there is still a need to revisit communication in multiple home languages.

- Macomb Academy is prepared to deliver remote instruction. Macomb Academy will strive to provide access and tangible resources in lieu of technology as needed. Macomb Academy has and will continue to gather input from families about their remote learning experiences and utilize this information to revise and strengthen learning opportunities provided to students. This data will also be used to deepen relationships to meet the needs of students, support networks, and staff.
- continuation of explored and utilized various remote instructional frameworks in order to meet the instructional and social emotional needs of Macomb Academy students. Moving forward, Macomb Academy will further explore, and implement as appropriate these models: [Universal Design for Learning \(UDL\)](#), [Learning Forward](#), [MCREL's Kickup](#), and Collaborative for Academic Social Emotional Learning ([CASEL](#)).
- continuation of created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments.
 - Macomb Academy continues to provide professional learning for staff regarding setting up and leading online learning experiences.
 - Teachers may utilize county developed templates for consistent instructional delivery through various platforms, which may include BlackBoard, Google Classroom, and Schoology.
 - Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs.
 - Teachers will highlight routines and structures to engage students in new learning based on essential independent living and employment preparation and training standards and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. In addition, teachers will intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.
- provide viable and reliable remote assessment. Although there are assessment programs in place to meet this need, nothing can replace the connection of a teacher and student physically in a classroom setting engaging formative observations of learning and the application of knowledge.
 - Macomb Academy will administer screening and diagnostic assessments as appropriate, to better understand each student's current academic level and inform instructional starting points.
 - Macomb Academy will continue to utilize benchmark and formative assessments to measure student progress and inform instructional next steps.
 - Macomb Academy will progress monitor student progress on IEP goals and objectives and make necessary adjustments in instruction to best meet the unique educational needs of the students.

- engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments.
 - Staff members will use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress.
 - All staff will work together to provide this support, including teachers, paraprofessionals, and administration by regularly communicating with students and families.
- Macomb Academy will continually revisit the developed and implemented remote learning protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Instruction Before School Opens

- Professional learning for all staff has been ongoing regarding best practices for remote instruction using technological and non-technological delivery methods.
- Providing access to all aspects of the unique Macomb Academy independent living and employment preparation and training curriculum will prove challenging and is a concern when Macomb Academy is unable to hold in-person classes. While we understand best practice is face-to-face instruction, staff members are working to design quality learning options for all students. Macomb Academy will continue to be flexible in addressing all student needs and make adjustments as needed. Macomb Academy has created teams to ensure this is implemented and that follow through is organic, supported by our Professional Learning Communities. The IEP process will be used to determine appropriate alternate programming for students while school is closed for in-person instruction.
- Macomb Academy will focus on student's goals and objectives per the IEP as instruction is aligned with the independent living and employment training and preparation post-secondary transition curriculum.
 - If the student requires alternate programming, or the school is closed per executive order, a continuation plan will identify how the services can be provided.
- Macomb Academy will continually revisit the developed and implemented instruction (before schools open) protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Communication and Family Supports

- Macomb Academy will:

- implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share:
 - expectations around the duration of the closure and reopening;
 - decisions about post-secondary proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with Macomb Academy bargaining units;
 - supports and resources for families to use at home, such as independent living and employment preparation activities and strategies for teaching and helping their Macomb Academy student; and
 - training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.
- Macomb Academy will prepare for communication and family supports protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.
 - maintaining the top priority, during these unprecedented times, the connectedness and care for our students, families/caregivers, and one another, as we strengthen our remote teaching and learning.
 - Delivering through well-equipped strategies to support students and parents and to communicate plans frequently through multiple modes.
 - Where feasible and resources permit:
 - Macomb Academy will continue to provide parent training through appropriate, physically-distanced modes to support remote learning. Reaching students and families will continue to be a strong focus for Macomb Academy. Channels of communication with students, staff and families include phone, US mail, email, Macomb Academy website, learning platforms and social media.
 - communicating Macomb Academy protocols, post-secondary transitional programming expectations for teaching and learning, teacher accessibility for check-in with students and families/caregivers, processes for feedback and monitoring of student learning, and prioritizing social-emotional well-being.
 - Macomb Academy will communicate with students and families who do not have internet access through phone, mail, or home visits.
 - Continuing to use the practice of utilizing survey and focus group data to identify family digital literacy needs and will provide families with opportunities for technical training on those digital systems and tools.
 - Macomb Academy will continually revisit the developed and implemented communication and family supports protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Professional Learning

- Macomb Academy will:
 - Continue to provide professional learning and training through virtual modes for educators to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;
 - Share information and data about students' assessment results, progress, and completed assignments;
 - Learn how to use the school's digital systems and tools appropriately and sustainably; and
 - Build capacity around high-quality remote learning.

- Macomb Academy will prepare for professional learning protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.
 - providing staff with relevant, meaningful and connected opportunities for virtual professional learning and to further develop their Professional Learning Communities in a remote learning environment. This will include but not be limited to curriculum review, lesson planning, data collection and analysis, and climate/culture work.
 - working collaboratively as a Macomb Academy staff, will continue the practice of analyzing formal and informal survey data and working to provide additional professional learning to meet the instructional needs of staff members.
 - continuing to provide professional learning to strengthen staff capability to meet the remote learning goals for Macomb Academy.
 - Macomb Academy has access to a variety of ways to support staff and will focus on the essential skills needed for daily success.
 - The [Macomb Intermediate School District \(MISD\) website](#) is updated frequently to reflect online professional learning opportunities as district needs are identified. Professional learning topics include but are not limited to:
 - Getting Started with Online Learning;
 - Getting Started with Schoology;
 - Special Education Design;
 - Accessibility;
 - Other Considerations when Providing Enrichment;
 - Meeting Your Classroom Online: Options for Virtual Connections;
 - Discovery Education Experience;
 - Coaching and Intervention Collaborative Meetings;

- Trauma Informed and Resilience Professional Learning;
 - Social and emotional framework and tools.
- Mechanisms to support collaboration among staff members will be enhanced to promote continued learning and connectedness around instructional best practices, equity and implicit bias, social-emotional learning, and culturally responsive education. Teams will have
- opportunities to exchange information about student assessment results, progress, and assignment completion. Teacher and instructional support Professional Learning Communities will work collaboratively to define age and disability appropriate workloads, timeframes, consistent instructional methodology, monitoring, and feedback. This collaboration among staff will increase equity for students, enhance staff’s capability to provide high quality remote teaching, and increase collective efficacy among teachers.
- Macomb Academy will continually revisit the developed and implemented professional learning protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Monitoring

- Macomb Academy will:
 - Activate plans to monitor and assess the following:
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance:
 - Develop systems to monitor and track students’ online attendance on a daily basis.
 - Student Work:
 - Teachers, in collaboration with instructional support staff and administration, will assess the quality of student work and provide feedback to students and families.
- Macomb Academy will prepare for monitoring protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.
 - monitoring student connectivity and access.
 - Students requiring devices will be provided with what is available in light of the COVID-19 pandemic.
 - Macomb Academy will respond appropriately for students’ remote learning experiences. This may look different in homes where families are unable to provide internet access in their own homes, with a

different plan for providing that access which affects the Macomb Academy budget and other portions of the plan differently.

- Individual phone calls and survey data reflected all Macomb Academy students have access to technology and internet service for remote learning.
- implementing an activated plan to ensure all students all students and families have equitable access to connectivity and devices for instruction. Macomb Academy has also developed a system for monitoring and tracking students' daily attendance:
 - Hard Copy Media
 - Teachers, with support of paraprofessionals will keep track of which students are completing instructional packets. They may also keep a log of communication with students and parents. Inconsistent completion and/or communication with a parent or student, will be raised to the executive director 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.).
 - Mixed Media
 - If a student does not have access to technology, teachers will keep track of which students are completing instructional packets. They may also communication log regarding contact with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They may 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 executive director 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.)
 - Digital Media
 - Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They may also keep a communication log regarding students and families. Inconsistent completion and/or communication with a parent or student will be raised to the executive director 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.)
 - Teachers will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Teachers will also provide students with opportunities to self-assess the quality of their work, reflect on teacher feedback, and learning progress.

Macomb Academy will continually revisit the developed and implemented monitoring protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Instruction

Please refer to the Remote Instruction, Communication, and Monitoring sub-sections for the Phases I, 2 and 3 of this Plan.



Phase 1, 2, or 3 Operations

Facilities

- Macomb Academy will:
 - Audit necessary materials and supply chain for cleaning and disinfection supplies.
 - Continue to maintain Macomb Academy in good working order to prepare for the subsequent return of students.
 - Collaborate with Macomb Intermediate School District (MISD) to create a contingency plan to coordinate the use of the building for essential actions including elections, food distribution, and child care, particularly for essential workers, in the event it is needed.
 - Coordinate with [Local Emergency Management Programs](#) (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for MISD to collaborate with LEMPs.
- Macomb Academy will prepare for facilities protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.
 - considering the specific needs of Macomb Academy when devising the plans to address the various circumstances Macomb Academy may be faced with.
 - apprising the Macomb Academy staff will be apprised of the cleaning and other protocols being followed in various circumstances.
 - consulting and collaborating with Macomb Intermediate School District (MISD) to determine and implement the appropriate procedures for safety protocols
 - Macomb Academy will continually revisit the developed and implemented facilities protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Budget, Food Service, Enrollment, and Staffing

- Macomb Academy will:
 - Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
 - Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
 - Ensure a plan for nutrition services and student meals is in place and provide a list of alternative meal options to families.
 - Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
 - Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
- Macomb Academy will prepare for budget, food service, enrollment and staffing protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.
 - tracking COVID related expenses to best leverage the federal and state resources that are available.
 - reviewing human resource and legal related issues as necessary.
 - making every effort to ensure materials for students and staff are digitally available to the extent necessary.
 - Macomb Academy will continually revisit the developed and implemented budget, food service, enrollment and staffing protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

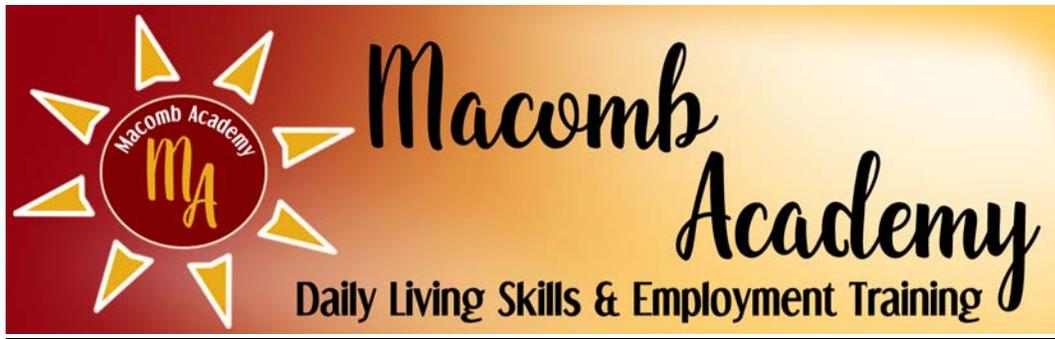
Technology

- Macomb Academy will:
 - survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
 - designate a single point of contact at Macomb Academy to plan and communicate technology needs.
 - develop a technology plan that includes guidance. If possible, include training and support for educators to adapt remote learning for the classroom.
- Macomb Academy will prepare for facilities protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phases 1-3.

