



Holly Academy COVID-19 Preparedness and Response Plan

Address of School District: 820 Academy Road Holly, MI 48442

District Code Number: 63911

Building Code Number(s): 08734

District Contact Person: Julie Kildee

District Contact Person Email Address: kildeej@hollyacademy.org

Local Public Health Department: Oakland County Health Department

Local Public Health Department Contact Person Email Address: vermilyaj@oakgov.com

Name of Intermediate School District: Oakland Schools

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 07/29/2020



August 3, 2020 [via email]

Ms. Julie Kildee
Holly Academy
820 Academy Drive
Holly, MI 48442

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

Dear Ms. Kildee:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a large, stylized "C" and "N".

Corey Northrop
Executive Director

cc: Joan Ehrhardt, Board President
Jennifer Melton, 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

HOLLY ACADEMY (the “Academy”)

A [regular/ special] meeting of the Academy Board of Directors was held on the 29th day of July, 2020, at 5:30p.m.

The meeting was called to order at 5:34p.m. by Board Member Joan Ehrhardt:

Present: Joan Ehrhardt, Diane Wujciak, Doreen DeBenedictus, Stephen Jenkins, David Cruickshank, Dylan Adams

Absent: Sara Barton

The following preamble and resolution were offered by Board Member Doreen DeBenedictus and supported by Board Member Diane Wujciak:

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: Six (6)

Nays: Zero (0)

Resolution declared adopted.



Print Name: Joan Ehrhardt

President, Academy Board



Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located 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.


President of the Board of Directors

7/31/2020
Date



Introduction and Overview

Holly Academy is a self-managed public school academy. Students are our first priority. We believe that traditional fundamentals of education must be enhanced to form a solid foundation to prepare our students for global citizenship. The high expectations of the Academy are set above those of the accepted norms; we encourage students to excel. In addition, teaching character development and values enables a child to grow into a responsible, respectful, and inclusive member of society.

Holly Academy represents a partnership of students, staff, administration, and stakeholders. These partners are united in their commitment to the common objectives outlined in our mission statement and vision statements.

Our mission statement: To achieve individual academic success for all students through a positive family/school/community partnership.

Our vision statement: To promote the highest quality comprehensive educational environment that inspires excellence in academics and character by:

- educating the whole (social, emotional, physical, academic) child
- setting high expectations
- partnering with parents and community
- fully maximizing available resources, and
- ranking in the top 10% nationally

On March 12, 2020, Governor Whitmer announced that she was closing all Michigan schools due to the COVID-19 pandemic. On March 13 and 16, Holly Academy staff created a virtual learning plan that would suffice until our anticipated return after spring break. When it became known that schools would not reopen for the 19/20 school year, staff members revised our virtual plan to include daily instruction, online assignments, social/emotional checks, and paper/pencil packets. The State's deadline to implement our official Continuity of Learning Plan was April 27th. Holly Academy began our official plan on April 20th; however, teaching and learning had taken place beginning March 17th. Our annual end of year parent survey results indicated that 96% of our families agreed or strongly agreed that Holly Academy's response to the COVID-19 crisis was adequate and timely.



The guiding principles that have been considered when creating Holly Academy's Preparedness Plan include:

1. The health and safety of our student body and staff. While we believe that in-person instruction is the most optimal model for our students, we will not bring them back for face-to-face learning without following all guidelines included in the Michigan's 2020-2021 Return to School Roadmap.
2. The mental and social-emotional wellbeing of our students will be at the forefront of our return to school plan. Staff will prioritize the cultivation of relationships to provide emotional support to students and families.
3. Meeting the students where they are academically. The last 10 weeks of the 19/20 school year were fraught with uncertainty and academic upheaval. To ensure academic success for all, our staff will be flexible, data driven, and will prioritize resources based on student need.
4. Holly Academy will provide equitable access to learning for each student.

