



## **Greater Heights Academy COVID-19 Preparedness and Response Plan**

Address of School District: 196 W. Pasadena Ave. Flint, MI 48504

District Code Number: 25914

Building Code Number(s): 01751

District Contact Person: Tia Doyle

District Contact Person Email Address: [doylet@greaterheightsacademy.org](mailto:doylet@greaterheightsacademy.org)

Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: (Kathi Howard) [khoward@gchd](mailto:khoward@gchd)

Name of Intermediate School District: Genesee ISD

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 07/21/2020



August 3, 2020 [via email]

Ms. Tia Doyle  
Greater Heights Academy  
3196 W. Pasadena Ave.  
Flint, MI 48504

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

Dear Ms. Doyle:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a long, sweeping underline.

Corey Northrop  
Executive Director

cc: Matthew Barcey, Board President  
Melissa Ross, Board Corresponding Agent

Attachment:  
Approved COVID-19 Preparedness and Response Plan

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

[NAME OF ACADEMY] (the “Academy”)

A [regular/ special] meeting of the Academy Board of Directors was held on the 21st day of July / August ], 2020, at 5:30 [a.m. / p.m.]

The meeting was called to order at 5:36 [a.m. / p.m.] by Board Member M. Miller :

Present: M. Miller, E. Rodden, Thomas Tucker

Absent: M. Royce

The following preamble and resolution were offered by Board Member E. Rodden and supported by Board Member T. Tucker :

**BACKGROUND**

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

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

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

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

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

**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

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

Ayes: 3

Nays: 0

Resolution declared adopted.

*Marvin Miller*

Print

Name: Marvin Miller

Board Designee



### Assurances

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

President of the Board of Directors

Date | .....

7/31/20



## **Introduction and Overview**

Greater Heights Academy (GHA) is a school of parental choice. Mutual respect and understanding between teachers, parents, and students are essential for success. The mission of GHA is to achieve individual academic success for all students through a positive family/school/community partnership. Greater Heights Academy represents a partnership of students, faculty, administration, and staff. These partners are united in their commitment to the common objectives outlined in our mission statement and standards.

In response to the COVID-19 pandemic, we partnered with our intermediate school district who provided packets created by the ISD coaches for all of our students at their grade level. These packets focus mainly on mathematics and language arts instruction with some science and social studies activities. Additionally, our teachers created supplemental work packets based on individual and/or classroom performance to promote all students' academic growth. We also created a YouTube channel that we utilized for a variety of educational purposes. For students needing read aloud accommodations, the work packets (directions and reading passages) were recorded and posted through videos. Supplemental materials to enhance instructional packets were recorded and streamed as well. Additionally, teachers developed visual lessons and created short skill-based videos. They also utilized online learning platforms to continue student learning and growth. Students continued to have access to MobyMax, Google Classroom, Khan Academy, Lalilo, Reading A-Z, Raz Kids, and other online learning platforms.

Surveys were taken with all students to determine their level of access to internet and electronic platforms of learning at home. All students were provided with low-cost internet options. Students needing devices to access electronic platforms were provided with Chromebooks from the school. We also secured hot spots for families without internet.

In addition to academic support, our team focused on providing social and emotional supports to our community. Our teachers made contact with each student three times a week through a variety of platforms (phone calls, Zoom conferencing, FaceTime, etc.). Our PBIS team also reached out to parents to do wellness checks. As a district, we provided food for our families throughout the duration of our building's closure.



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

Greater Heights Academy administration and Board of Directors will retain the authority to move between phases of the Safe Start Plan as dictated by school and family needs.

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

If the region in which the Academy is located enters phase 1,2, or 3, we will follow these required guidelines:

- Greater Heights Academy will close for in-person instruction.
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators. At GHA, employees will only be in the building for cleaning purposes. If necessary, administrators may come to the building to complete necessary tasks. If this occurs, all workplace safety guidelines will be followed. Live instruction will not be done in the building.
- Greater Heights Academy will enact food distribution programs. All families will be given reoccurring notices of food distribution times and locations.
- All After-school activities and athletics will be suspended.
- Cleaning practices are adjusted to maintain school building functional order.
- All bussing and transportation will be suspended.