- considering all available technology related resources when developing on-line learning plans.
- developing an inventory system that will likely be deployed when distributing technology related to on-line learning.
- developing procedures for return and inventory of Macomb Academy or Macomb Intermediate District (MISD) devices as part of a return to school technology plan. The procedures should include:
 - [Sanitizing the devices](#) prior to a repair or replacement evaluation;
 - Identify an asset tracking tool.
 - Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
 - Develop a technology support plan for families.
 - Continue to monitor device usage and compliance with online learning programs.
 - Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
 - Ensure that students can submit assignments and be evaluated accordingly.
 - Schedule ongoing staff training on platforms and tools.
 - Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
 - Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
 - Compile technology-facing lessons learned for inclusion in the Macomb Academy updated remote learning plan.
 - Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes for Macomb Academy.
 - Continue infrastructure evaluations until all issues are resolved.
 - Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.
- Macomb Academy will continually revisit the developed and implemented technology protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Transportation

As transportation operations are suspended, no transportation considerations are needed during Phases 1, 2, and 3.



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

Phase 4 Safety Protocols

School is open for in-person instruction.

Personal Protection Equipment

- Macomb Academy will adhere to the following PPE safety protocols:
 - Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering
 - Teachers and paraprofessionals should consider wearing clear masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
 - Facial coverings must be worn by students and staff during school.
 - Any staff or student that is unable to medically tolerate a facial covering must not wear one.
 - Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.
 - Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Facial coverings must always be worn in hallways and common areas by students in the building except for during meals.
 - Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facing coverings must be disposed of at the end of each day.
 - 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.

- 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.
- Macomb Academy will prepare for implementing PPE safety protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - providing facial coverings, gloves, and other required PPE for all staff.
 - making PPE available through the Macomb County PPE Committee for Safe Back-to-School planning.
 - procuring and having readily available for all staff, the required facial coverings, gloves, and other required PPE.
 - establishing protocols for our students with disabilities regarding wearing facial coverings as tolerated due to the nature of their disability.
 - providing instruction by Macomb Academy staff to students on the importance of wearing facial coverings
 - providing instruction by Macomb Academy staff to students about increasing tolerance for wearing facial coverings
 - providing face shields, as appropriate and in accordance with Macomb County Health Department guidelines, for use by staff and students to accommodate deaf and hard of hearing, social emotional, and speech and language needs
 - providing instruction on proper cleaning of face shields as recommended by CDC guidelines.
 - implementing a facial covering plan created in collaboration with the student, guardian, and Macomb Academy staff.
 - Macomb Academy will continually revisit the developed and implemented personal protective equipment protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Hygiene

- Macomb Academy will:
 - Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
 - Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
 - Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
 - Systematically and frequently check and refill soap and handsanitizers.
 - Limit sharing of personal items and supplies such as writing utensils.

- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.
- Macomb Academy will prepare for implementing hygiene safety protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - providing instruction by Macomb Academy Staff to students about proper hand washing/sanitizing.
 - making hand washing/sanitizing available throughout the building for all staff and students upon moving throughout the building, before and after eating, and activities, etc.
 - supplying necessary hand washing/sanitizing supplies.
 - having staff members distribute and monitor the use of hand sanitizer with students.
 - limiting classroom activities where supplies would normally be shared; sanitizing frequently shared and used classroom supplies.
 - advising students to use hand sanitizer as they enter a new space in the building, with staff supervision. Staff will follow the same procedures
 - having students utilize lockers for personal belongings.
 - creating and implementing a process for students to access the break room, in limited numbers and distancing, where lockers are located
 - instructing, reviewing and reinforcing with students the hygiene safety protocols.
 - establishing a process to review and revise hygiene safety protocols as needed.
 - Macomb Academy will continually revisit the developed and implemented hygiene protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Spacing, Movement and Access

- Macomb Academy will:
 - In classrooms where large tables are utilized, space students as far apart as feasible.
 - As feasible, arrange all desks as far apart as space allows and facing the same direction toward the front of the classroom.
 - Teachers should maintain six feet of spacing between themselves and students as much as possible.
 - Family members or other guests are not allowed in the school building except under extenuating circumstances determined by administration.
 - Post signage to indicate proper social distancing.
 - Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.

- Provide social distancing floor/seating markings in waiting and reception areas.
 - Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
 - Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
 - 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, Macomb Academy should try to cohort groups of students to isolated hallways or areas that can be monitored.
 - If all students cannot fit in the classroom space available, Macomb Academy may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, Macomb Academy should partner with community organizations to identify safe spaces where students can engage virtually, especially if family members work and they cannot be home alone.
 - Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Macomb Academy will prepare for implementing space, movement and access safety protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - making the best use of the space in the building and utilizing all available space in the building to limit the number of students in one location, and space student desks as feasible.
 - training in individual school buildings will address remaining six feet (or more) apart in hallways and staggered movements and will be monitored by staff.
 - Due to the size of the building and narrow hallways, one-way traffic is limited.
 - Therefore, traffic in the hallway will be monitored by staff for limited use and distancing of at least six feet.
 - directing staff members to work to maintain a six feet distance from others while in the building.
 - scheduling outdoor activities as much as possible, weather permitting.
 - creating and displaying signage and floor markings in the reception area, hallways, and other areas throughout the buildings.
 - requiring all visitors that enter the building to wear a mask, complete a visitor health check form, and disinfect their hands with hand sanitizer, and possibly complete a thermos check.
 - maintaining, as feasible, space desks and students six feet apart.
 - limiting the number of students in the in the hallways at any given time.
 - staggering classroom transitions.
 - limiting crowding at entry and exit points.

- designating staff, as necessary, to transport students to and from areas within the building.
- meeting students transported to and from school by family/friends outside the school building by designated staff.
- discourage handshakes, fist bumps, etc. As these are reactionary as a social greeting, students will be reminded often of the risks incurred.
- adhering to physical distance and safe and acceptable crowd sizes.
- reviewing and assessing regularly the safety protocols for spacing, movement and access.
- instructing staff in the protocols for movement, spacing and access.
- instructing, practicing and reinforcing protocols for movement, spacing and access with students.
- Macomb Academy will continually revisit the developed and implemented movement, spacing and access protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Screening Students, Staff and Guests

- Macomb Academy will:
 - Identify and designate a quarantine area and a staff person to care for students who become ill at school.
 - Place students who become ill with symptoms of COVID-19 in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95mask is required.
 - Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
 - Cooperate with the local public health department regarding implementing protocols for screening students and staff.
 - Require staff to conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
 - Develop a monitoring form (paper or electronic) for screening employees.
 - Encourage families and caregivers to check their Macomb Academy student'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.
 - Encourage families and caregivers to monitor their Macomb Academy student 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.

- Macomb Academy will prepare for screening students, staff and guests protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - taking into consideration HIPAA and FERPA laws for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
 - making available, whenever necessary, N95/KN95 masks through Macomb Academy's partnership with the Macomb Intermediate School District and Macomb County Health Department.
 - clearly identify entrances and exits according to on-site safety protocols. One-way points of entry have been established, limiting two-way access, and these protocols will continue to be followed and monitored.
 - requiring all Macomb Academy staff complete a health check form, and possibly, thermo-check each day prior to entering the building, and follow the [Macomb County Health Department Guidelines](#).
 - instructing staff and students to wash/sanitize hands upon entry into the building.
 - Instructing parents/caregivers of requirement to drop off student outside of the building. Late arrival students should call the office to be let in the building. A thermo-check may be completed prior to entry with designated transporter present.
 - designating a quarantine area for students who become ill with symptoms identified by the county health department during the school day.
 - providing KN95/N95 mask for staff working with ill students.
 - referring and deferring procedures for symptomatic students to the [Macomb County Health Department Guidelines](#).
 - providing families and caregivers with communication that encourages them to monitor their student's temperature and symptoms of COVID-19 identified by the [county health department](#). They are requested to contact the school and follow-up with their primary health care provider.
 - Macomb Academy will continually revisit the developed and implemented screening students, staff and guests protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Macomb Academy will:
 - cooperate with the local public health department regarding implementing protocols for screening students and staff.
 - ensure students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
 - ensure staff who develop a fever or become ill with COVID-19 symptoms at

- school should wear a mask and be transported for off-site testing.
 - communicate and reinforce the expectation that symptomatic students and staff sent home from school should be kept home until they have [tested negative](#) for COVID-19, or have been released from isolation according to [CDC guidelines](#).
 - notify families/caregivers of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
 - contact as soon as reasonably possible, in the event of a lab or clinically diagnosed case of COVID-19, any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
 - encourage parents and guardians and caregivers to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
 - encourage parents and guardians to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.
- Macomb Academy will prepare for testing protocols for students and staff and responding to positive cases protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - adhering to county-wide protocols/guidance that have been determined in partnership with the Macomb County Health Department and addressing each one on a case by case basis within Macomb Academy.
 - requiring Macomb Academy staff to complete a health check form and possibly thermo-check each day prior to entering the building and follow the [Macomb County Health Department Guidelines](#).
 - exploring the feasibility of Macomb Academy staff performing a thermo-check for students transported to and from school by parent/guardian/caregiver prior to entry with designated transporter present and will be met outside the building by designated staff.
 - adhering to the safety protocols established by SMART public transportation for screening prior to boarding the bus. Students should use the SMART transportation provided hand sanitizer at the time of boarding.
 - following the [Macomb County Health Department Guidelines for Responding to Cases of COVID-19 Among Students and Staff](#).
 - providing families and caregivers with communication that encourages them to monitor their student's temperature and symptoms of COVID-19 identified by the [county health department](#). They are requested to contact the school and follow-up with their primary health care provider.

