



**Weston Academy
Covid-19 Preparedness and
Response Plan**

2020-2021 School Year



Weston Preparatory Academy
COVID-19 Preparedness and Response Plan

Address of School District: 22930 Chippewa, Detroit, MI 48240

District Code Number: 82943

Building Code Number(s): 08641

District Contact Person: Yvonne R. McClean

District Contact Person Email Address: yrmcclean@westondetroit.com

Local Public Health Department: Michigan Department of Health and Human Services,
8655 Greenfield Rd., Detroit, MI 48228

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: Wayne RESA ISD

Name of Authorizing Body: Oakland University

Date of Adoption by Board of Directors: July 30, 2020

Assurances



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

A handwritten signature in black ink that reads 'Steve Perakis'.

Steve Perakis, President of the Board of Directors

Date: 8/12/2020

Introduction and Overview



The face of education as we've known it across the nation has certainly changed during the midst of the COVID-19 Pandemic. As we transition into the 2020-2021 academic year, Weston Preparatory Academy (WPA) understands and values the importance of face-to-face instruction, all while keeping the safety of our educational community as a top priority. In these unprecedented times, it is important that the entire school community, parents, students, educators, and community members stand together so that students continue to flourish academically, socially and emotionally.

These past several months have served as a reminder of the important role that schools play in ensuring an equitable education for all students. Schools create an atmosphere that supports students with their social/emotional needs, aides in the development of building friendships, helps explore their passions, and channels their energy into productive pursuits and activities. Reopening our school in a manner that is responsive to the needs of families and communities will involve novel challenges with many undetermined factors.

As we prepare for the new school year, the Weston Preparatory Academy leadership team, management company, lead teachers, parents and students in partnership with our local health department, and our Board of Directors collaborated to create this guide in an effort to organize a set of directions and protocols aligned to the guidance of the Centers for Disease Control (CDC) and Governor Gretchen Whitmer's Return to School Roadmap. This will lead us as we continue to incorporate strong academic principles, in what has proven to be a very versatile time in education.

The vision of Weston Preparatory Academy is *“Building Families and Communities Through Education”*. This is done through *“facilitating and encouraging educators, families, community and business partners to contribute to the education of our students utilizing academic skills, creativity, and technology through well-defined academic goals and behavior expectations which will lead to lifelong learning and continuing education in order to become productive members of a peaceful global society.* With that, we understand there will be circumstances and experiences that are unknown, which will require the utmost attention and thoughtfulness in order to do what is best for our students, staff, and community. These circumstances will not be taken lightly, nor dismissed, in our efforts to ensure the enduring culture of high expectations that has been such an integral part of the success of our students. Our collective commitment toward ensuring the health and well-being of our students and staff is of utmost importance.

Surveys to our parents were developed in order to make informed decisions that would be beneficial to the academic environment. As we prepare to reopen school, we will be offering our families a two-model option that includes a 100% virtual platform or a Hybrid model that consists of two days face-to-face instruction and three days virtual instruction. More information about these models can be found in this guide.



Weston Preparatory Academy looks forward to working in partnership with you as the 2020-2021 academic year progresses.



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

Required Protocols

This includes the closure of the school building for in-person instruction and to anyone other than 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, and 3) licensed childcare providers and the families they serve. It also includes the suspension of all after-school and athletics programs.

Presence of School Employees

School employees and contractors will be physically present in the school building at scheduled times for the purposes of conducting basic school operations, which may include remote live instruction, food distribution, cleaning, and front office duties.

Employees or contractors conducting minimum basic school operations will be required to follow the CDC guidelines for mask-wearing and physical distancing of six feet or more while present in the building.

Personal Protective Equipment and Hygiene

WPA will be closed for in-person instruction, however, employees or contractors conducting minimum basic school operations will be required to wear PPE, such as masks and gloves, and will adhere to the CDC guidelines for handwashing while in the building.

Spacing and Movement

WPA will be closed for in-person instruction, however, employees or contractors conducting minimum basic school operations will be required to follow the CDC guidelines for social/physical distancing of six feet or more while present in the building.

Screening Students

WPA will be closed for in-person instruction, therefore student screening would not be necessary.

Responding to Positive Tests Among Staff and Students



WPA will be closed for in-person instruction, however, we will follow the Health Department Guidelines for notifying other staff members that may have come in contact with the individual.

Food Service

WPA will ensure that students have breakfast and lunch meals by conducting the Stop/Pick-Up/Roll Distribution System.

Athletics and Extracurricular Activities

WPA will be closed for in-person instruction, therefore all athletic and inter-school activities will be suspended.

Cleaning

While the school is closed for in-person instruction, cleaning protocols will be adjusted to ensure the school building remains functional. The maintenance department will be required to clean common areas with special attention to doorknobs, light switches, hallways, restrooms, and the main office every 2-3 hours. A deep cleaning will take place every Friday with only maintenance in the building.

Licensed Child Care Provider

WPA is not able to provide child care for frontline workers.

Busing

WPA does not currently provide busing operations for students.

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

Weston Preparatory Academy will address the social and emotional health of all stakeholders. Social-emotional and mental health resources will be available to support students via online.



WPA will use morning meetings/ check-ins and/or check-outs to provide instruction on social-emotional topics using the Restorative Practices model. Instructional staff will have required professional development that focuses on understanding mental wellness and appropriate tools to support students.

The school social worker will provide mental health support and resources, including group counseling and consultation for students and families as needed as well as individual counseling with students and related consultation with families and staff virtually.

Student Support

- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
- Staff will be provided with ongoing professional development. They will also be provided resources by the School Social worker and School Leadership Team on a variety of topics.
- 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.
- Teachers will teach weekly SEL lessons and will provide a space for students to share out during restorative circles during online instruction. Topics from Restorative Practices will include but not limited to Fostering Understanding, Repairing Harm, Being Proactive, Active Involvement and Academic Goals.
- Designate the school Social Worker as the 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.
- 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
 - Positive self-care strategies that promote health and wellness



- The School Leadership Team, Social Worker, will host meetings and provide information on an ongoing basis. This information will be on the school website and also given out via school messenger, social media outlets, Class Dojo (K-5) and Edmodo (6-8).