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

- GHA will not be able to implement a mental health screening for all students by a trained professional. We will however refer those families that need assistance to local professionals that can assist them in receiving care.
- We will establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams.
- We will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- We have established 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).





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

- We will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- We will establish ongoing reporting protocols for school staff to evaluate physical and mental health status and provide resources for staff self-care, including resiliency strategies.
- We will not designate our social worker to work across the school, local public health agencies, and community partners.
- We will leverage MDE resources for student and staff mental health and wellness support.
- We will activate communication channels and/or social media for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- We will also use a variety of ways to communicate with parents and guardians about return to school transition and other relevant information to COVID-19. Focusing on understanding normal behavioral response to crises. General best practices of talking through trauma with children and positive self-care strategies that promote health and wellness.

During phase 1-3, in addition to academic support, our team is focused on providing social and emotional supports to our community. Our teachers will make contact with each student three times a week through a variety of platforms (phone calls, Zoom conferencing, FaceTime, etc.). Our PBIS team will be designated to reach out to parents to do a wellness check before speaking to students to continue building relationships with them. Each child will talk to one of our PBIS team members every week on a rotating basis, so that they interact with all PBIS team members.

Each night on our Facebook page, we share read alouds so students have a bedtime story. We will also honor our students by posting a Student Spotlight each day on social media. Current and past staff members will comment on the child's post, sharing things they love or appreciate about that student.

When teachers are unable to make contact with students after several attempts throughout the week, administration will be notified. Admin then will take measures to make contact with those students, understanding that housing and communication tools change frequently for some of our families. If we are unable to reach families after our attempts at the administrative level, we plan to reach out to our Attendance Liaison at the ISD. Based on information gathered through the webinars and conferences mentioned previously, we are maintaining flexibility with families on what our expectations are for participation. Our top priority is the well-being of our students and families. We also recognize that some of our families are experiencing extreme loss and unexpected hardship during these unprecedented times, and we remain mindful of that.





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

Our ISD has put together a mental health helpline that connects families with needed resources and is available to them Monday through Friday. Messages can be left after hours, and families will receive return calls during operational hours. This helpline will be shared with all district staff who were encouraged to provide the information to families as it becomes relevant. Additionally, information was shared with our team regarding look-for's and questions to ask students to evaluate their physical and mental well-being. Next steps were also provided in the event abuse or neglect are suspected. Our PBIS team will reach out to families each week specifically to build relationships and offer mental support and additional resources as needed.

We will work to support all of our parents/guardians by using whatever means necessary to communicate with them (texting/phone calls/Class Dojo/Facebook Messenger, video conferencing tools, etc.) as well.

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

In response to the pandemic and its effect on the academy, GHA will create a district Return to Instruction and Learning working group, led by Tia Doyle, Superintendent and composed of a broad group of stakeholders to gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys. We will then revise the district's remote learning plan to incorporate the feedback and input received to improve its effectiveness. The district's remote learning plan will be shared with others and posted on our website.

Scholars in grades K-6 will have access to an online platform focused on areas in math, reading, science, social studies, art, music, and PE. The online platform will have activities that are driven by teachers through the use of instructional videos as well as activities where scholars can explore based on their interests.

Our Special Education team will analyze student IEPs and figure out how to implement students' goals through distance learning. They worked with guidance from the GISD to create plans (later identified as "contingency plans") for every student outlining how the students' needs will be met in collaboration with the students' parents/guardians.

Necessary staff will review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We will commence online intervention and support services. Plans will include all programs and learning environments. We have established blackboard and other structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs.



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

We will provide assistive technologies, where possible. We have created checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress and the need for additional support. Our compliance department will remain connected with MDE about policies and guidance. Teams will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Scholars will be provided with all supplies to help support their completion of work. Scholars will be able to use various devices (i.e., cellphone, laptop, iPad). Scholars will be provided with technology for the online learning platform. Kindergarten through 2nd grade scholars will receive iPads and 3rd through 6th grade scholars will receive Chromebooks. All students will be provided with devices and for those families that do not have internet capability, hotspots will be provided to them by the Academy. To support all of the phases, academy staff will be communicating with families through various modes, such as telephone, email, videoconferencing and/or written communications.