- Macomb Academy will continually revisit the developed and implemented testing protocols for staff and students and responding to positive cases protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Responding to Positive Tests among Staff and Students

- Macomb Academy will:
 - cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
 - close the area for 24 hours, where the student or staff was verified as being, before cleaning to minimize the risk of any airborne particles.
 - notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
 - notify the Local Health Department to initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
 - Macomb Academy staff will be provided with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
 - allow employees with a confirmed case of COVID-19 to return to the workplace only after they are no longer infectious. Macomb Academy will follow the local health officials and provided instruction about return to work, using the most current guidelines from the CDC for this determination.
- Macomb Academy will prepare for responding to positive tests among staff and students protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - taking into consideration the HIPAA and FERPA laws for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
 - provide staff with proper PPE when performing cleaning and disinfecting of any areas.
 - Follow the clearly and explicitly established county-wide protocols/guidance that been determined in partnership with the Macomb County Health Department and will be

addressed on a case by case basis.

- explicitly following the [Macomb County Health Department Guidelines for Responding to Cases of COVID-19 Among Students and Staff](#).
- requiring building staff to wear proper protective gear when cleaning and area with a positive case
- Macomb Academy will continually revisit the developed and implemented responding to positive tests from staff and students protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Food Service, Gathering and Extracurricular Activities

- Macomb Academy will:
 - prohibit indoor assemblies that bring together students from more than one classroom.
 - suspend large scale assemblies of more than 50 students.
 - suspend off-site field trips that require bus transportation to an indoor location.
 - conducting outside breaks, whenever possible, with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
 - deliver school-supplied meals to classrooms with disposable utensils.
 - consider the appropriateness of, according to Macomb County Health Department guidance, the provision of restaurant delivery food for lunch service for students and staff.
 - telecast larger than classroom size assemblies and other school-sanctioned events.
- Macomb Academy will prepare for food service, gathering, and extracurricular activities protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - prohibiting indoor assemblies that bring together students from more than one classroom.
 - prohibiting the use of and access to water fountains.
 - strongly encourage students bring bottled water or a filled refillable water bottle to school, and clearly marked with their name for individual use.
 - maintaining a supply of bottled water for students who may need it.
 - Requiring students to write names on bottled water provided by Macomb Academy.
 - include the use of classrooms or outdoor areas for students to eat meals if distancing guidelines in the break room cannot be met.
 - staggering mealtimes to create seating arrangements with six feet of distance between students.
 - wearing PPE when servicing food to students.

- requiring students and staff to wash hands before and after every meal.
- requiring students and staff to wash or sanitize hands before and after every event.
- suspending large scale assemblies of more than 50 students.
- suspending off-site field trips that require bus transportation to an indoor location.
- using outside as a location for breaks, whenever possible, with appropriate social distancing and cohorts of students. If more than one class is outside, students should wear facial coverings.
- determine whether outside-sourced/community-based restaurant location food will be served to the students as a meal source.
- implement telecasting of assemblies and other school-sanctioned events.
- require the use of face covering for all extracurricular activities, and adhere to prior indicated requirements of size, distancing and cohorting.
- Macomb Academy will continually revisit the developed and implemented food service, gatherings and extracurricular activities protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Athletics

Macomb Academy does not have an athletic program. Protocols are not necessary.

Cleaning

- Macomb Academy will comply with the following cleaning protocols:
 - [Frequently touched](#) surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an [EPA-approved disinfectant](#) or diluted bleach solution.
 - Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an [EPA-approved disinfectant](#) or diluted bleach solution.
 - Student desks must be wiped down with either an [EPA-approved disinfectant](#) or diluted bleach solution after every class period.
 - Outside community structures must continue to undergo normal routine cleaning, but using an [EPA- approved disinfectant](#) is [unnecessary](#).
 - Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from students, and with adequate ventilation when staff use products.
 - Staff and students must wear gloves, surgical mask, and face shield when performing all cleaning activities.
- Macomb Academy will prepare for cleaning protocols by:

- communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
- thoroughly cleaning the building each day utilizing public health and Macomb Academy guidelines.
- providing classroom staff with hand sanitizer, disinfectant wipes, spray cleaner and paper towel to clean tables and commonly touched surfaces like door knobs.
- Requiring staff follow safety protocols when sanitizing tables and desks.
- establishing and implementing a rigid cleaning protocol and a regular schedule throughout the school day according to the guidelines of the CDC, Macomb County Health Department, and consultation with Macomb Intermediate School District (MISD). This includes:
 - step-by-step instructions for:
 - frequently touched surfaces, outside of the classroom,
 - classroom desks, countertops, and classroom area
 - after each class/at transition times
 - end of the day
 - common areas
 - outside structures (picnic tables)
 - bathrooms
- Macomb Academy will continually revisit the developed and implemented cleaning protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Busing and Student Transportation

Macomb Academy does not have a busing system for transportation to and from school. Students secure their own transportation, and may arrive and depart school by one or more of the following means:

- Community-based SMART Bus connector service
- Community-based SMART Bus fixed route service
- Self-transport (drive)
- Family/Caregiver/Friend, etc. drop off and pick up
- Walk
- Ride bike

Macomb Academy does rely on Academy transportation to travel to community-based work experience locations. Requirements and Academy response are indicated here.

- Macomb Academy will:
 - suspend travel to community-based work experience locations until an agreement is made between the Academy and the community-based partner on the reassurance of the best-in-place safety protocol in the establishment.

- Macomb Academy will prepare for student transportation by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - requiring strict adherence to guideline with using Macomb Academy vans for transporting students to community-based work experience instruction sites:
 - seating will be at half capacity until determined distancing is no longer necessary through governmental orders.
 - require the use of hand sanitizer before entering the van. Hand sanitizer will be supplied on the van.
 - Staff and students, if medically feasible, must wear facial coverings while on the van. There may be situations where it is not safe to wear facial covering. Decisions about these situations will be made on a case-by-case basis with local public health officials and the building administrator.
 - [Clean and disinfect](#) vans before and after every transit route. Students must not be present when a vehicle is being cleaned.
 - Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning use and prior to afternoon use.
 - Clean, sanitize, and disinfect equipment including items such as adaptive equipment installed in the van.
 - If a student or staff becomes sick during the day, they must not use the van and must follow protocols outlined above.
 - If a student or staff becomes sick while in the community at the work experience site, the staff will contact Macomb Academy and the situation will be handled on a case-by-case basis.
 - Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
 - Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.
 - Maintain a log of cleaning schedule of the van.
 - Instruct, practice and review transportation requirements with students
 - Macomb Academy will continually revisit the developed and implemented transportation protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Medically Vulnerable Students and Staff

- Macomb Academy will:
 - Systematically review all current plans (e.g. Individual Healthcare Plans,

- Individualized Education Programs plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
 - Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
- Macomb Academy will prepare for medically vulnerable students and staff protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - consulting and collaborating with Macomb Intermediate School District (MISD) to develop procedures that will be created for staff, including students who may be identified as medically fragile or high risk.
 - consulting and collaborating with the student's family/caregiver, and documentation from primary care medical provider, in the development of a plan.
 - revising the developed and implemented medically vulnerable protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC
 - regulations, and consultation with Macomb Intermediate School District (MISD), the parent/caregiver, and primary care medical provider.
 - Macomb Academy will continually revisit the developed and implemented medically vulnerable students and staff protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.



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

- Macomb Academy will:
 - Implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
 - establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
 - provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - Identify a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
 - establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
 - 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.
 - establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
 - provide resources for staff self-care, including [resiliency strategies](#).
 - designate a school-based mental health liaison who will work across the school, local public health agencies, and community partners.
 - leverage MDE resources for student and staff mental health and wellness support.
 - activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
 - communicate with parents and guardians, via a variety of channels, return to school transition information including:

- [destigmatization of COVID-19](#);
 - understanding normal behavioral response to crises;
 - general best practices of talking through trauma with children; and
 - positive self-care strategies that promote health and wellness.
- Macomb Academy will prepare for Mental & Social-Emotional Health safety protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - maintaining the priority of the mental and social-emotional needs of students.
 - using a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, paraprofessionals, office staff, and administration.
 - maintaining connection to existing supports that were in place prior to the closure of the school building.
 - sharing resources so families can connect with professional, certified staff who provide support services to families at the school and county level. Macomb Academy will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).
- It is imperative during this time that Macomb Academy create remote learning that attends to student social and emotional needs. Some of the ways Macomb Academy will ensure that all school community members feel connected and informed include:
 - providing ongoing communication among all stakeholders.
 - providing opportunities for positive feedback/connection between students and teachers.
 - acknowledging students' current situation and context.
 - providing students with appropriate supports to process events.
 - utilizing trauma-informed practices, when possible.
 - utilizing school and community resources to provide mental health supports.
 - leveraging the use of community agency partners who provide support to students for ongoing support and check-ins.
- Macomb Academy will explore the use of programs such as SAEBRS assessment, part of Fast Bridge, to assess individual students' mental health. <https://www.fastbridge.org/saebars/>
- Macomb Academy will explore [CASEL Leveraging the Power of SEL \(Social & Emotional Learning\)](#): Macomb Academy may leverage SEL by considering the

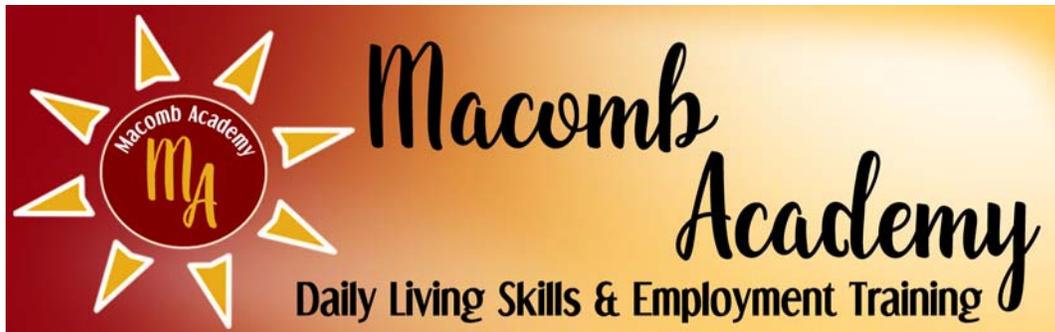
following activities:

- take time to build partnerships, deepen understanding, and plan for SEL.
- design opportunities for staff to connect, heal, and cultivate their own SEL competencies and capacities.
- create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

Macomb Academy will utilize appropriate mental health screeners as feasible, adhering to all HIPAA and FERPA policies. Macomb Academy communication protocols will be used to convey the guidelines teachers may use for identification and rapid referral of at-risk students in face-to-face, hybrid, and remote learning environments. Macomb Academy will provide opportunities to help all school community members feel connected and informed by providing ongoing communication among all stakeholders. Macomb Academy will promote and support opportunities for positive feedback/connection between students and teachers and acknowledge individual students' current situation and context. All students will have access to appropriate supports to process events, schools and teachers utilize trauma-informed practices, when possible. Macomb Academy staff will utilize school and community resources to provide mental health supports and leverage the use of Macomb Intermediate School District (MISD) resources, ongoing support and check-ins.