Staff Support

- Weston Preparatory Academy will use a form that teachers will submit to the school Social Worker if there are concerns about a student. The school Social Worker will set-up a meeting with the student/family via Zoom/Google Meet.
- 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 health and wellness in the ongoing effort to prevent burnout and trauma that may occur during this time.
- 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.
- Wellness resources will continue to be provided by the Leadership Team and school Social Worker.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Staff will be able to voluntarily complete a personal assessment and submit it to the School Social Worker and Leadership Team for additional resources and support.
- Teachers will receive self-care resources from the School Social Work and Leadership Team. Each staff meeting will also include a restorative exercise and circle. This will allow us to practice self-care together and give staff ideas for the classroom on an ongoing basis.
- Designate the School Social Worker as the 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.



Phase 1, 2, or 3 Instruction

Governance

Weston Preparatory Academy formed a Return to Instruction and Learning work group which included a broad group of stakeholders and led by the school leadership team. Using remote surveys, emails, Zoom meetings/Google Meet and personal accounts, the task force gathered feedback from teachers, families and leadership to reflect on the spring Continuity of Learning plan for the purpose of improving its effectiveness for reopening in Fall 2020. This feedback has provided insight for developing our Phase 3 and 4 online instructional learning options. Survey results: At the time of developing this plan, a total of 90 parents were surveyed. 56.7% of parents were not comfortable with sending their child to school for in-person instruction. 70% of parents prefer to utilize virtual/remote instruction. 67.4% of parents would consider a hybrid option, where students would attend school virtually and in-person two days per week. Feedback from parents will be shared with teachers. Teachers are considered as a vital part of our Return to School Planning Team and their feedback is imperative. This plan, and the plans for Phase 4 and 5, will be shared with all stakeholders via Zoom meetings/Google Meet, School Messenger, Class Dojo, Edmodo, and on the Academy's website.

Remote Instruction

The Reopening Schools Plan for Phases 1-3, while schools are closed for in-person instruction, will include only on-line options. Should the state or region move from Phase 3 to Phase 4, these students will return to campus for in-person instruction. This Phase 3 model delivers online instruction based on real-time classroom practices. This will provide a smoother transition should we move to Phase 4. All students will be provided with devices and Internet access if needed in preparation for the 2020-2021 school year. Instruction will be delivered via Google Classroom and supplemental online learning instruction will be provided using Compass Learning, Study Island, Reading Eggs, Brain Pop, etc. WPA provides Michigan standards-aligned curricula based on pacing guides, assessment and reteaching. The school uses high-quality instructional materials including, but not limited to *Wonders ELA*, *Go Math!*, *Harcourt Social Studies*, and *Science: A Closer Look*. Exceptional learners will continue to receive services based on IEPs and 504 plans under the direction of our Special Education Director.

Expectations for the Phase 3 plan will be presented to all teachers and staff via grade-level virtual meetings and followed up through phone calls and email. Instructional expectations include best practices, confirmation of grade-level proficiencies, implementation of various modes of student assessment and feedback, continuation of differentiation, and inclusion of



social-emotional learning. The instructional leadership team will ensure implementation of grade-level curriculum aligned to Michigan standards. Support will include the use of WPA's identified power standards representing the major work of the grade. This will provide a map for teachers to focus, prioritize, and accelerate instruction. Any clarification or questions will be addressed by the Leadership Team.

WPA has set an instructional vision that continues its high expectations for all students. Students will begin the year exposed to grade level instruction and guided by standards, rigor, instructional best practices and focus on data to drive instructional decisions and supported by plan.high-quality, standards-aligned instructional material in all subject areas. To begin the year, the NWEA MAP diagnostic will be virtually administered to every student. The MAP assesses the students' understanding of prerequisite skills and grade-level proficiencies. Teachers will analyze classroom and individual data to identify individual student learning gaps and provide basis for additional targeted interventions. Teachers will also use this data to identify students ready for grade level and beyond instruction. Unless required by the MDE, Kindergarten Readiness Assessment will not be administered. Students will also be assessed via the diagnostic assessment on Compass Learning. Intervention teachers will work remotely with students identified as having the most severe learning gaps, as identified by the MAP assessment and data review.

Teachers will provide weekly lesson plans which will be monitored by the School Leadership Team for pacing and student progress. The School Leadership team will assist teachers to address the growth of students needing acceleration. Student data is reviewed during cohort meetings to identify trends and gaps for teachers to provide re-teaching or acceleration. The instructional team also analyzes student data for progress monitoring, especially those in need of support.

Exceptional learners: All students with IEPs, and 504 plans will be assessed and reviewed with their service providers, teachers, parents and administration and revised according to their current needs. Students will be assessed utilizing the assessment tools set by the school district.

Intervention services will be implemented through our multi-tiered system of support and Child Study Team programs. Our intervention teachers will be utilized to provide intervention and services at tier 2 and 3. The special education staff along with the specialists and teachers will participate in the process for students identified for additional support.

General and special education teachers will collaborate virtually through Google Meet, Zoom meetings, email, and phone communication on a bi-weekly basis to discuss students' individual needs and adjust students' plans and services accordingly based on their current needs. Assessments and instruction will be provided based on what the school district has available to the student body.



The School Leadership team will track students' data of formal and informal assessments, teacher input, and service provider logs to document what interventions and programs are being utilized for intervention and the result of the intervention. The School Improvement Plan will also document the intervention programs that are being utilized through our MTSS program.

Attendance of all professional developments and webinars along with staying abreast of all written communications from MDE, Wayne RESA, and federal guidelines to ensure our school district is following all policies and the guidance of all aforementioned programs.