GHA will continue to keep pupils at the center of educational activities through daily communication via telephone and/or emails with families. Teachers will communicate with families several times a week asking families how they are doing to address the emotional aspect as well as speaking with families regarding the instructional needs. Within the teacher's log, if there is an area of concern, the cell will be highlighted in pink by the teacher. School leaders will view the logs daily to address any additional needs of the family. To help address the emotional needs of the family, the school's social worker will be a part of the communication.

Greater Heights Academy will manage and monitor scholar learning. Greater Heights Academy staff will call scholars throughout the week to specifically ask how scholars are progressing with the academic work. Teachers will further ask scholars specific questions regarding the work to check for scholars' understanding. Teachers will indicate in their daily logs the specifics of the conversation. Another method teachers will use to monitor scholar learning is the use of videoconferencing. During lessons, teachers will be asking questions for understanding. If students aren't online, they will receive phone calls that include teacher student questioning. When students return to school, assessments will be taken to determine what skills are necessary to reteach.

Student participation will be evaluated by teachers facilitated phone calls each week, reviewing the communication log completed by staff and usage data of online platforms (where applicable). We will continue to evaluate progression via check-in calls, assignment submission and class participation, and when students return, our plan is to conduct assessment data evaluations to identify any present skill gaps.



### Phase 1, 2, or 3 Operations

- GHA will audit necessary materials and supply chain for cleaning and disinfection supplies.
- We will continue to maintain our building in good working order to prepare for the subsequent return of students.
- We will execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff will wear masks when performing cleaning duties.
- GHA has created a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution and child care, particularly for essential workers.
- GHA will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- We have procured technology for all students to be able to learn remotely.
- We have designated a single point of contact in each school to plan and communicate with all others regarding technology.
- We have developed a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- We have identified a device and/or general technology support lead for each school.
- We have created a help line for parents and students that need assistance with technology
- We have developed district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan.
- We've identified a vendor to assist with processing, setting up, maintaining and returning devices.
- Based on instructional programming, we will provide instructional resources and materials to staff and students as feasible.
- We have defined logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

### Food Service

Our district is a CEP school, and as such, all of our students receive free meals. Food distribution will be a priority during any time of closure. We will make extensive arrangements to provide as much food as possible. Given that transportation and availability is difficult for some of our families, we want to lessen the burden of travel and time for our families. Our solution will be to offer food for a full week at a time and provide delivery options when needed.



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

If the region in which the Academy is located is in phase 4, Greater Heights Academy will follow the following safety protocols.

### **Personal Protective Equipment**

- Anyone entering the school building is required to wear a face covering to prevent the spread of disease. We will have not only face masks but also face shields for those that need the covering but are unable to wear a mask. This includes Staff, students in K-6 and all others that enter the building. The only time that students or staff are permitted to be without a face covering is during meals.
- All staff and students will be required to wear a facial covering while on a school bus. Students that ride the bus will be given face masks as they approach the bus.
- If a facial covering is not possible for a staff member or a student, accommodations will be made for their experience to be limited and the academy will work with parents to ensure and agree upon the best placement or accommodations for the student.

### **Hygiene**

- GHA will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper hand washing techniques).
- GHA administrators and teachers will teach and reinforce hand washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Posters that promote hand washing will also be hung around the building to remind students.
- GHA staff will educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Maintenance Staff will be required to systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled hand washing with soap and water every 2-3 hours.
- We will limit sharing of personal items and supplies. We will keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- We will provide adequate supplies to assign for individual student use.
- We will have portable hand washing and hand sanitizing stations to set up throughout the school.

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

- Desks will be spaced six feet apart in classrooms and arranged to face the same direction. Students will be placed in cohorts and alternate days of in-person and virtual



instruction to keep class sizes to the level afforded by spacing requirements.

- The academy will make an effort to look for community partners where students can safely engage virtually.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Family members or other visitors are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- We will post signage to indicate proper social distancing. We will also use floor tape to set up one way hall ways and to mark six foot spacing marks.
- Signs on the doors of restrooms will be posted to indicate proper social distancing and hand hygiene techniques.
- Visitors are not allowed but in the case that they do enter the building, they 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.
- Classrooms with windows that can open will be open as much as possible, weather permitting.
- All students will be grouped in cohorts and assigned to isolated hallways or areas that can be monitored.
- Elective Classes will be brought to the classrooms instead of having students move to different locations.
- The calendar is designed to incorporate alternative dates of attendance with virtual teaching on days that students are home.
- Staff will 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 should be held outside and social distancing of six feet should be practiced.