- Macomb Academy will explore and use as appropriate, [Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) CASEL Social and Emotional Roadmap for Reopening School](#) (CASEL Resource for Reopening)
- Macomb Academy will also refer to the building crisis management plans regarding communication procedures, community resources, staff care, SEL or resiliency strategies, mental health liaison, communication, and community-based hotlines.
- Macomb Academy will consult and collaborate with Macomb Intermediate School District (MISD) for support and resources related to:
 - mental health wellness checks.
 - protocol for referring at-risk students for support teams.
 - the MISD Crisis Team.
 - the MISD Wellness Committee
- Macomb Academy will continually revisit the developed and implemented Mental & Social-Emotional Health protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver.
- Macomb Academy will continually revisit the developed and implemented Mental & Social-Emotional Health protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District

(MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.



Phase 4 Instruction

Governance

- Macomb Academy will:
 - create a Macomb Academy Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders to:
 - gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
 - revise the remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
 - Share the remote learning plan with all involved stakeholders in case of a return to remote learning.
- Macomb Academy will prepare for instruction governance protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - securing a committee of volunteer Macomb Academy staff members to discuss and plan for a safe start and return to school.
 - having the executive director participating in return-to-work groups, which included leaders from Macomb County school districts, the Macomb Intermediate School District, Macomb County's Executive's Office, Macomb Community College, other post-secondary institutions, and community partners. These groups have met consistently to gather and analyze feedback, adjust learning plans based on stakeholder input, and share the revised instructional options. In addition, Macomb County local districts have established return-to-work teams focused on creating a safe and productive environment for all stakeholders.
 - clearly communicating modes of instruction by the executive director and made available to students and parents so they can select which option(s) best meets students' unique educational needs and individual home situations.
 - continually revisiting the developed and implemented governance protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to

ensure the provision of a free and appropriate public education (FAPE) for students with disabilities.

- Macomb Academy will continually revisit the developed and implemented governance protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Remote Instruction

Remote instruction is not required in Phase 4. Macomb Academy may revert the plan for operating. Decisions relative to return to the closure of Macomb Academy for in-person schooling will be based on the safety, health and welfare of our students and entire school community. Macomb Academy may revert the plan for operating, detailed in this PRP, during Phase 3 of the MI Safe Start Plan, or at any time the region is in Phases 4 or 5 of the MI Safe Start Plan. Further, by approving the Macomb Academy COVID-19 Preparedness and Response Plan, the Macomb Academy Board of Directors delegate the authority for making this decision to the Executive Director. All students and parent, and the school community will be properly notified of any such transition.

Instruction (Before School Opens)

- Macomb Academy will:
 - activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
 - Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - best practices for blended or remote learning;
 - post-secondary transition program proficiencies;
 - modes of student assessment and feedback;
 - differentiated support for students;
 - the inclusion of social-emotional learning; and
 - guidance around daily instructional time and workload for each student's individualized unique educational need to ensure consistency for students.
 - set an instructional vision that ensures that:
 - Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
 - support schools to implement grade-level curricula that is aligned to Michigan post-secondary transition program standards.
 - revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match

services accordingly.

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
 - inventory all intervention programs and services available to students and identify any gaps.
 - remain connected with MDE about policies and guidance.
 - develop a continuation of services plan for students needing support and related services, including evaluations by school psychologists and social workers.
- Macomb Academy will prepare for instruction (before schools reopen) protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - communicating expectations for teaching in face-to-face, hybrid, or remote contexts. Macomb Academy will activate best practice learning at scale, with standards-aligned curricula and high quality instructional materials. Teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Macomb Academy will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.
 - encouraging Macomb Academy teachers and paraprofessionals to collaboratively identify essential standards (concepts) and post-secondary proficiencies. Teachers will also create learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans will include formative checks and scaffolding to meet the needs of all students. Macomb Academy will utilize specific instructional platforms and delivery methods while clarifying expectations for students and parents.
 - creating systems of equity and access for all students. Macomb Academy will identify staff responsible to determine levels of interventions for students not participating or responding to instruction. Teachers will continue to work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. Specific skilled personnel participating in this system may include teachers, paraprofessionals, related services staff, and administration.
 - drawing from frameworks such as LCCE, CASEL or STARR Commonwealth, and use the actionable recommendations to ensure the social and emotional needs of all students and adults are addressed.
 - collaborating and consulting with the Macomb Intermediate School District (MISD) to continue providing professional learning supports directly related to stakeholder needs. These job-embedded supports will be differentiated according to content and instructional delivery modes. The MISD will utilize feedback to bring professional learning and services to scale.

- continually revisiting the developed and implemented instruction protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure the provision of a free and appropriate public education (FAPE) for students with disabilities.
- Macomb Academy intends to operate in-person instruction. The IEP process will be used to determine appropriate alternate programming if the student is unable to attend in-person instruction.
 - Macomb Academy will focus on student’s goals and objectives per the IEP as instruction is aligned with general curriculum.
 - If the Macomb Academy is able to provide in-person instruction services would take place as determined by the IEP.
 - If the student requires hybrid or the school is closed per executive order, a continuation plan will identify how the services can be provided.
- Macomb Academy will continually revisit the developed and implemented instruction (before schools open) protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Communication & Family Supports

- Macomb Academy will:
 - implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - Expectations around their child’s return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - Plans for each of the different school opening scenarios.
 - Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:
 - training about how to access and use the school’s chosen digital systems and tools;
 - supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - opportunities to build their digital literacy; and
 - strategies to support their child’s learning at home.
- Macomb Academy will prepare for communication & family supports protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.

- As feasible and resources permits, Macomb Academy will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb Intermediate School District (MISD) Bilingual staff.
- Macomb Academy will communicate schedules and configurations to all stakeholders through the methods listed above.
- Macomb Academy will continually revisit the developed and implemented communication and family supports protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Professional Learning

- Macomb Academy will:
 - Provide adequate time for schools and educators to engage in:
 - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
 - Identify students who potentially need additional support; and
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
 - Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Macomb Academy will prepare for professional learning protocols by:

- building upon the professional learning plans of Phases 1-3.
- communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
- Whenever feasible and as resources permit, Macomb Academy will continue to conduct intentional curriculum planning and documentation through the course of the school year to ensure stability of instruction.
- strengthening the systems of equity and access for all students. Staff responsible for determining levels of interventions for students not participating or responding to instruction will be identified by Macomb Academy. Specific skilled personnel participating in this system may include teachers, administrators, and support

- staff.
- Macomb Academy will continually revisit the developed and implemented professional learning protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

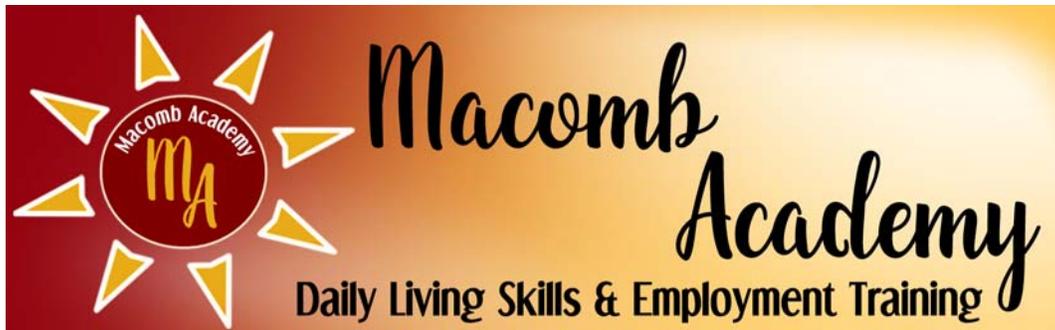
Instruction

- Macomb Academy will:
 - Ensure that every student:
 - has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning;
 - is assessed to determine student readiness to engage in grade-level content; and
 - is offered scaffolds and supports to meet their diverse academic and social- emotional needs.
 - Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
 - Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
 - Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
 - Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
 - Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
 - Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
 - Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
 - If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access:***
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

- Attendance:
 - Develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
- Macomb Academy will prepare for instruction protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - Macomb Academy will communicate expectations for teaching in face-to face, hybrid, or remote contexts. Macomb Academy will strive to activate best practice learning at scale with standards-aligned curricula and high quality instructional materials. Teachers will continue to
 - strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Macomb Academy will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.
 - Macomb Academy will encourage teacher and paraprofessional teams to collaboratively identify essential standards (concepts) and post-secondary proficiencies. Teacher teams will build upon existing learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans may include formative checks and scaffolding to meet the needs of all students. In addition Macomb Academy will determine work products, submission guidelines, and mastery of content/success indicators.
 - Macomb Academy will use specific instructional platforms and delivery methods while clarifying expectations for students and parents. Macomb Academy will conduct intentional curriculum planning and documentation through the course of the school year to facilitate the stability of instruction appropriately. Macomb Academy will engage in looking back/looking forward to determining vertical alignment and inform collaboration around scaffolding and accommodations with input from Title specialists and special education staff.
 - Macomb Academy staff members will continue to use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. In concert with past practice, Macomb Academy will administer screening and diagnostic assessments as appropriate to better understand each student's current academic level and inform instructional starting points. Benchmark and formative assessments will be utilized to measure student progress and inform instructional next steps. Macomb Administration will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Special education teachers will work collaboratively to meet IEP goals and provide

accessibility to any assistive technologies as needed. All staff will work together to provide this support, including teachers, paraprofessionals, and administration, by regularly communicating with students and families.

- Macomb Academy will build upon systems to foster equity and access for all students. Macomb Academy will identify staff responsible for determining levels of interventions for students not participating or responding to instruction. Specific personnel participating in this system may include teachers or administration.
- Macomb Academy will communicate teaching and learning expectations to all stakeholders in various home languages, as feasible and as resources permit. Macomb Academy will continue to use the MISD bilingual services, to communicate with non- and limited-English speaking families.
- The staff monitors student progress related to IEP goals and objectives.
- IEP review will consider the impact of COVID-19 on student performance and need and develop IEPs based on the current level of performance.
- Macomb Academy will continually revisit the developed and implemented instruction protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.