Students with IEP's and 504 plan services will continue virtually or in person while following the CDC guidelines. Service providers will utilize zoom/and or Google classroom to meet one-on-one with students and/or in small groups.

Parents, teachers and students will have the opportunity to provide feedback during Phase 3 instruction through surveys, email, Class Dojo, Edmodo, or by phone.

WPA will utilize Compass Learning as a part of the instructional intervention program. Students will be able to access individualized learning paths for intervention and acceleration. Specialists will continue to provide services remotely.

The District and School Leadership team will stay abreast of MDE policies and guidance through the management company and Wayne RESA.

A plan for continuation of services will be provided remotely for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

WPA students will not be transitioning to postsecondary institutions, therefore supports are not necessary and will not be provided.

Communication and Family Supports

Communication will be provided through School Messenger, Class Dojo, Edmodo, email and phone calls. When required, individual communication will occur through registered mail. WPA will work with Wayne RESA to provide communication in the family's home language where needed. Families will be provided detailed information on their child's return to school including safety measures and expectations. The school will also convey clear information about the on-campus, in-person learning option including details on assessment, core curriculum and grade-level proficiencies. Families will be advised of the school opening plan for each of the phases.s. The school will offer training on how to access and use the school's digital systems and tools. Teachers and the instructional team will provide resources and support for families to use at



home, including grade-specific activities and strategies for helping their child. If requested, the school will offer assistance or opportunities for families to build digital literacy.

Professional Learning

Goals for professional learning for the 2020-2021 school year are to build capacity around online instructional delivery tools, building teacher capacity to design, develop and deliver equitable and engaging blended and remote learning experiences and build capacity for social emotional learning. Two weeks prior to the first day of school, teachers will engage in professional learning and planning. The professional development schedule will include time for teachers to participate in curriculum planning for each phase. Teachers will collaborate to identify students that were not engaged in remote learning and share data and concerns about student's growth. As a result of this collaboration, students who need additional support may be identified. This will allow the development of a plan for additional supports where needed. Teachers will also receive professional development training based on social emotional learning.

WPA will create a professional development calendar for the school year to support the implementation of the learning plan. Careful and intentional supports have been put in place to ensure ample planning time for staff to acclimate themselves to new training, curriculum resources and time to plan for implementation. Professional Learning Communities will be required on a monthly basis for collaboration to ensure consistency and an appropriate workload. PLC's will focus on pacing, power standards, and the effective use of online tools. PLC's may be convened for sharing of additional professional support, SEL and digital tools to enhance student learning.

For the online model, all students will have access to devices and connections provided by WPA (if needed) to successfully engage in and complete school work. Daily student attendance will be monitored through online software programs as well as Google Classroom. Online student work will be assessed for quality and feedback by teachers. Students will have an opportunity to conference with teachers on personal learning progress and results. This will be monitored by the School Leadership Team.

Monitoring

Attendance at virtual meetings will be monitored through Google Classroom and online software programs. The classroom teacher will record attendance on a daily basis. Teachers will contact students that are not in attendance and report to administration.

Quality of student work and teacher feedback will be provided to students and families on a regular basis through written communication via Google Classroom, Class Dojo, Edmodo, phone



calls, email, etc. WPA will continue to use the grading system currently in place and standards-based grading scale is in place for grades K-1.

Phase 1, 2, or 3 Operations

Weston Preparatory Academy will adhere to the following strongly recommended protocols as outlined in the Michigan Road Map.

Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- Custodial staff will wear surgical masks when performing cleaning duties especially when near other employees.
- If requested by Wayne RESA, WPA will create a contingency plan to coordinate the use of the building for essential actions such as food distribution.
- Participate and advocate for Wayne RESA to coordinate with the Local Emergency Management Programs (LEMP) for support with the procurement of cleaning and disinfection supplies.

Technology

- Continue to communicate with and survey families to collect information about the numbers, types, and conditions of devices used in their homes to support remote learning.
- Designate the IT Director as a single point of contact to plan and communicate with the WPA technology teams.
- Identify a device and/or general technology support lead for each school.
- Develop a technology plan that includes training and support for educators, students, and parents to adapt remote learning for the classroom.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, teachers will provide support to each of their students and parents when technological difficulties arise.
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools
 - Sanitizing the devices prior to a repair or replacement evaluation
 - Ordering accessories that may be needed over the summer



- Conduct maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
 - Develop on-site triage of staff that includes the IT Assistant and Technology vendor to monitor devices to minimize the time that staff or students may be without a device.
 - Utilize the IT Assistant and Technology Vendor to prepare the Infrastructure Evaluation process. Every Wi-Fi access point and the wired network device will be tested.
 - 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.
 - Teachers will monitor to ensure students can submit assignments and be evaluated accordingly.
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- 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.
 - Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing

- 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.

Digital Device Access

All enrolled students at Weston Preparatory Academy will have access to Chromebooks or other digital devices. A needs survey has been completed and analyzed. Chromebooks have already been purchased.





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

Phase 4 Safety Protocols

Weston Preparatory Academy will ensure the following requirements are met:

Personal Protective Equipment

- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Any student or staff member who cannot medically tolerate a facial covering must not wear one.
 - Any student or staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
 - All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
 - All students in grades 6-8 must wear facial coverings throughout the day, unless not medically tolerated.
- Homemade facial coverings must be washed daily.
- Disposable facial 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.

Hygiene

- 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 will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.



- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.

Spacing, Movement and Access

Class sizes will be kept to the level afforded by necessary spacing requirements. In order to maintain physical-distancing. Students will sit in every other row.