Holly Academy's Preparedness Plan was developed using feedback from our school community in the following ways:

1. The results of our Return to School parent survey that was administered between June 17-25. We received 411 responses to the survey - more than we had received for any survey we have previously administered. The majority of our families prefer to return to school full time, face-to-face (with implementation of state guidelines). Nine percent of respondents are interested in a 100% virtual learning option. Seventy-one percent of the families wanting full time face-to-face instruction responded that they believe this option is best for their child's learning. Fifty-eight percent of respondents indicated that they would prefer that students do not wear masks and 49% indicated their preference that teachers not wear masks.
2. Creation of Holly Academy's COVID-19 Task Force. This task force consists of all administrators (including facilities director), two Board members, six teachers, and seven parents. The parents on the task force have students in our elementary grades, as well as our middle school grades. The members have read all documents published by the State, as well as the results of our internal parent survey. Task force members give input based on their personal preferences and those of the larger school population. Task force members have contributed ideas that are included in Holly Academy's Preparedness Plan.
3. Alignment with our mission statement. To achieve academic success for all students we must work together with families to reopen school while ensuring that all students' safety is paramount in our decision making.



Holly Academy's Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

Phase 1, 2, or 3 Safety Protocols

Holly 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.

If the MI Safe Start Plan is in Phase 1-3, Holly Academy will follow all requirements included in the plan:

1. Holly Academy will be closed for in-person instruction.
2. Holly Academy will not house a licensed child care provider during phases 1-3.
3. School employees who must use the school buildings for the purpose of basic school operations including remote live instruction will be allowed to do so while wearing facial coverings and maintaining social distancing requirements. These employees will remain either in the office suite or in individual classrooms. Custodial staff will wear masks, face shields, and maintain social distancing requirements while deep cleaning. Any contractors that may be required to be in the buildings must be masked and maintain social distancing. While in closure, HA will discourage contractors from being in school buildings.
4. While Holly Academy currently does not participate in a federally funded school lunch program we publish the lunch programs that our local districts run. During spring closure, our families were afforded the opportunity to participate in both the Holly and Fenton Public Schools breakfast and lunch programs.
5. During closure deep cleaning protocols will be conducted following all required, strongly recommended, and recommended guidelines in the MI Safe Start Plan.
6. Holly Academy does not use busing; all students are transported to and from school in parent vehicles.



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

Holly Academy is dedicated to the mental and social-emotional health of our students. HA will implement a mental health screening for all students by our school social worker using the SRSS screener. Should a student be identified as a student that displays social-emotional issues, he/she will complete a more detailed screener one-on-one with the social worker (via virtual means).

As was the case during our spring closure, HA established guidelines for all staff to communicate regarding identification and rapid referral of at-risk students to our academic coach and social worker. The coach then used her intervention staff to reach out to those students and families deemed at-risk. If the intervention staff deemed a student to need social work then that child was referred to the school social worker for more in-depth communication. All students that are identified through their IEP for social work received services during spring closure through telephone and Zoom calls.

Holly Academy staff has participated in professional development in social-emotional learning and trauma-informed training. Staff has also received training in identification of at-risk students. Staff will return to school on August 24th, one week prior to students. During this week staff will receive 16 hours of professional development including a refresher on trauma-informed training. We will also conduct a PD session on self-care and resilience to prevent staff burnout. Self-care resources will be provided at this PD session.

Holly Academy currently has a comprehensive crisis management plan which can be activated efficiently, as needed. A comprehensive list of wellness resources will be created and updated regularly by our school social worker. These resources will be applicable for both staff and students.

School staff will complete a physical/mental health screener and be temperature checked daily. An answer of “yes” on the health screener or a temperature above 100.4 will require the staff member to return home to monitor symptoms. A follow-up visit with a primary health provider will be recommended.

Our school social worker is our designated mental health liaison. She will work with school personnel, local public health agencies, and community partners to ensure the mental and social-emotional wellbeing of our students. Leveraging MDE resources for student and staff mental health will be required of our social worker. Holly Academy has designated our academic coach as the touch point for COVID-19 related health concerns. Families know that they should email her if they need support.



As occurred in our spring closure, HA will communicate with families a minimum of once per week and often more frequently to provide information pertaining to:

- A return to school transition
- Destigmatization of COVID-19
- Understanding normal behavioral response to crises
- Best practices of talking through trauma with children
- Positive self-care strategies that promote health and wellness

Holly Academy's philosophy is that school is one of the primary places where students learn social and emotional skills. Whether we are in Phases 1-3, 4, 5, or 6 (back to normal) we are committed to educating the "whole child".