Phase 4 Operations

Facilities

- Macomb Academy will:
 - coordinate with [Local Emergency Management Programs](#) (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
 - provide school-level [guidance for cleaning and disinfecting all core assets](#) including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
 - alert school-based custodial and infection control staff of any changes in recommended [cleaning guidelines](#) issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.
 - coordinate with Macomb Intermediate School District (MISD) a deep cleaning schedule for Macomb Academy in the absence of a Building Manager.
 - audit Macomb Academy with a focus on:
 - how many classrooms are available;
 - the size of each classroom;
 - additional spaces that are available (break room, conference room, atrium space, outside space, etc.); and
 - The ventilation in each classroom.
 - school security staff should follow CDC protocols if interacting with the general public.
 - maintain facilities for in-person school operations.
 - Check HVAC systems to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Staff responsible for building care should distribute, or identify location of, wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
 - Signage about frequent [handwashing, cough etiquette, and nose blowing](#) should be widely posted, disseminated, and encouraged through various methods of communication.

- Building care staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
 - procure level-1 facial coverings, including those with a transparent front, for low-income students, and students with special needs.
 - procure level-1 surgical masks for cleaning and janitorial staff.
 - building care staff should wear surgical masks when performing cleaning.
 - maintain facilities for resumption of school operations.
- Macomb Academy will prepare for facilities protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - considering all aspects of the Macomb Academy curriculum, and use of the facility for the provision of schooling and associated activities, such as Board of Directors Meeting, New Student Orientation, visitations and tours, and community partnership activities, when devising the plans to address the various circumstances Macomb Academy may be faced with during Phase 5.
 - apprising building staff will be apprised in advance of the cleaning and other protocols being followed in various circumstances as detailed by Macomb County Health Department, the CDC, and Executive Order.
 - continually revisiting the developed and implemented facilities protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Budget, Food Service, Enrollment, and Staffing

- Macomb Academy will:
 - Assess student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
 - Conduct staff and student outreach to understand who is coming back.
 - For staff, this should include a breakdown of the staff – administrators, educators, and support staff.
 - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
 - For students, this should include those with preexisting conditions who may need a remote learning environment.
 - Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
 - 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.
 - Recruit, interview and hire new staff.

- Consider redeploying underutilized staff to serve core needs.
 - Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
 - Communicate any student enrollment or attendance policy changes with school staff and families.
 - Provide guidance to school leaders for [recruiting, interviewing, and hiring staff remotely](#).
 - Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
 - Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
 - Inventory how many substitute teachers are available.
 - Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
 - Work with current and new staff to orient any operational changes.
 - Create master teaching schedules, student and staff arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
 - Collaborate with Macomb County Health Department for guidance regarding the use and service to students of outsourced community-based food restaurant ordered food for meals.
 - Custodial staff should wear surgical masks when performing cleaning duties.
 - Maintain facilities for resumption of school operations.
- Macomb Academy will prepare for budget, food service, enrollment and staffing protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - Tracking COVID related expenses to best leverage the federal and state resources that are available.
 - reviewing human resource and legal related issues as necessary.
 - preparing and maintaining, to the extent possible, up to date materials digitally for students and staff.
 - continually revisiting the developed and implemented budget, food service, enrollment and staffing protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Technology

- Macomb Academy will:
 - survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

- designate a single point of contact in each school to plan and communicate technology needs.
 - develop a technology plan that includes guidance for Macomb Academy. If possible, include training and support for educators to adapt remote learning for the classroom.
 - develop a system for return and inventory of Macomb Academy-owned devices as part of a return to school technology plan. The procedures should include:
 - sanitizing the devices prior to a repair or replacement evaluation;
 - assessing technology needs from loaner devices during Spring 2020
 - ordering accessories that may be needed, and
 - conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
 - identify an asset tracking tool.
 - develop a plan with the Macomb Intermediate School District (MISD) of triage for staff and student devices to minimize the time that staff may be without a device.
 - develop a technology support plan for families, if necessary.
 - continue to monitor device usage and compliance with online learning programs.
 - provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
 - ensure that students can submit assignments and be evaluated accordingly.
 - provide staff with in-house and information regarding ongoing staff training on platforms and tools.
 - review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
 - organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
 - compile technology-facing lessons learned for inclusion in the updated remote learning plan.
 - review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes.
 - continue infrastructure evaluations until all issues are resolved.
 - identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.
- Macomb Academy will prepare for technology protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 4.
 - Considering all available technology related resources when developing on-line learning plans.
 - deploying an inventory system when or if distributing technology related to on-line learning.
 - continually revisiting and reviewing the technology protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and

healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Transportation

- Macomb Academy will:
 - inventory the fleet of Macomb Academy vans. Address questions such as:
 - How many vans will it take to transport student to and from the community-based work experience sites?
 - How many students will fit on a van with distancing?
 - How can the routes for transport be considered to accommodate shuttling students to/from community-based work experience sites?
 - How will transportation operate, if at all?
 - Might there be other options in the community for transportation that could support the unique instructional quality of the Macomb Academy curriculum?
 - explore all options for transporting student to and from community-based learning experiences with safety and well-being at the center of all conversations and planning yet knowing community-based instruction is a primary component of the Macomb Academy curriculum.
 - communicate with students, families and staff about the protocols associated with transporting students within the community for off-site learning experiences.
 - continually revisiting and reviewing the transportation protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and
 - healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.



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

Phase 5 Safety Protocols

School is open for in-personal instruction.

Personal Protection Equipment

- Macomb Academy will adhere to the following PPE safety protocols:
 - Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering
 - Teachers and paraprofessionals should consider wearing clear masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
 - Facial coverings must be worn by students and staff during school.
 - Any staff or student that is unable to medically tolerate a facial covering must not wear one.
 - Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.
 - Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Facial coverings must always be worn in hallways and common areas by students in the building except for during meals.
 - Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facing coverings must be disposed of at the end of each day.
 - 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.
 - 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.
- Gloves are not required except for staff when cleaning the building or individual work areas, common areas after individual use, and classrooms.
- Macomb Academy will prepare for implementing PPE safety protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - providing facial coverings, gloves, and other required PPE for all staff.
 - making PPE available through the Macomb County PPE Committee for Safe Back-to-School planning.
 - procuring and having readily available for all staff, the required facial coverings, gloves, and other required PPE.
 - establishing protocols for our students with disabilities regarding wearing facial coverings as tolerated due to the nature of their disability.
 - providing instruction by Macomb Academy staff to students on the importance of wearing facial coverings
 - providing instruction by Macomb Academy staff to students about increasing tolerance for wearing facial coverings
 - providing face shields, as appropriate and in accordance with Macomb County Health Department guidelines, for use by staff and students to accommodate deaf and hard of hearing, social emotional, and speech and language needs
 - providing instruction on proper cleaning of face shields as recommended by CDC guidelines.
 - implementing a facial covering plan created in collaboration with the student, guardian, and Macomb Academy staff.
 - Macomb Academy will continually revisit the developed and implemented personal protective equipment protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Hygiene

- Macomb Academy will:
 - Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
 - Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
 - Systematically and frequently check and refill soap and handsanitizers.
 - Limit sharing of personal items and supplies such as writing utensils.
 - Keep students' personal items separate and in individually labeled cubbies, containers, or lockers
 - Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.
- Macomb Academy will prepare for implementing hygiene safety protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - communicating with Macomb Academy staff, students, families and caregivers about hygiene safety protocols.
 - developing a standard for:
 - providing instruction to Macomb Academy staff regarding hygiene safety protocols and their teaching, reminding and reinforcing behaviors with students.
 - providing students with instruction and assessment for proper hand washing/sanitizing.
 - posting signage strategically throughout the building
 - distancing
 - handwashing/sanitizing
 - developing a system for systematically and frequently checking and refilling soap and hand sanitizers.
 - Strategic development of a system for limiting/suspending sharing of personal items and supplies such as writing utensils.
 - keep students' personal items separate and in individually labeled lockers.
 - making hand washing/sanitizing available throughout the building for all staff and students upon moving throughout the building, before and after eating, and activities, etc.
 - supplying necessary hand washing/sanitizing supplies.
 - having staff members distribute and monitor the use of hand sanitizer with students.
 - limiting classroom activities where supplies would normally be shared will be limited.
 - sanitizing frequently classroom supplies.
 - advising students to use hand sanitizer as they enter a new space in the building, with staff supervision. Staff will follow the same procedures.
 - having students utilize lockers for personal belongings.
 - creating and implementing a process for students to access the break room, in limited numbers and distancing, where lockers are located
 - providing 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).

- Macomb Academy will continually revisit the developed and implemented hygiene protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Spacing, Movement and Access

- Macomb Academy will:
 - In classrooms where large tables are utilized, space students as far apart as feasible.
 - As feasible, arrange all desks facing the same direction toward the front of the classroom.
 - Teachers should maintain six feet of spacing between themselves and students as much as possible.
 - Family members or other guests are not allowed in the school building except under extenuating circumstances determined by administration.
 - Post signage to indicate proper social distancing.
 - Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
 - Provide social distancing floor/seating markings in waiting and reception areas.
 - Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
 - Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
 - 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, Macomb Academy should try to cohort groups of students to isolated hallways or areas that can be monitored.
 - If all students cannot fit in the classroom space available, Macomb Academy may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, Macomb Academy should partner with community organizations to identify safe spaces where students can engage virtually, especially if family members work and they cannot be home alone.
 - Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Macomb Academy will prepare for implementing space, movement and access safety protocols by:

- communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
- preparing signage and indicators for:
 - social distancing
 - floor markings
 - door access
 - foyer
 - restrooms
- making the best use of the space in the building and utilizing all available space in the building to limit the number of students in one location, and space student desks as feasible.
- training in individual school buildings will address remaining six feet (or more) apart in hallways and staggered movements and will be monitored by staff.
 - Due to the size of the building and narrow hallways, one-way traffic is limited. Therefore, traffic in the hallway will be monitored by staff for limited use and distancing of at least six feet.
- directing staff members to work to maintain a six feet distance from others while in the building.
- scheduling outdoor activities as much as possible, weather permitting.
- creating and displaying signage and floor markings in the reception area, hallways, and other areas throughout the buildings.
- requiring all visitors that enter the building to wear a mask, complete a visitor health check form, and disinfect their hands with hand sanitizer, and possibly complete a thermos check.
- maintaining, as feasible, space desks and students six feet apart.
- limiting the number of students in the in the hallways at any given time.
- staggering classroom transitions.
- limiting crowding at entry and exit points.
- designating staff, as necessary, to transport students to and from areas within the building.
- meeting students transported to and from school by family/friends outside the school building by designated staff.
- discourage handshakes, fist bumps, etc. As these are reactionary as a social greeting, students will be reminded often of the risks incurred.
- adhering to physical distance and safe and acceptable crowd sizes.
- reviewing and assessing regularly the safety protocols for spacing, movement and access.
- instructing staff in the protocols for movement, spacing and access.
- instructing, practicing and reinforcing protocols for movement, spacing and access with students.
- Macomb Academy will continually revisit the developed and implemented movement, spacing and access protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a

safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Screening Students, Staff and Guests

- Macomb Academy will:
 - Identify and designate a quarantine area and a staff person to care for students who become ill at school.
 - Place students who become ill with symptoms of COVID-19 in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
 - Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
 - Cooperate with the local public health department regarding implementing protocols for screening students and staff.
 - Require staff to conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
 - Develop a monitoring form (paper or electronic) for screening employees.
 - Encourage families and caregivers to check their Macomb Academy student'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.
 - Encourage families and caregivers to monitor their Macomb Academy student 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.