- 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 will 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 district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers will 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 will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- If a classroom has windows that can open, they will be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
- As able and appropriate, schools will try to cohort groups of students to isolated hallways or areas that can be monitored.
- As able, “specials” (i.e. Art, P.E., Health) will be brought to the classrooms instead of having students move to different locations.
- Efforts will be made to keep six-feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.
- Staff will be assigned to monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Where possible, physical education will be held outside and social distancing of six-feet will be practiced.
- The flow of foot traffic will be directed in only one direction, if possible. If the one-way flow is not possible, hallways will be divided with either side following the same direction.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.



Screening Students and Staff

- WPA will cooperate with the local public health department and Wayne RESA regarding implementing protocols for screening students and staff.
- WPA will identify and designate a quarantine area and a staff person to monitor students who become ill at school.
- Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- An electronic monitoring form for screening employees will be developed.
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, will prompt the family to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

WPA will cooperate with the local public health department regarding implementing protocols for screening students and staff.

- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to [CDC guidelines](#).
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.



- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six-feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff will be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians will be encouraged 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. Staff will be onsite at the Stop/Drop/Roll lines to take the temperature of any student that did not complete the screening at home.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, will prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

WPA 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.

- 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.
 - The Local Health Department will 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.
 - Note: schools will provide staff 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).
- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.



- If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities

- Prohibit indoor assemblies that bring together students from more than one classroom.
- Classrooms will be used for students to eat meals at school, if distancing guidelines cannot be met.
- Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and food service staff will wash hands before and after every meal.
- Students, teachers, and staff will wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial coverings.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- Extracurricular activities may continue with the use of facial coverings.

Athletics

WPA doesn't participate in a competitive sports program.

Cleaning

- [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.
- Playground 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 children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

Weston Preparatory Academy does not provide student transportation. All off-site field trips will be suspended as well.

Medically Vulnerable Students and Staff

- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 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.
- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) will have N95 masks.
- Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six-feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Phase 4 Mental & Social-Emotional Health

- Weston Preparatory Academy will address the social and emotional health of all stakeholders. Social- emotional and mental health resources will be available to support students with calming corner online counseling and SEL support. WPA will use morning meetings/ check-ins to provide instruction on social-emotional topics using the Restorative Practice curriculum.
- WPA instructional staff will have required professional development that focuses on understanding mental wellness and appropriate tools to support students. School Social worker will provide mental health support and resources, including group counseling and



consultation for students and families as needed as well as individual counseling with students and related consultation with families and staff.

- Teachers will continue to teach SEL daily through lessons and restorative circles. SEL lessons will come from the Restorative Practice curriculum. The lessons of focus will include: Fostering Understanding, Repairing Harm, Being Proactive, Active Involvement and Academic Goals. Teachers will participate in online professional development for SEL.
- The school social worker will access students according to teacher recommendations and/or parental concerns. Teachers will use the intervention form for students that may suffer academically.
- 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.
- Teachers will continue to receive training on an ongoing basis to meet the needs of the whole child. 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.
- Established ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. Wellness resources will be provided by the School Leadership Team and Social Worker.
- Leverage MDE resources for student and staff mental health and wellness support.
- 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
 - This information will be on the school website and also given out via school messenger, social media outlets, Class Dojo (K-5) and Edmodo (6-8).



Phase 4 Instruction

Governance

Weston Preparatory Academy formed a Return to Instruction and Learning work group which included a broad group of stakeholders and led by the School Leadership team. Using remote surveys, emails, Zoom meetings and personal accounts, the task force gathered feedback from teachers, families and leadership to reflect on the spring Continuity of Learning plan for the purpose of improving its effectiveness for reopening in Fall 2020. This feedback has provided insight for developing our Phase 3 and 4 online instructional learning options. Survey results: At the time of developing this plan, a total of 90 parents were surveyed. 56.7% of parents were not comfortable with sending their child to school for in-person instruction. 70% of parents prefer to utilize virtual/remote instruction. 67.4% of parents would consider a hybrid option, where students would attend school virtually and in person two days per week. Feedback from parents will be shared with teachers. Teachers are considered as a vital part of our Return to School Planning Team and their feedback is imperative. This plan, and the plans for Phase 4 and 5, will be shared with all stakeholders via Zoom meetings, School Messenger, Class Dojo, Edmodo, and on the Academy's website.

Instruction

The Reopening Schools Plan offers WPA families the option of a hybrid program which includes in-person and instruction and online instruction. The hybrid model will include two consecutive days, face-to-face instruction and three days of virtual instruction. CDC protocols will be followed, as noted in the SAFETY section and will include social distancing, smaller class size, wearing masks, and cleaning. As an alternative to the hybrid model, families can opt to participate in completely on-line remote/virtual learning with instruction occurring five days per week. The hybrid model will continue to deliver Michigan Standards-aligned curricula based on pacing guides, assessment, and reteaching. The school uses high-quality instructional materials including but not limited to, *Wonders ELA program, Go Math!, Harcourt Social Studies, and Science: A Closer Look*. The school will also utilize online supportive instructional programs such as, *Compass Learning, Reading Eggs, Study Island, Brain Pop, etc.* Students will join live teaching lessons as well as have access to recorded lessons via Google Classroom and Google Meets. Both options promote student engagement, consistency, and differentiation. Exceptional learners will continue to receive services based on IEPs and 504s under the direction of the Special Education Director. These options for continued learning were developed based on a parent survey and its feedback indicating parents best selections. Expectations for Phase 4 options will be presented to teachers via Google Meet/Zoom meetings, and followed up through email. Instructional expectations include best practices for both options, confirmation of grade-level proficiencies, implementation of various modes of student



assessment and feedback, continuation of differentiation, and inclusion of social-emotional learning. To ensure consistency across grade levels, guidance around planning daily instructional time and differences between grade levels will be provided by the School Leadership team. The School Leadership team will ensure implementation of grade-level curriculum aligned to Michigan State standards. Support will include the use of WPA's identified power standards representing the major work of the grade. This will provide a map for teachers to focus, prioritize, and accelerate instruction. Any clarification or questions will be addressed by the School Leadership team.