### **Screening Students and Staff**

- GHA will cooperate with the Genesee public health department regarding implementing protocols for screening students and staff.
- We will have a designated quarantine room for sick students with a staff person to care for students who become ill at school until they can be picked up. Students will be placed with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask.
- Staff and students will participate in daily temperature checks as they enter the building, anyone with a temperature above 100.4 will be sent home.
- Parents will be encouraged to watch their children for symptoms, including cough or shortness of breath, and will be asked to keep the student home from school and to follow up with a primary care provider.
- Students that showed symptoms may only return if they have a signed release from a medical professional.



### **Responding to Positive Tests Among Staff and Students**

- Greater Heights Academy will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- GHA staff will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Genesee Health Department (GHD) 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. GHA will help the GHD by collecting data and contact information of those exposed.
- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious.
- GHA staff will follow all privacy laws in relation to the sharing of information related to the status of cases.
- 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, Gatherings and Extra Curricular Activities**

- We will not hold any indoor assemblies that bring together students from more than one classroom.
- Students will eat meals in their classrooms.
- Food service 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.
- While in Phase 4, no field trips will occur.

### **Athletics**

- GHA will comply with all guidance published by Michigan High School Athletic Association (MHSAA)
- Students, teachers, and staff will use proper hand hygiene techniques before and after every practice, event, or other gathering,
- Every participant will confirm that they are healthy and without any symptoms prior to any event.





- All equipment will be disinfected before and after use.
- If in phase 4, GHA will not hold any athletic competitions. GHA will hold practice but only outdoors and spectators are not allowed. All involved will maintain social distancing.

### **Cleaning**

- GHA maintenance staff will clean, at least every four hours, frequently touched surfaces including light switches, doors, benches and bathrooms with an EPA-approved disinfectant.
- GHA maintenance staff will clean libraries, computer labs, arts, and other hands on classrooms after every class with an EPA-approved disinfectant
- Student desks will be wiped down with an EPA-approved disinfectant after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- We will maintain safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and ensuring adequate ventilation when staff use products.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities,

### **Busing and Student Transportation**

- We will require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades K-6 if medically feasible, must wear facial coverings while on the bus.
- Buses will be clean and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.
- We will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- We will clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above.
- If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, we will keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, we will consider keeping windows open while the vehicle is in





motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

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

- GHA certified staff will 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.
- We have created a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and we have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Pertaining to medically vulnerable students, we have revised the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. We will 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 masks approved by the CDC.
- We will 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 (Strongly Recommended)**

- GHA will not be able to implement a mental health screening for all students by a trained professional. We will however refer those families that need assistance to local professionals that can assist them in receiving care.
- We have established and will communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- We will 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 to prevent burnout and trauma.
- We have identified a team to centralize mental health referrals, communications to families//students, and public-facing wellness materials.
- We have established 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).
- We have compiled and will 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. In addition, we will leverage MDE resources for student and staff mental health and wellness support.
- We are establishing ongoing reporting protocols for school staff to evaluate physical



and mental health status and will provide resources for staff self-care, including resiliency strategies.

- We are ready to provide resources for staff self-care, including resiliency strategies.
- We have activated communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
- We will communicate with parents and guardians, via a variety of channels, return to school transition information.

#### **Phase 4 Instruction**

We will incorporate all protocols that apply to K-6 that are listed in the strongly recommended section of the roadmap. I have attached our school calendar on the next page. Moreover, our plan of instruction is outlined below:

- The calendar provides 180 student days and 188 teacher days.
- 72 of the student days are in-person; 108 are online (roughly 2 days/week are in-person)
- Students are either on a M/T schedule or a Thursday/Friday schedule. Wednesdays would be used for teacher planning, IEPs, PLC meetings, PD, and— most importantly— deep cleaning. Students would be virtual the days they're not in school (unless it's a scheduled day off for all).
- We created a committee to plan, monitor and evaluate virtual learning; the committee consists of admin, teachers, interventionists, and parents.