- Macomb Academy will prepare for implementing screening students, staff and guests protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - taking into consideration HIPAA and FERPA laws for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
 - making available, whenever necessary, N95/KN95 masks through Macomb Academy's partnership with the Macomb Intermediate School District and Macomb County Health Department.
 - maintaining strict records, including date and time, of non-school employees or other visitors entering and exiting the building.
 - requesting any parents or guardians/essential guests entering the building wash or sanitize hands prior to entry.

- suspending, unless essential and extenuating circumstances dictate, parents or guardians/caregivers in the school building, as determined by administration. If entrance is required, only one parent or guardian per student will be allowed to enter except under extenuating circumstances as determined by administration.
- encouraging parents/guardians/caregivers to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.
- encouraging parents or guardians to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.
- clearly identify entrances and exits according to on-site safety protocols. One-way points of entry have been established, limiting two-way access, and these protocols will continue to be followed and monitored.
- requiring all Macomb Academy staff complete a health check form, and possibly, thermo-check each day prior to entering the building, and follow the [Macomb County Health Department Guidelines](#).
- instructing staff and students to wash/sanitize hands upon entry into the building.
- Instructing parents/caregivers of requirement to drop off student outside of the building. Late arrival students should call the office to be let in the building. A thermo-check may be completed prior to entry with designated transporter present.
- designating a quarantine area for students who become ill with symptoms identified by the county health department during the school day.
- providing KN95/N95 mask for staff working with ill students.
- referring and deferring procedures for symptomatic students to the [Macomb County Health Department Guidelines](#).
- providing families and caregivers with communication that encourages them to monitor their student's temperature and symptoms of COVID-19 identified by the [county health department](#). They are requested to contact the school and follow-up with their primary health care provider.
- Macomb Academy will continually revisit the developed and implemented screening students, staff and guests protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Macomb Academy will:
 - cooperate with the local public health department regarding implementing protocols for screening students and staff.
 - ensure students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.

- ensure staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
 - communicate and reinforce the expectation that symptomatic students and staff sent home from school should be kept home until they have [tested negative](#) for COVID-19, or have been released from isolation according to [CDC guidelines](#).
 - notify families/caregivers of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
 - contact as soon as reasonably possible, in the event of a lab or clinically diagnosed case of COVID-19, any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
 - encourage parents and guardians and caregivers to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
 - encourage parents and guardians to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.
- Macomb Academy will prepare for testing protocols for students and staff and responding to positive cases protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - adhering to county-wide protocols/guidance that have been determined in partnership with the Macomb County Health Department and addressing each one on a case by case basis within Macomb Academy.
 - requiring Macomb Academy staff to complete a health check form and possibly thermo-check each day prior to entering the building and follow the [Macomb County Health Department Guidelines](#).
 - exploring the feasibility of Macomb Academy staff performing a thermo-check for students transported to and from school by parent/guardian/caregiver prior to entry with designated transporter present and will be met outside the building by designated staff.
 - adhering to the safety protocols established by SMART public transportation for screening prior to boarding the bus. Students should use the SMART transportation provided hand sanitizer at the time of boarding.
 - following the [Macomb County Health Department Guidelines for Responding to Cases of COVID-19 Among Students and Staff](#).
 - providing families and caregivers with communication that encourages them to monitor their student's temperature and symptoms of COVID-19 identified by the [county health](#)

department. They are requested to contact the school and follow-up with their primary health care provider.

- Macomb Academy will continually revisit the developed and implemented testing protocols for students and staff responding to positive cases protocol as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Responding to Positive Tests among Staff and Students

- Macomb Academy will:
 - cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
 - close the area for 24 hours, where the student or staff was verified as being, before cleaning to minimize the risk of any airborne particles.
 - notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
 - notify the Local Health Department to initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
 - Macomb Academy staff will be provided with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
 - allow employees with a confirmed case of COVID-19 to return to the workplace only after they are no longer infectious. Macomb Academy will follow the local health
 - officials and provided instruction about return to work, using the most current guidelines from the CDC for this determination.
- Macomb Academy will prepare for responding to positive tests among staff and students protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - taking into consideration the HIPAA and FERPA laws for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
 - provide staff with proper PPE when performing cleaning and disinfecting of any areas.

- Follow the clearly and explicitly established county-wide protocols/guidance that been determined in partnership with the Macomb County Health Department and will be addressed on a case by case basis at Macomb Academy.
- explicitly following the [Macomb County Health Department Guidelines for Responding to Cases of COVID-19 Among Students and Staff](#).
- requiring building staff to wear proper protective gear when cleaning and area with a positive case
- Macomb Academy will continually revisit the developed and implemented responding to positive tests protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Food Service, Gathering and Extracurricular Activities

- Macomb Academy will:
 - prohibit indoor assemblies that bring together students from more than one classroom.
 - suspend large scale assemblies of more than 50 students.
 - suspend off-site field trips that require bus transportation to an indoor location.
 - conducting outside breaks, whenever possible, with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
 - deliver school-supplied meals to classrooms with disposable utensils.
 - consider the appropriateness of, according to Macomb County Health Department guidance, the provision of restaurant delivery food for lunch service for students and staff.
 - telecast larger than classroom size assemblies and other school-sanctioned events.
- Macomb Academy will prepare for food service, gathering, and extracurricular activities protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - prohibiting indoor assemblies that bring together students from more than one classroom.
 - prohibiting the use of and access to water fountains.
 - strongly encourage students bring bottled water or a filled refillable water bottle to school.
 - maintaining a supply of bottled water for students who may need it.
 - include the use of classrooms or outdoor areas for students to eat meals if distancing guidelines in the break room cannot be met.
 - staggering mealtimes to create seating arrangements with six feet of distance between students.
 - wearing PPE when servicing food to students.

- requiring students and staff to wash hands before and after every meal.
- requiring students and staff to wash or sanitize hands before and after every event.
- suspending large scale assemblies of more than 50 students.
- suspending off-site field trips that require bus transportation to an indoor location.
- using outside as a location for breaks, whenever possible, with appropriate social distancing and cohorts of students. If more than one class is outside, students should wear facial coverings.
- determine whether outside-sourced/community-based restaurant location food will be served to the students as a meal source.
- implement telecasting of assemblies and other school-sanctioned events.
- require the use of face covering for all extracurricular activities, and adhere to prior indicated requirements of size, distancing and cohorting.
- Macomb Academy will continually revisit the developed and implemented food service, gathering and extracurricular activities protocols needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Athletics

Macomb Academy does not have an athletic program. Protocols are not necessary.

Cleaning

- Macomb Academy will comply with the following cleaning protocols:
 - [Frequently touched](#) surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an [EPA-approved disinfectant](#) or diluted bleach solution.
 - Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an [EPA-approved disinfectant](#) or diluted bleach solution.
 - Student desks must be wiped down with either an [EPA-approved disinfectant](#) or diluted bleach solution after every class period.
 - Outside community structures must continue to undergo normal routine cleaning, but using an [EPA- approved disinfectant](#) is [unnecessary](#).
 - Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from students, and with adequate ventilation when staff use products.
 - Staff and students must wear gloves, surgical mask, and face shield when performing all cleaning activities.

- Macomb Academy will prepare for cleaning protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - thoroughly cleaning the building each day utilizing public health and Macomb Academy guidelines.
 - providing classroom staff with hand sanitizer, disinfectant wipes, spray cleaner and paper towel to clean tables and commonly touched surfaces like door knobs.
 - requiring staff follow safety protocols when sanitizing tables and desks.
 - establishing and implementing a rigid cleaning protocol and a regular schedule throughout the school day according to the guidelines of the CDC, Macomb County Health Department, and consultation with Macomb Intermediate School District (MISD). This includes:
 - step-by-step instructions for:
 - frequently touched surfaces, outside of the classroom,
 - classroom desks, countertops, and classroom area
 - after each class/at transition times
 - end of the day
 - common areas
 - outside structures (picnic tables)
 - bathrooms
 - Macomb Academy will continually revisit the developed and implemented building cleaning protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Busing and Student Transportation

Macomb Academy does not have a busing system for transportation to and from school. Student secure their own transportation, and may arrive and depart school by one or more of the following means:

- Community-based SMART Bus connector service
- Community-based SMART Bus fixed route service
- Self-transport (drive)
- Family/Caregiver/Friend, etc. drop off and pick up
- Walk
- Ride bike

Macomb Academy does rely on Academy transportation to travel to community-based work experience locations. Requirements and Academy response are indicated here.

- Macomb Academy will:
 - suspend travel to community-based work experience locations until an agreement

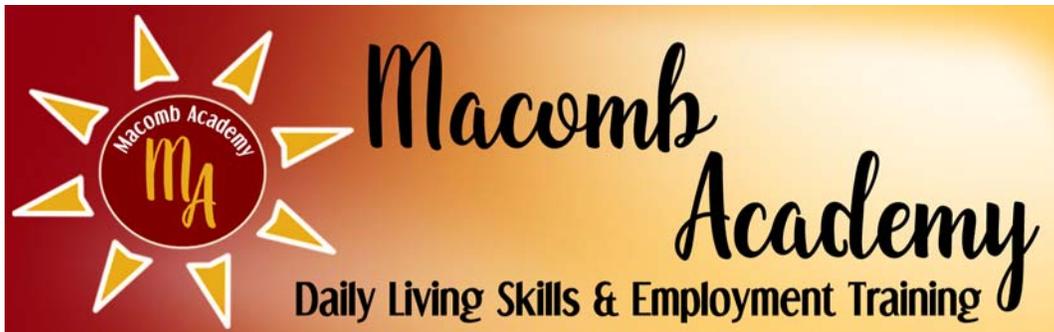
is made between the Academy and the community-based partner on the reassurance of the best-in-place safety protocol in the establishment.