WPA has set an instructional vision that continues its high expectations for all students. Students will begin the year exposed to grade level instruction and guided by standards, rigor, instructional best practices and focus on data to drive instructional decisions and supported by high-quality, standards-aligned instructional materials in all subject areas. To begin the year, all students will be assessed using the NWEA MAP assessment. Teachers will analyze classroom data to identify individual student learning gaps and provide basis for additional targeted interventions. Teachers will also use this data to identify students ready for grade level and beyond instruction. Unless mandated by the MDE, Kindergarten Readiness will not be administered to those students who are completely remote. Student learning gaps will be addressed by differentiated instruction within the classroom by the teacher and intervention teachers.

Exceptional learners: All students with IEPs and 504 plans will be assessed and reviewed with their service providers, teachers, parents, and administration and revised according to their current needs. Students will be assessed utilizing the assessment tools set by the school district.

Intervention services will be implemented through our multi-tiered system of support and Child Find Study Team programs. Our intervention teachers will provide intervention services at tier 2 and 3. The special education staff along with the specialists and teachers will participate in the process for identifying students for additional support.

General and special education teachers will collaborate through Google Meet, Zoom meetings, email, and phone communication on a bi-weekly basis to discuss students' individual needs and adjust students' plans and services accordingly based on their current needs. Assessments and instruction will be provided based on what the school district has available to the student body.

The School Leadership team will track students' data of formal and informal assessments, teacher input, and service provider logs to document what interventions and programs are being utilized for intervention and the result of the intervention. The School Improvement Plan will also document the intervention programs that are being utilized through our MTSS program.



Attendance of all webinars and professional development, along with staying abreast of all communications from MDE, Wayne RESA, and federal guidelines to ensure our school district is following all policies and the guidance of all aforementioned platforms.

Students with IEPs and 504 plan services will continue virtually or in person while following CDC guidelines. Service providers will utilize Zoom and/or Google Classroom to meet one-on-one with students and/or in small groups.

Instructional intervention programs are included as part of our Wonders ELA curriculum and Go Math! materials. Intervention is also offered through our online supplemental learning programs (Compass Learning and Study Island). Our intervention teachers also provide additional support as needed for students identified as having severe learning gaps.

WPA will not be transitioning to postsecondary education, therefore supports are not necessary and will not be provided.

Communication with Families

Communication will be provided through School Messenger, Class Dojo, Edmodo, emails, phone calls, and our school website. When required, individual communication will occur through registered mail. Families will be provided detailed information on their child's return to school, including all safety measures and expectations. The school will also convey clear information about the on-campus, in-person learning hybrid option including details on assessment, core curriculum and grade-level proficiencies. Families will be advised of the school reopening plan for each of the phases. The school will also provide parent resources demonstrating the respect and value WPA holds for the parent partnership for their child's educational success. The school will offer training on how to access and use the school's digital systems and tools. Teachers and the administrative team will provide resources and support for families to use at home, including grade-specific activities and strategies for helping their child. If requested, the school will offer assistance or opportunities for families to build digital literacy.

Our goals for the 2020-2021 school year professional learning plan are to build capacity around online instructional delivery tools, building teacher capacity to design, develop and deliver equitable and engaging blended and remote learning experiences and to build capacity with social emotional learning. Two weeks prior to the start of school, teachers will engage in professional learning centered around providing remote instruction and using Google classroom and Compass Learning. Teachers will also begin to plan, prepare and adjust pacing guides to focus on power standards and incorporate online instructional resources. Teachers will also collaborate to identify students that were not engaged in remote learning and share data and concerns about students' growth. As a result of this collaboration, students who need additional support may be identified. This will allow the development of a plan for additional support where needed. The pre-planning schedule also will include SEL training and trauma.



Professional Learning

The professional development calendar for the year will support the implementation of the learning plan. Careful and intentional supports will be put in place to ensure ample planning time for staff to acclimate themselves to new training, curriculum resources and time to plan for implementation. Professional learning will include Google Classroom, Compass Learning and other tools to support both in-person and virtual/remote learning. All staff, including leadership will participate in the professional learning of digital tools to enhance student learning. Other professional learning include support in focus of priority standards and prerequisite skills, vertical collaboration to discuss unfinished learning and the implementation of new components to curriculum resources to address virtual/remote learning.

Attendance

WPA will monitor and track student attendance on a daily basis using a combination of MI-STAR as well as the online tracking systems provided through Compass Learning and Study Island.

For students in grades K-5 who opt for the hybrid model and attend classes in person twice a week, attendance will be taken via MI-STAR. On the days where they are to log in remotely, attendance will be tracked by the teacher as well as the online supplemental learning programs.

Student attendance in grades 6-8 will also be tracked and monitored via MI-STAR, but attendance will be taken every class hour throughout the day and tracked using Google Classroom and other online supplemental learning plans when not in the school building.

For students that are enrolled in the remote learning model only, attendance will be tracked throughout the day via Google Classroom, Zoom, and online supplemental programs. Students will be expected to check in for a specified time in the morning and throughout the day for scheduled virtual meetings, participation in Google Classroom activities and/or participation on any other online platforms. A weekly schedule will be provided for each student based on each grade level and will include expectations for logging into Google/ Zoom and/or any other online platforms per subject. The attendance procedures listed above for tracking and monitoring online student attendance are all contingent upon the attendance requirements set forth by the State of Michigan.

Parents and/or guardians of students who are not consistently meeting the online active participation requirements or are missing 10% or more of the total school days, will be notified by a school administrator to identify the root cause of the chronic absenteeism for particular students. Some attendance issues will be evaluated on a case by case basis and solutions will be



provided to families in order to increase the amount of his/her active online participation and/or days physically in the school building.