Phase 1, 2, or 3 Instruction

Holly Academy was very successful in the implementation of our Continuity of Learning Plan during our spring closure. Our distance learning plan consisted of the following components:

- Weekly instructional packets were provided both electronically and through paper copy (mailed) for families with connectivity issues. All Y5-2nd grade students received mailed packets and that became their primary instruction. Third-eighth grade students were familiar with Google Classroom and they completed work through that means.
- All instructional staff met with students daily through zoom sessions.
- All instructional staff communicated with students and families through email, phone calls, text messages, and Remind.
- Special education and intervention staff worked with small groups or with individuals to provide continuous support through FaceTime, Zoom sessions, and phone calls
- Specials teachers provided instructional activities for students through YouTube videos, Zoom, FaceTime, Google Classroom, and Remind.

Ninety-six percent of our families surveyed agreed or strongly agreed that Holly Academy's distance learning plan was adequate for students.

While HA provided instruction in all subject areas in our spring closure we realize that should school be closed for in-person instruction during the 20/21 school year we must provide a more rigorous virtual platform that will support student learning at a more robust frequency and assess performance both formatively and summatively.

Holly Academy has created a district Return to Instruction and Learning working group led by our Curriculum Director. This group has gathered feedback from families, staff, and students about their experiences with remote learning. This feedback was gathered from surveys and virtual conversations with the group. Revision of our plan will include the addition of "Odysseyware" to provide the rigor that will mirror our in-person teaching and learning. This virtual platform is aligned to common core standards and will be aligned with Holly Academy's units of study over the course of the next two months. HA's revised distance learning plan will be shared with all families and Board members upon completion. As is always the case, we ask for continuous feedback from stakeholders so that revisions to the virtual platform can be timely and based on student need. Student engagement will be monitored by teachers via virtual meetings through Zoom sessions. When aligning the Odysseyware units with HA's curriculum scope and sequence, teachers will be able to provide differentiation for students based on their academic needs. MDE is a constant resource for our school as we navigate through high-quality digital resources.



Holly Academy assesses all students using NWEA. NWEA has field tested more than 400,000 students remotely. HA is prepared to remote test our students using NWEA at the start of the 20/21 school year, should the need arise. As is always our practice, results of these assessments will drive instruction.

IEP's and 504 plans are reviewed each summer by our staff. Special education staff and teachers collaborate to design accommodations and best practice instruction for each student. Just as we did in our spring closure, online intervention will take place from day one. Collaboration will include delivery methods for assessments and instruction as outlined in IEP's and 504 plans. We will provide for assistive technologies that are included in IEPs. As was our practice during spring closure, school leaders (Director, Curriculum Director, and Special Education Director) will meet daily via Zoom to monitor student and teacher progress.

During spring closure those students needing occupational, physical, and/or speech and language therapy were met with on a weekly or twice weekly schedule. Should we be closed for in-person instruction in the 20/21 school year, this schedule will continue. Evaluations will be conducted by our school psychologist and social worker, as needed or required. As always, Holly Academy will remain connected with MDE about policies and guidance.

Materials that students and parents/guardians will need during closure:

1. Technology devices to support Odysseyware, Zoom, and Google Classroom
2. Internet connectivity.
3. Paper/pencil packets.
4. Trade books and textbooks.

During spring closure, HA loaned chromebooks to families that needed devices to complete instruction. We will be doing so again should we be closed in the upcoming year. Less than 10 families did not have internet capability. For those families we sent paper/pencil packets in the U.S. Mail. All K-2nd grade students also received weekly paper/pencil packets in the mail. We will continue this practice during a 20/21 closure. Designated pick-up times for trade books and textbooks will be published. These items will be placed in the gym and a staggered schedule will allow for pick-up while maintaining social distancing protocols.

Holly Academy uses various means to communicate with families. These means include, but are not limited to, email, text, the school newsletter, phone calls, home visits, and Remind. We will use these means to communicate with our stakeholders regarding:

- Expectations around the duration of the closure and reopening
- Decisions about modes of assessment, daily instructional time, and student workload
- Supports and resources for families to use at home
- Training on accessing and using HA's virtual systems



HA will continue to provide Professional Development virtually to our educators, including:

- Offering restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education
- Sharing knowledge and exchanging ideas including successes and failure around remote learning
- Sharing information and data around student assessment results, progress, and completed assignments (HA calls this practice “data-drops”)
- Training on how to use “Odysseyware”
- Building capacity around high-quality remote learning
- Using existing PLC’s for educators to collaborate on establishing consistency across grade levels and the appropriate amount of workload for students

We will monitor and assess the following:

- Connectivity and access - ensuring that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork
- Attendance - monitoring and tracking student’s online attendance daily
- Student work - teachers will assess the quality of student work and provide feedback to students and families. Students will self-assess on the quality of work and reflect on teacher feedback and their learning progress

Strongly recommended protocol not included in this plan for instruction:

- Secure supports for students who are transitioning to postsecondary. *Holly Academy is a K-8 school.*

Phase 1, 2, or 3 Operations

Operations Facilities

Holly Academy’s Facilities Director has audited necessary materials and the supply chain for cleaning and disinfection supplies. Holly Academy’s custodial staff will continue to maintain school buildings in good working order to prepare for the subsequent return of students. The Facilities Director has outlined school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties. The Facilities Director routinely coordinates with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.



Operations Technology

Holly Academy has surveyed families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. The Director and Curriculum Director have been designated as the points of contact to plan and communicate with HA's I.T. team. Training will be provided to educators to adapt remote learning for the classroom. The I.T. assistant to the department manager has been identified as our device and/or general technology support lead for the school. This position could potentially be assisted with the use of parent volunteers. Technology process leaders are the two staff members that work in our I.T. department. Their contact information is published on our website and internally to our staff. I.T. department members will act as family technology liaisons to support communication regarding the use of technology and serve as a "help desk."

During the spring closure Holly Academy developed procedures for return and inventory of school-owned devices as part of a return to school technology plan. These procedures included:

- Safely bagging devices collected at schools
- Sanitizing the devices prior to a repair or replacement evaluation
- Ordering accessories that may be needed
- Conducting maintenance routinely to remove malware and fix standard issues
- Using an asset tracking protocol
- Identifying a vendor to assist with maintaining and purchasing equipment
- Upkeep of staff and student devices and swapping out devices to minimize time that staff and students may be without a device
- Evaluating wifi access points and wired networks
- Adhering to the technology support plan for families
- Monitoring device usage and compliance with virtual learning programs
- Providing support to ensure that students and families can access virtual teaching/learning and troubleshoot problems with access
- Ensuring that students can submit assignments and be evaluated accordingly
- Scheduling ongoing staff training on platforms and tools
- Reviewing and updating (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology
- Ensuring every student has access to the appropriate technology and connectivity needed to continue learning



Operations Budget, Food Service, Enrollment, and Staffing

Based on instructional programming, Holly Academy will provide instructional resources and materials to staff and students, as feasible. We will work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.

While Holly Academy currently does not participate in a federally funded school breakfast/lunch program we ensure a plan for nutrition services by publishing the food distribution programs that our local districts run. During spring closure, our families were afforded the opportunity to participate in both the Holly and Fenton Public Schools breakfast and lunch programs.

Attendance expectations and time spent daily on schooling by grade level for students and teachers will be published for staff and families.

Strongly recommended protocols not included in this plan for operations:

- ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.
- Advocate for ISDs to coordinate with LEMPs.
- Develop a district technology plan that includes guidance for schools. *Holly Academy is a single K-8 school, thus not requiring a district plan.*



Holly Academy's Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Holly 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.

BEFORE HOLLY ACADEMY REOPENS FOR IN-PERSON INSTRUCTION

Phase 4 Mental and Social-Emotional Health

Holly Academy will provide for the health and welfare of our vulnerable students and staff by:

- Systematically reviewing all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, and 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.
- Creating 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.
- Providing staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) with N95 masks.
- Enabling 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.
- Holly Academy's social worker will implement a health screening for all students. The screening will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- HA will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- Providing 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.



- HA has identified our school social worker to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- HA has established a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed.
- The school social worker will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establishing ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Providing resources for staff self-care, including resiliency strategies.
- HA has designated our school social worker as our mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Holly Academy’s social worker will leverage MDE resources for student and staff mental health and wellness support.
- Holly Academy has designated our academic coach as the touch point for health and mental health concerns resulting from COVID-19. Families know that they should email her if they need 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

A recommended protocol for medically vulnerable students and staff that Holly Academy is not including in this plan:

- Meaningfully engage and consult with local bargaining units. *Holly Academy is non-union, thus does not have a local bargaining unit.*

Holly Academy’s philosophy is that school is one of the primary places where students learn social and emotional skills. Whether we are in Phases 1-3, 4, 5, or 6 (back to normal) we are committed to educating the “whole child”.