- Macomb Academy will prepare for student transportation by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - requiring strict adherence to guideline with using Macomb Academy vans for transporting students to community-based work experience instruction sites:
 - seating will be at half capacity until determined distancing is no longer necessary through governmental orders.
 - require the use of hand sanitizer before entering the van. Hand sanitizer will be supplied on the van.
 - Staff and students, if medically feasible, must wear facial coverings while on the van. There may be situations where it is not safe to wear facial covering. Decisions about these situations will be made on a case-by-case basis with local public health officials and the building administrator.
 - [Clean and disinfect](#) vans before and after every transit route. Students must not be present when a vehicle is being cleaned.
 - Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning use and prior to afternoon use.
 - Clean, sanitize, and disinfect equipment including items such as adaptive equipment installed in the van.
 - If a student or staff becomes sick during the day, they must not use the van and must follow protocols outlined above.
 - If a student or staff becomes sick while in the community at the work experience site, the staff will contact Macomb Academy and the situation will be handled on a case-by-case basis.
 - Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
 - Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.
 - Maintain a log of cleaning schedule of the van.
 - Instruct, practice and review transportation requirements with students
 - Macomb Academy will continually revisit the developed and implemented transportation protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Medically Vulnerable Students and Staff

- Macomb Academy will:
 - Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
 - Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
 - Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.

- Macomb Academy will prepare for medically vulnerable students and staff protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - consulting and collaborating with Macomb Intermediate School District (MISD) to develop procedures that will be created for staff, including students who may be identified as medically fragile or high risk.
 - consulting and collaborating with the student's family/caregiver, and documentation from primary care medical provider, in the development of a plan.
 - revising the developed and implemented medically vulnerable protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), the parent/caregiver, and primary care medical provider.
 - Macomb Academy will continually revisit the developed and implemented medically vulnerable students and staff protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.



Phase 5 Mental & Social-Emotional Health

- Macomb Academy will:
 - Implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
 - establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
 - provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - Identify a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
 - establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
 - 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.
 - establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
 - provide resources for staff self-care, including [resiliency strategies](#).
 - designate a school-based mental health liaison who will work across the school, local public health agencies, and community partners.
 - leverage MDE resources for student and staff mental health and wellness support.
 - activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
 - communicate with parents and guardians, via a variety of channels, return to school transition information including:

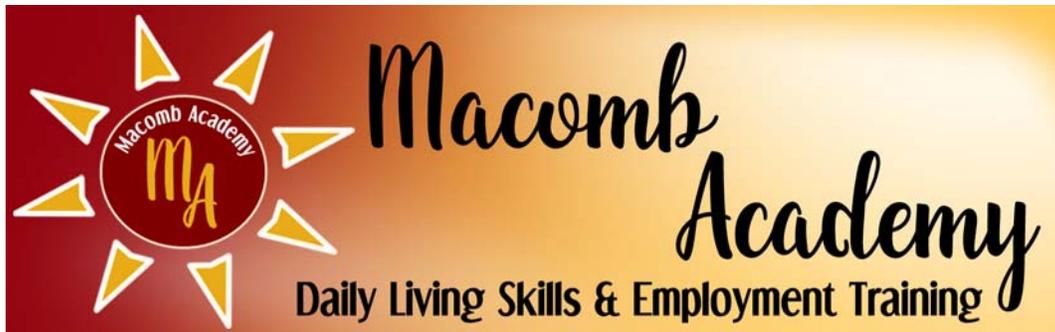
- [destigmatization of COVID-19](#);
 - understanding normal behavioral response to crises;
 - general best practices of talking through trauma with children; and
 - positive self-care strategies that promote health and wellness.
- Macomb Academy will prepare for Mental & Social-Emotional Health safety protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - maintaining the priority of the mental and social-emotional needs of students.
 - using a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, paraprofessionals, office staff, and administration.
 - maintaining connection to existing supports that were in place prior to the closure of the school building.
 - sharing resources so families can connect with professional, certified staff who provide support services to families at the school and county level. Macomb Academy will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).
- It is imperative during this time that Macomb Academy create remote learning that attends to student social and emotional needs. Some of the ways Macomb Academy will ensure that all school community members feel connected and informed include:
 - providing ongoing communication among all stakeholders.
 - providing opportunities for positive feedback/connection between students and teachers.
 - acknowledging students' current situation and context.
 - providing students with appropriate supports to process events.
 - utilizing trauma-informed practices, when possible.
 - utilizing school and community resources to provide mental health supports.
 - leveraging the use of community agency partners who provide support to students for ongoing support and check-ins.
- Macomb Academy will explore the use of programs such as SAEBRS assessment, part of Fast Bridge, to assess individual students' mental health.
<https://www.fastbridge.org/saebars/>
- Macomb Academy will explore [CASEL Leveraging the Power of SEL \(Social & Emotional Learning\)](#): Macomb Academy may leverage SEL by considering the

following activities:

- take time to build partnerships, deepen understanding, and plan for SEL.
- design opportunities for staff to connect, heal, and cultivate their own SEL competencies and capacities.
- create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

Macomb Academy will utilize appropriate mental health screeners as feasible, adhering to all HIPAA and FERPA policies. Macomb Academy communication protocols will be used to convey the guidelines teachers may use for identification and rapid referral of at-risk students in face-to-face, hybrid, and remote learning environments. Macomb Academy will provide opportunities to help all school community members feel connected and informed by providing ongoing communication among all stakeholders. Macomb Academy will promote and support opportunities for positive feedback/connection between students and teachers and acknowledge individual students' current situation and context. All students will have access to appropriate supports to process events, schools and teachers utilize trauma-informed practices, when possible. Macomb Academy staff will utilize school and community resources to provide mental health supports and leverage the use of Macomb Intermediate School District (MISD) resources, ongoing support and check-ins.

- Macomb Academy will explore and use as appropriate, [Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) CASEL Social and Emotional Roadmap for Reopening School](#) (CASEL Resource for Reopening)
- Macomb Academy will also refer to the building crisis management plans regarding communication procedures, community resources, staff care, SEL or resiliency strategies, mental health liaison, communication, and community-based hotlines.
- Macomb Academy will consult and collaborate with Macomb Intermediate School District (MISD) for support and resources related to:
 - mental health wellness checks.
 - protocol for referring at-risk students for support teams.
 - the MISD Crisis Team.
 - the MISD Wellness Committee
- Macomb Academy will continually revisit the developed and implemented Mental & Social-Emotional Health protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), and the parent/caregiver to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.



Phase 5 Instruction

Governance

- Macomb Academy will:
 - create a Return to Instruction and Learning working group, potentially led by the Executive Director, and composed of a broad group of stakeholders to:
 - gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
 - revise the remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
 - share Macomb Academy's remote learning plan with all involved stakeholders in case of a return to remote learning.
- Macomb Academy will prepare for instruction governance protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - securing a committee of volunteer Macomb Academy staff members to discuss and plan for a safe start and return to school, and response to schooling in Phase 5.
 - having the executive director participating in return-to-work groups, which included leaders from Macomb County school districts, the Macomb Intermediate School District, Macomb County's Executive's Office, Macomb Community College, other post-secondary institutions, and community partners. These groups have met consistently to gather and analyze feedback, adjust learning plans based on stakeholder input, and share the revised instructional options. In addition, Macomb County local districts have established return-to-work teams focused on creating a safe and productive environment for all stakeholders.
 - clearly communicating modes of instruction by the executive director and made available to students and parents so they can select which option(s) best meets students' unique educational needs and individual home situations.
 - continually revisiting the developed and implemented governance protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to

ensure the provision of a free and appropriate public education (FAPE) for students with disabilities.

Remote Instruction

Remote instruction is not required in Phase 5. Macomb Academy may revert the plan for operating. Decisions relative to return to the closure of Macomb Academy for in-person schooling will be based on the safety, health and welfare of our students and entire school community. Macomb Academy may revert the plan for operating, detailed in this PRP, during Phase 3 of the MI Safe Start Plan, or at any time the region is in Phases 4 or 5 of the MI Safe Start Plan. Further, by approving the Macomb Academy COVID-19 Preparedness and Response Plan, the Macomb Academy Board of Directors delegate the authority for making this decision to the Executive Director. All students and parent, and the school community will be properly notified of any such transition.

Instruction (Before School Opens)

- Macomb Academy will:
 - Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
 - Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - best practices for blended or remote learning;
 - post-secondary transition program proficiencies;
 - modes of student assessment and feedback;
 - differentiated support for students;
 - the inclusion of social-emotional learning; and
 - guidance around daily instructional time and workload for each student's individualized unique educational need to ensure consistency for students.
 - Set an instructional vision that ensures that:
 - Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
 - Support schools to implement grade-level curricula that is aligned to Michigan post-secondary transition program standards.
 - Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - Commence intervention and support services. Plans must include all programs and learning environments, especially special education.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

- Inventory all intervention programs and services available to students at Macomb Academy and identify any gaps.
 - Remain connected with MDE about policies and guidance.
 - Develop a continuation of services plan for students needing support and related services, including evaluations by school psychologists and social workers.
- Macomb Academy will prepare for instruction (before schools reopen) protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - communicating expectations for teaching in face-to-face, hybrid, or remote contexts. Macomb Academy will activate best practice learning at scale, with standards-aligned curricula and high quality instructional materials. Teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Macomb Academy will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.
 - encouraging Macomb Academy teachers and paraprofessionals to collaboratively identify essential standards (concepts) and post-secondary proficiencies. Teachers will also create learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans will include formative checks and scaffolding to meet the needs of all students. Macomb Academy will utilize specific instructional platforms and delivery methods while clarifying expectations for students and parents.
 - creating systems of equity and access for all students. Macomb Academy will identify staff responsible to determine levels of interventions for students not participating or responding to instruction. Teachers will continue to work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. Specific skilled personnel participating in this system may include teachers, paraprofessionals, related services staff, and administration.
 - drawing from frameworks such as LCCE, CASEL or STARR Commonwealth, and use the actionable recommendations to ensure the social and emotional needs of all students and adults are addressed.
 - collaborating and consulting with the Macomb Intermediate School District (MISD) to continue providing professional learning supports directly related to stakeholder needs. These job-embedded supports will be differentiated according to content and instructional delivery modes. The MISD will utilize feedback to bring professional learning and services to scale.
- Macomb Academy intends to operate in-person instruction. The IEP process will be used to determine appropriate alternate programming if the student is unable to attend in-person instruction.
 - Macomb Academy will focus on student's goals and objectives per the IEP as instruction is aligned with general curriculum.
 - If the Macomb Academy is able to provide in-person instruction services would take place as determined by the IEP.