On days that students are in school, they will receive instruction as normal. The Academy's kindergarten through 6<sup>th</sup> grade will be self-contained to ensure as little movement throughout the building as possible. We will aim at mastering grade level objectives with small assignments that would allow us to switch to virtual whenever needed.

In addition to the core content areas taught, the Academy provides specials including Spanish, music, physical education and technology. To maximize instructional time where students participate in these classes five days out of ten, the Academy institutes an A/B schedule. The A/B schedule designates a thirty-minute instructional period for specials. Instead of having students leave the classroom, the specials teachers will travel to the classes.

On days that students receive virtual instruction, blackboard will be used as an online platform for delivering instruction. All teachers have received extensive training of blackboard and how to teach lessons using blackboard. Interventionists will also be assigned to classes to assist students with understanding the lessons. Days that are virtual will be used to reinforce lessons that occur when students are in school. All technology and supplies will be provided by Greater Heights Academy.

Special Education staff will ensure students' IEPs, IFSPs, and 504 plans reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and



match services accordingly. Team meetings will be held for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. We will provide assistive technologies, where possible. Teams will conduct an inventory of all intervention programs and services available to students on the district and school level and identify any gaps. α Remain connected with MDE about policies and guidance. α Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

#### **Phase 4 Operations**

##### Facilities:

- We will audit necessary materials and have a supply chain for cleaning and disinfection supplies.
- We will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- We will 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.
- We will alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- Custodial staff will review and make actionable district guidance regarding cleaning and disinfection.
- We will provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- An audit of our school building will be completed with a focus on:
  - The # of classrooms available
  - The size of each classroom
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium)
  - The ventilation in each classroom
- We will audit school security protocols to decide if any process changes need to be implemented.
- School security staff will follow CDC protocols if interacting with the general public.
- We will maintain facilities for in-person school operations including:
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Ensuring air filters are changed regularly.
  - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit.
- We will post signage and communicate in a variety of methods about frequent hand washing, proper cough etiquette, and nose blowing.
- Custodial staff will follow guidance from the CDC about 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 that the classrooms, common spaces, and the exterior are ready for staff and students.

- We will procure level-1 facial coverings for all staff and students.

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

- We will obtain data and create plans for student arrival protocols. This will include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public /transportation).
- We have conducted staff and student outreach to understand who is coming back.
- We have 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).
- We have a plan for students with preexisting conditions who may need a remote learning environment.
- We have assessed the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- We have already begun and will continue to recruit, interview and hire new staff.. We will consider redeploying underutilized staff to serve core needs.
- We will communicate any student enrollment or attendance policy changes with school staff and families.
- We have sought guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- We will inventory how many substitute teachers are available.
- Enrollment staff will build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- We will verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally.
- We have legal counsel ready to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- A team will engage in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- We will work with school leaders to orient new school staff of any operational changes.
- We have created master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- We have collaborated with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.



### **Technology**

- We have procured technology for all students to be able to learn remotely.
- We have designated a single point of contact in each school to plan and communicate with all others regarding technology.
- We have developed a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- We have identified a device and/or general technology support lead for each school.
- We have created a help line for parents and students that need assistance with technology.
- We have developed district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan.
- We currently track assets and will ensure that all technology is tracked.
- We've identified a vendor to assist with processing, setting up, maintaining and returning devices.
- We will develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- We have an Infrastructure Evaluation process. Every WiFi access point and wired network device is tested.
- We have developed a technology support plan for families.

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

If in the region in which the Academy is located is in Phase 5, Greater Heights Academy will conduct instruction and all operations with the same safety protocols as we would if we were in phase 4. We will follow all protocols that are stated above under Phase 4.

**Van Atten-Densmore, Amy Sue**

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**From:** COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>  
**Sent:** Monday, August 3, 2020 4:26 PM  
**To:** Van Atten-Densmore, Amy Sue  
**Subject:** [External] COVID-19 Preparedness and Response Plan Submission Complete



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
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MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

Thank you for your recent submission of your COVID-19 Preparedness and Response Plan Submission.

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