School Reopening

Instruction

As described above, WPA has created a comprehensive instructional plan for school reopening in Phase 4. Our curriculum provides access to standards-aligned, grade-level instruction with strategies for accelerated learning both in the classroom and through Compass Learning. The NWEA MAP assessment will be administered to all students to determine student readiness to engage in grade-level content. Each student will be provided differentiation and support for individual academic and social-emotional needs.

Teachers will provide weekly lesson plans which will be monitored by school administration for pacing and student progress. The School Leadership team will assist teachers to address the growth of students needing acceleration. Student data is reviewed during PLC meetings to identify trends and gaps for teachers to provide re-teaching or acceleration. Teacher professional development for the year will focus on the goals of familiarity and integration of high quality digital tools, as described above, should the state or region return to online learning. The weekly schedule will provide the same opportunities for all students.

For the online model, all students will have access to devices and connections provided by WPA (if needed) to successfully engage in and complete school work. Daily student attendance will be monitored through Compass Learning and any other online supplemental programs. Online student work will be assessed for quality and feedback provided by teachers. WPA teachers and students will have the opportunity to conference about learning progress and results. This will be monitored by the administration team.

Student Work

Teachers will continue to access student work and provide timely feedback to students. Teachers will display student work as a process, use student work to celebrate strengths and use student work as an accountability tool for written work.



Phase 4 Operations

Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level [guidance for cleaning and disinfecting all core assets](#) including buildings and playgrounds. Frequently touched surfaces will 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/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies
- Monthly meetings will be held with custodial and facilities staff to review and make district guidance changes regarding cleaning and disinfection.
- Custodial staff will attend facilities training to stay abreast of cleaning requirements.
- Custodial staff will continue deep cleaning over the summer.
- Audit the building with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- Maintain facilities for in-person school operations.
- Check HVAC system to ensure that they are running efficiently.
- Air filters will be changed regularly.
- Custodial staff will distribute wastebaskets, tissues, and CDC-approved sanitizers to



every office and classroom to ensure these materials are available for use upon entry and exit into any discrete location and during travel between classrooms.

- Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff will follow guidance from the CDC regarding the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial covering for K-8 teachers and students.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- Custodial staff will wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

- Support schools in assessing student arrival protocols. This will include how students arrive at and depart from school (e.g., dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back. For staff, this will include a breakdown of the staff – administrators, educators, support staff, school social workers, etc.
- 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 will include those with pre-existing 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 CS Partners and the Board of Directors 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 HR and the Board of Directors, 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 from the budget department 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.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

- 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 with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology.
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard



issues including, screen, keyboard, or battery replacement.

- Identify an asset tracking tool
- Use our technology vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process.
- Every Wi-Fi access point and wired network device will be tested.
- Develop a technology support plan for families.
- Deploy digital learning devices and move to virtual learning.
- Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures will include:
- 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 district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in our school.
- 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.



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

- Facial coverings will 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 will not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not wear a facial covering.
 - Homemade facial coverings will be washed daily.
 - Disposable facing coverings will be disposed of at the end of each day.
- Facial coverings will always be worn in hallways and common areas by K-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades K-5 are encouraged but not required.
 - Homemade facial coverings will be washed daily.
 - Disposable facing coverings will be disposed of at the end of each day.
 - K-8 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.
- Any student who cannot medically tolerate a facial covering will not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not wear one.
- Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Hygiene

- 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 to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students will wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom will wash their hands or use sanitizer every time a new group of students enters their room.



- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

- Spacing is six feet between desks to the extent that it is feasible.
 - Class sizes will be kept to the level afforded by necessary spacing decisions.
 - In classrooms where tables are utilized, space students as far apart as feasible.
 - Arrange all desks facing the same direction toward the front of the classroom.
 - Teachers will try to maintain six feet of spacing between themselves and students as much as possible.
 - Post signage to indicate proper social distancing.
 - Floor tape or other markers will 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.
 - If a classroom has windows that can open, they will be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
 - As able, schools will try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure.
 - As able, "specials" (like Art, P.E. and Health) will be brought to the classrooms instead of having students move to different locations.
 - Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction.
 - Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.
-
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.



Screening Students, Staff, and Guests

- Every school will identify and designate a quarantine area and a staff person to monitor for children who become ill at school.
- Students who become ill with symptoms of COVID-19 at school will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff monitoring these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they have [tested negative](#) or have completely recovered according to [CDC guidelines](#).
- Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- Any parents or guardians entering the building will wash or sanitize hands prior to entry.
- Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child will be allowed to enter except under extenuating circumstances as determined by school officials.
- Parents or guardians are encouraged 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 will stay home and consider coronavirus testing if no other explanation is available.
- Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives will prompt parents or guardians to keep the student home from school.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Students who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.



- Staff who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and will be transported for off-site testing.
- Parents and guardians will be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- Symptomatic students and staff sent home from school will be kept home until they have [tested negative](#) or have been released from isolation according to [CDC guidelines](#).
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates will be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.
- Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater will stay home and consider COVID-19 testing if no other explanation is available.
- Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives will prompt the parent or guardian to keep the student home from school and seek out testing.

Responding to Positive Tests Among Staff and Students

- 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.
 - The Local Health Department will 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.
 - Note: schools will provide staff 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 will not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.



- Cleaning staff will wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gathering, and Extracurricular Activities

- Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) will comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they will comply with transportation guidelines within this document, including mandatory facial covering.
- If possible, classrooms will be used for eating in place, taking into consideration food allergies.
- If cafeterias need to be used, meal times will be staggered to create seating arrangements with six feet of distance between students.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- Students and teachers will wash hands before and after every event.
- After-school programs may continue with the use of facial coverings.

Athletics

Weston Preparatory Academy does not participate in a competitive sports program.