- If the student requires hybrid or the school is closed per executive order, a continuation plan will identify how the services can be provided
- Macomb Academy will continually revisit the developed and implemented instruction protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure the provision of a free and appropriate public education (FAPE) for students with disabilities.

Communication & Family Supports

- Macomb Academy will:
 - implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - Expectations around their child’s return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - Plans for each of the different school opening scenarios.
 - Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:
 - training about how to access and use the school’s chosen digital systems and tools;
 - supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - opportunities to build their digital literacy; and
 - strategies to support their child’s learning at home.
- Macomb Academy will prepare for communication & family supports protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - As feasible and resources permits, Macomb Academy will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb Intermediate School District (MISD) Bilingual staff.
 - Macomb Academy will communicate schedules and configurations to all stakeholders through the methods listed above.
 - continually revisiting and reviewing the communication and family supports protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Professional Learning

- Macomb Academy will:
 - Provide adequate time for schools and educators to engage in:
 - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
 - Identify students who potentially need additional support; and
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
 - Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Macomb Academy will prepare for professional learning protocols by:

- communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
- building upon the professional learning plans of Phases 1-3.
- Whenever feasible and as resources permit, Macomb Academy will continue to conduct intentional curriculum planning and documentation through the course of the school year to ensure stability of instruction.
- strengthening the systems of equity and access for all students. Staff responsible for determining levels of interventions for students not participating or responding to instruction will be identified by Macomb Academy. Specific skilled personnel participating in this system may include teachers and administration.
- continually revisiting and reviewing the professional learning protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

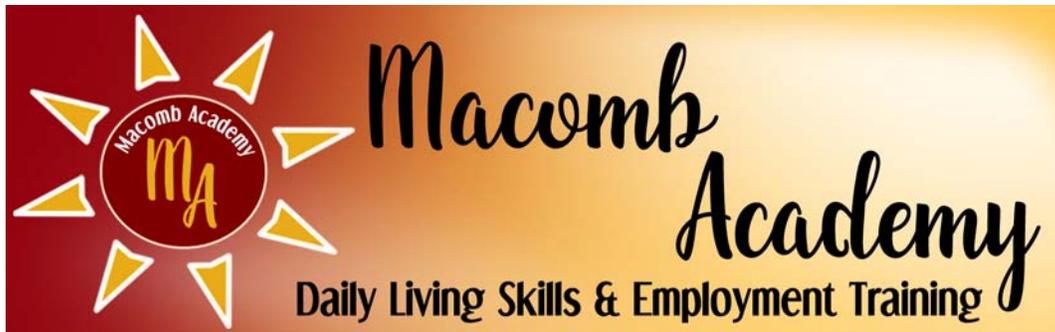
Instruction

- Macomb Academy will:
 - Ensure that every student:
 - Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;

- Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered scaffolds and supports to meet their diverse academic and social- emotional needs.
 - Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
 - Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
 - Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
 - Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
 - Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
 - Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
 - Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
 - If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance:
 - Develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
- Macomb Academy will prepare for instruction protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.

- Macomb Academy will communicate expectations for teaching in face-to face, hybrid, or remote contexts. Macomb Academy will strive to activate best practice learning at scale with standards-aligned curricula and high quality instructional materials. Teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Macomb Academy will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.
- Macomb Academy will encourage teacher and paraprofessional teams to collaboratively identify essential standards (concepts) and post-secondary proficiencies. Teacher teams will build upon existing learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans may include formative checks and scaffolding to meet the needs of all students. In addition Macomb Academy will determine work products, submission guidelines, and mastery of content/success indicators.
- Macomb Academy will use specific instructional platforms and delivery methods while clarifying expectations for students and parents. Macomb Academy will conduct intentional curriculum planning and documentation through the course of the school year to facilitate the stability of instruction appropriately. Macomb Academy will engage in looking back/looking forward to determining vertical alignment and inform collaboration around scaffolding and accommodations with input from Title specialists and special education staff.
- Macomb Academy staff members will continue to use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. In concert with past practice, Macomb Academy will administer screening and diagnostic assessments as appropriate to better understand each student’s current academic level and inform instructional starting points. Benchmark and formative assessments will be utilized to measure student progress and inform instructional next steps. Macomb Administration will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Special education teachers will work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. All staff will work together to provide this support, including teachers, paraprofessionals, and administration, by regularly communicating with students and families.
- Macomb Academy will build upon systems to foster equity and access for all students. Macomb Academy will identify staff responsible for determining levels of interventions for students not participating or responding to instruction. Specific personnel participating in this system may include teachers or administration.
- Macomb Academy will communicate teaching and learning expectations to all stakeholders in various home languages, as feasible and as resources permit. Macomb Academy will continue to use the MISD bilingual services, to communicate with non- and limited-English speaking families.
- The staff monitors student progress related to IEP goals and objectives.

- IEP review will consider the impact of COVID-19 on student performance and need and develop IEPs based on the current level of performance.
- continually revisit and review instruction protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.



Phase 5 Operations

Facilities

- Macomb Academy will:
 - Coordinate with [Local Emergency Management Programs](#) (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
 - Provide school-level [guidance for cleaning and disinfecting all core assets](#) including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
 - Alert school-based custodial and infection control staff of any changes in recommended [cleaning guidelines](#) issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.
 - Coordinate a schedule with Macomb Intermediate School District (MISD) for deep cleaning of Macomb Academy in the absence of hired Building Manager.
 - Audit Macomb Academy with a focus on:
 - how many classrooms are available;
 - the size of each classroom;
 - additional spaces that are available (break room, conference room, atrium space, outside space, etc.); and
 - the ventilation in each classroom and throughout the building.
 - School staff should follow CDC protocols if interacting with the general public.
 - Maintain facilities for in-person school operations.
 - Check HVAC systems to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Staff responsible for building care should distribute, or identify location of, wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
 - Signage about frequent [handwashing, cough etiquette, and nose blowing](#) should be widely posted, disseminated, and encouraged through various methods of communication.
 - Building care staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning

duties.

- Procure level-1 facial coverings, including those with a transparent front, for low-income students, and students with special needs.
 - Procure level-1 surgical masks for cleaning and janitorial staff.
 - Building care staff should wear surgical masks when performing cleaning.
 - Maintain facilities for resumption of school operations.
- Macomb Academy will prepare for facilities protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - considering all aspects of the Macomb Academy curriculum, and use of the facility for the provision of schooling and associated activities, such as Board of Directors Meeting, New Student Orientation, visitations and tours, and community partnership activities, when devising the plans to address the various circumstances Macomb Academy may be faced with during Phase 5.
 - apprising building staff will be apprised in advance of the cleaning and other protocols being followed in various circumstances as detailed by Macomb County Health Department, the CDC, and Executive Order.
 - continually revisiting the developed and implemented facilities protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Budget, Food Service, Enrollment, and Staffing

- Macomb Academy will:
 - Assess student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
 - Conduct staff and student outreach to understand who is coming back.
 - For staff, this should include a breakdown of the staff – administrators, educators, and support staff.
 - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
 - For students, this should include those with preexisting conditions who may need a remote learning environment.
 - Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
 - 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.
 - Recruit, interview and hire new staff.
 - Consider redeploying underutilized staff to serve core needs.

- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
 - Communicate any student enrollment or attendance policy changes with school staff and families.
 - Provide guidance to school leaders for [recruiting, interviewing, and hiring staff remotely](#).
 - Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
 - Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
 - Inventory how many substitute teachers are available.
 - Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
 - Work with current and new staff to orient any operational changes.
 - Create master teaching schedules, student and staff arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
 - Collaborate with Macomb County Health Department for guidance regarding the use and service to students of outsourced community-based food restaurant ordered food for meals.
 - Custodial staff should wear surgical masks when performing cleaning duties.
 - Maintain facilities for resumption of school operations.
- Macomb Academy will prepare for budget, food service, enrollment and staffing protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - Tracking COVID related expenses to best leverage the federal and state resources that are available.
 - reviewing human resource and legal related issues as necessary.
 - preparing and maintaining, to the extent possible, up to date materials digitally for students and staff.
 - continually revisiting the developed and implemented budget, food service, enrollment and staffing protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Technology

- Macomb Academy will:
 - survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

- designate a single point of contact at Macomb Academy to plan and communicate technology plans.
- develop technology plan that includes guidance. If possible, include training and support for educators to adapt remote learning for the classroom.
- develop a system for return and inventory of Macomb Academy-owned devices as part of a return to school technology plan. The procedures should include:
 - sanitizing the devices prior to a repair or replacement evaluation;
 - assessing technology needs from loaner devices during Spring 2020
 - ordering accessories that may be needed, and
 - conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- identify an asset tracking tool.
- develop a plan with the Macomb Intermediate School District (MISD) of triage for staff and student devices to minimize the time that staff may be without a device.
- develop a technology support plan for families, if necessary.
- continue to monitor device usage and compliance with online learning programs.
- provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- ensure that students can submit assignments and be evaluated accordingly.
- provide staff with in-house and information regarding ongoing staff training on platforms and tools.
- review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

- organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- compile technology-facing lessons learned for inclusion in the updated remote learning plan.
- review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes.
- continue infrastructure evaluations until all issues are resolved.
- identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

- Macomb Academy will prepare for technology protocols by:
 - communicating, in a variety of formats (email, US mail, phone calls, video conferencing, etc.) the established required and strongly recommended protocols for Phase 5.
 - Considering all available technology related resources when developing on-line learning plans.
 - deploying an inventory system when or if distributing technology related to on-line learning.
 - continually revisiting and reviewing the technology protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and

healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Transportation

- Macomb Academy will:
 - inventory the fleet of Macomb Academy vans. Address questions such as:
 - How many vans will it take to transport student to and from the community-based work experience sites?
 - How many students will fit on a van with distancing?
 - How can the routes for transport be considered to accommodate shuttling students to/from community-based work experience sites?
 - How will transportation operate, if at all?
 - Might there be other options in the community for transportation that could support the unique instructional quality of the Macomb Academy curriculum?
 - explore all options for transporting student to and from community-based learning experiences with safety and well-being at the center of all conversations and planning yet knowing community-based instruction is a primary component of the Macomb Academy curriculum.
 - communicate with students, families and staff about the protocols associated with transporting students within the community for off-site learning experiences.
 - continually revisiting and reviewing the transportation protocols as needs arise, and/or in accordance with Macomb County Health Department and CDC regulations, and consultation with Macomb Intermediate School District (MISD), to ensure a safe and healthy environment for the provision of a free and appropriate public education (FAPE) for students with disabilities.

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Friday, August 14, 2020 11:16 AM
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