Cleaning

- Frequently touched surfaces including lights, doors, benches, and bathrooms will 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 will undergo cleaning after every class period with either an [EPA-approved disinfectant](#) or diluted bleach solution. Efforts will be made to minimize sharing of materials between students, as able.
- Student desks will be wiped down with either an [EPA-approved disinfectant](#) or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an [EPA-approved disinfectant](#) is unnecessary.
- Athletic equipment can be cleaned with either an [EPA-approved disinfectant](#) or diluted bleach solution before and after each use.



- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.
- Staff will wear gloves, surgical masks, and face shields when performing all cleaning activities.

Busing and Student Transportation

WPA does not have student transportation and will not conduct any field trips off-site.

Medically Vulnerable Students and Staff

- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating 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.
- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) will wear an N95 mask at the time of delivery.
- Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Phase 5 Mental & Social-Emotional Health

- Weston Preparatory Academy will address the social and emotional health of all stakeholders. Social- emotional and mental health resources will be available to support students with calming corner online counseling and SEL support. WPA will use morning meetings/ check-ins to provide instruction on social-emotional topics using the Restorative Practice curriculum.
- WPA instructional staff will have required professional development that focuses on understanding mental wellness and appropriate tools to support students. School Social worker will provide mental health support and resources, including group counseling and consultation for students and families as needed as well as individual counseling with students and related consultation with families and staff.
- Teachers will continue to teach SEL daily through lessons and restorative circles. SEL lessons will come from the Restorative Practice curriculum. The lessons of focus will



include: Fostering Understanding, Repairing Harm, Being Proactive, Active Involvement and Academic Goals. Teachers will participate in online professional development for SEL.

- The school social worker will access students according to teacher recommendations and/or parental concerns. Teachers will use the intervention form for students that may suffer academically.
- 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.
- Teachers will continue to receive training on an ongoing basis to meet the needs of the whole child. 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.
- Established ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. Wellness resources will be provided by the School Leadership Team and Social Worker.
- Leverage MDE resources for student and staff mental health and wellness support.
- 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
 - This information will be on the school website and also given out via school messenger, social media outlets, Class Dojo (K-5) and Edmodo (6-8).

Phase 5 Instruction

Governance

Weston Preparatory Academy formed a Return to Instruction and Learning work group which included a broad group of stakeholders and led by the School Leadership Team. Using remote



surveys, emails, Zoom meetings and personal accounts, the task force gathered feedback from teachers, families and leadership to reflect on the spring Continuity of Learning plan for the purpose of improving its effectiveness for reopening in Fall 2020. This feedback has provided insight for developing our Phase 3 and 4 online instructional learning options. Survey results: At the time of developing this plan, a total of 90 parents were surveyed. 56.7% of parents were not comfortable with sending their child to school for in-person instruction. 70% of parents prefer to utilize virtual/remote instruction. 67.4% of parents would consider a hybrid option, where students would attend school virtually and in person two days per week. Feedback from parents will be shared with teachers. Teachers are considered as a vital part of our Return to School Planning Team and their feedback is imperative. This plan, and the plans for Phase 4 and 5, will be shared with all stakeholders via Zoom meetings, School Messenger, Class Dojo and on the Academy's website.

Instruction

The School Reopening Plan for Phase 5 provides WPA families and students the option of a complete on campus learning experience or a complete remote learning experience. The on-campus program will consist of five days of in-person instruction. CDC protocols will be followed, as noted in the Safety section. If families choose, they can opt for their child to participate in complete remote/virtual learning with instruction occurring five days a week. Both models will continue to deliver Michigan standards-aligned curriculum based on pacing guides, assessments, and reteaching. The school uses high-quality instructional materials including but not limited to, *Wonders ELA curriculum, Go Math!, Harcourt Social Studies, Science: A Closer Look, Compass Learning, and Study Island*. The online option will still provide access to recorded lessons via Google Classroom and other digital tools and resources. Supplemental online programs such as Compass Learning, Study Island, Brain Pop, and Reading Eggs will also be available to support remote learning. Exceptional learners will continue to receive services based on IEPs and 504 plans under the direction of the Director of Special Education. These options for continued learning were developed based on a parent survey and its feedback indicating parents best selections.

Expectations for the Phase 5 options will be presented to teachers virtually, and followed up through email. Instructional expectations include best practices for both options, confirmation of grade-level proficiencies, implementation of various modes of student assessment and feedback, continuation of differentiation, and inclusion of social-emotional learning. To ensure consistency across grade levels, guidance around planning daily instructional time and differences between grade levels will be provided by the School Leadership Team. Support will include the use of WPA's identified power standards representing a major work of the grade. This will provide a map for teachers to focus, prioritize, and accelerate instruction. Any clarification or questions will be addressed by the School Leadership Team.



WPA has set an instructional vision that continues its high expectations for all students. Students will begin the year exposed to grade level instruction and guided by standards, rigor, instructional best practices and focus on data to drive instructional decisions and supported by high-quality, standards-aligned instructional material in all subject areas. All students will take the NWEA MAP assessment as a baseline assessment. The MAP test assesses the student's understanding of prerequisite skills and grade-level proficiencies. Teachers will analyze classroom and individual data to identify learning gaps and provide basis for additional targeted interventions. Teachers will also use this data to identify students ready for grade level and beyond instruction. Unless required by the MDE, Kindergarten Readiness Assessment (KRA), will not be administered to students that are using the remote model. All students' learning gaps will be addressed by differentiated instruction within the classroom by the teacher and supported by professional learning opportunities. Intervention teachers will work with students identified as having the most severe learning gaps, as identified by the MAP assessment and data review. Exceptional Students: All students with IEPs and 504 plans will be assessed and reviewed with their service providers, teachers, parents, School Leadership team, and revised according to their current needs. Students will be assessed utilizing the assessment tools set by the school district.

Intervention services will be implemented through our multi-tiered system of support and Child Study teams. Intervention teachers will provide intervention services at tier 2 and 3. The special education staff along with the teachers will participate in the process for students identified for additional support.

General and special education teachers will collaborate on a bi-weekly basis to discuss students' individual needs and adjust students' plans and services accordingly based on their current needs. Assessments will be provided based on what the school district has available to the student body.

The School Leadership team will track students' data of formal and informal assessments, teacher input, and service provider logs to document what interventions and programs are being utilized for intervention and the result of the intervention. The School Improvement Plan will also document the intervention programs that are being utilized through the MTSS program.

Attendance of all professional developments and webinars along with staying abreast of all written communications from MDE, Wayne RESA, and federal guidelines to ensure our school district is following all policies and the guidance of all aforementioned platforms.

Students with IEPs and 504 plan services will continue virtually or in person while following the CDC guidelines. Service providers will utilize zoom and/or Google Classroom to meet one-on-one with students and/or in small groups.

Instructional intervention programs are included as part of the Wonders ELA curriculum and Go Math! materials. Students will access their personalized learning paths from Compass Learning for intervention and acceleration during the school day. Compass Learning is also available for



the at-home learning option as well. Intervention teachers will provide additional support to students identified with severe learning gaps.

WPA is a K-8 school and students will not be transitioning to postsecondary education, therefore supports are not necessary and will not be provided.

Communication with families will be provided through School Messenger, ClassDojo, Edmodo, email, and phone calls. When required, individual information will occur through registered mail. WPA will work with Wayne RESA to provide communication on their child's return to school including all safety measures and expectations. The school will also convey clear information about the on-campus, in-person learning option including details on assessment, core curriculum and grade level proficiencies. Families will be advised of the school opening plan for each of the Phases. In collaboration with parents as partners in their child's education, the school will offer training on how to access and use the school's digital systems and tools. Teachers and the School Leadership Team will provide resources and support for families to use at home, including grade-specific activities and strategies for helping their child. If requested, the school will offer assistance or opportunities for families to build digital literacy.

Professional Learning

Goals for the 2020-2021 school year professional learning plan are to build capacity around online instructional delivery tools, building teacher capacity to design, develop and deliver equitable and engaging blended and remote learning experiences and to build capacity with social emotional learning. Two weeks prior to the first day of school, teachers will engage in professional learning. The pre-opening PD schedule includes time for teachers to participate in curriculum planning for each Phase. Teachers will collaborate to identify students that were not engaged in remote learning and share data and concerns about student's growth. As a result of this collaboration, students who need additional support may be identified. This will allow developing a plan for additional supports where needed. The pre-opening professional development schedule will also include training on Compass Learning and Google Classroom. WPA will also provide training to parents on how to access the school's digital resources. In addition, the professional learning plan will also include social-emotional training.

WPA will also create a professional development calendar for the school year to support the implementation of the learning plan. Careful and intentional professional development will be in place to ensure ample planning time for staff to acclimate themselves to online resources, curriculum resources and time to plan for implementation. Professional learning will include: Google Classroom, Compass Learning, and tools to support both in-person and virtual/remote learning. All staff including leadership will participate in the professional learning of digital tools to enhance student learning. Other professional learning included support in focus of priority standards and prerequisite skills, vertical collaboration to discuss unfinished learning and the implementation of new components to curriculum resources to address virtual/remote learning.



School Reopening

Instruction

As described above, WPA has created a comprehensive instructional plan for school reopening in Phase 4. Our curriculum provides access to standards-aligned, grade-level instruction with strategies for accelerated learning both in the classroom and through Compass Learning. The NWEA MAP assessment will be administered to all students to determine student readiness to engage in grade-level content. Each student will be provided differentiation and support for individual academic and social-emotional needs.

Teachers will provide weekly lesson plans which will be monitored by the School Leadership Team for pacing and student progress. The School Leadership Team will assist teachers to address the growth of students needing acceleration. Student data is reviewed during cohort and PLC meetings to identify trends and gaps for teachers to provide re-teaching or acceleration. Should additional standards-aligned tools or materials to support differentiation, intervention or remote learning be needed, the School Leadership Team will review resources and requests and make changes as needed. After-school programming for students in need of additional support will be provided as needed and when financially feasible and safe according to the CDC guidelines..

For the online model, all students will have access to devices and connections provided by WPA if needed, to successfully engage in and complete school work. Daily student attendance will be monitored through MI-STAR or Google Classroom and/or online supplemental programs. Online work will be assessed for quality and feedback provided by the teachers and students will have the opportunity to conference with teachers on personal learning progress and results. This will be monitored by the School Leadership Team.

Phase 5 Operations

Weston Preparatory Academy will adhere to the following strongly recommended protocols as outlined in the Michigan Road Map.

Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.



- Custodial staff will wear surgical masks when performing cleaning duties especially when near other employees
- If requested by Wayne RESA, WPA will create a contingency plan to coordinate the use of the building for essential actions including elections, food distribution.
- Participate and advocate for Wayne RESA to coordinate with the Local Emergency Management Programs (LEMP) for support with the procurement of cleaning and disinfection supplies.

Budget, Food Service, Enrollment, and Staffing

- 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.

Technology

- Continue to communicate with and survey families to collect information about the numbers, types, and conditions of devices used in their homes to support remote learning.
- Designate the IT Assistant as a single point of contact to plan and communicate with the WPA technology teams.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Develop a technology plan that includes training and support for educators, students, and parents to adapt remote learning for the classroom.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools



- Sanitizing the devices prior to a repair or replacement evaluation
- Ordering accessories
- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Utilize the WPA asset tracking tool.
- Our contracted vendor will assist with processing, returning, and maintaining devices if needed
- Develop on-site triage of staff that includes the IT Assistant and Technology vendor to monitor devices to minimize the time that staff or students may be without a device.
- Utilize the Technology Vendor to prepare the Infrastructure Evaluation process. Every Wi-Fi access point and the wired network device will be tested.
- 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.

Transportation

WPA does not have student transportation.