Phase 4 Instruction - Governance

Holly Academy has created a district Return to Instruction and Learning working group led by our Curriculum Director. This group has gathered feedback from families, staff, and students about their experiences with remote learning. This feedback was gathered from surveys and virtual conversations with the group. Revision of our plan will include the addition of “Odysseyware” to provide the rigor that will mirror our in-person teaching and learning. This virtual platform is aligned to common core standards and will be aligned with Holly Academy’s units of study over the course of the next two months. HA’s revised distance learning plan will be shared with all families and Board members upon completion. As is always the case, we ask for continuous feedback from stakeholders so that revisions to the virtual platform can be timely and based on student need. Student engagement will be monitored by teachers via virtual meetings through Zoom sessions. When aligning the Odysseyware units with HA’s curriculum scope and sequence, teachers will be able to provide differentiation for students based on their academic needs. MDE is a constant resource for our school as we navigate through high-quality digital resources.

Phase 4 Instruction

As needed, Holly Academy will activate a hybrid/blended learning program using Odysseyware at scale to deliver standards-aligned curricula and high-quality instructional materials. We will integrate synchronous and asynchronous learning should parents request a less than full time, in-person option for their student/s. When surveyed in June, 19% of our families indicated that they prefer a hybrid, or blended learning program with an every other day schedule at the start of the 20/21 school year. This integrated learning will include best practices that promote student engagement, consistency, and differentiation. As always, we will consult MDE for high-quality digital resources. We will make expectations clear to teachers around hybrid or remote instruction that include:

- Best practices for blended or remote learning - teachers will receive training beginning July 23, 2020
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students



HA will create an instructional vision that ensures that:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

HA will implement a grade-level curricula that is aligned to Michigan K-8 standards and:

- Supports teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

In collaboration with our Director of Special Education, Holly Academy will revise students' IEPs and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. Staff will:

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education and CTE.
- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- HA's academic coach will inventory all intervention programs and services available to students on the school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- HA's Director of Special Education will develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by the school psychologist and social worker.

A strongly recommended protocol for instruction that Holly Academy is not including in this plan:

- Secure supports for students who are transitioning to postsecondary. *Holly Academy is a K-8 school.*



Phase 4 Instruction - Communications and Family Supports

Holly Academy uses various means to communicate with families in their home language. These means include, but are not limited to, email, text, the school newsletter, phone calls, home visits, and Remind. We will use these means to communicate with our stakeholders regarding:

- Expectations around their child's return to school
- Clear information about schedules and configurations, if hybrid
- Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
- Plans for our elementary and middle school opening scenarios

Holly Academy will provide resources that demonstrate how we value parents as partners in their child's education. Some family supports will include:

- Training on how to access and use Odysseyware
- Resources for families to use at home (grade level activities and strategies for teaching)

Phase 4 Instruction - Professional Learning

Holly Academy is dedicated to the support and development of our teaching staff. Never has there been such an important need for professional learning. HA will provide adequate time for our educators to engage in:

- Intentional curriculum planning for the Odysseyware platform and documentation to ensure stability of instruction, whether Holly Academy is open or closed.
- Collaboration concerning students who did not engage in remote learning in the spring. These students have been identified and HA has developed a plan to provide additional supports, if needed.
- Meetings with instructional supervisors and the academic coach to share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year.
- Identifying students who potentially need additional support.
- Sharing knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

Holly Academy's Curriculum Director is creating a professional development plan with goals to:

- Offer restorative supports for teachers and learning around equity and implicit bias.
- Train all instructional administrators and teachers in the Odysseyware virtual learning platform.
- Build HA's instructional administrators and teachers capacity to design and develop blended and remote learning experiences that are equitable and engaging.



Phase 4 Operations

Operations - Facilities

Holly Academy's Facilities Director has audited necessary materials and the supply chain for cleaning and disinfection supplies. Holly Academy's custodial staff will continue to maintain school buildings in working order to prepare for the return of students. The Facilities Director routinely coordinates with our Local Emergency Management Programs (LEMP) for support and procurement of cleaning and disinfection supplies. The Facilities Director will also:

- 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 our custodial staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. This guidance will be updated in real-time based on the status of community spread across local geographies.
- Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Provide advanced training for custodial staff.
- HA custodial staff is deep cleaning over the summer.
- On July 13, 2020, the Facilities Director and administrative team audited all school buildings with a focus on:
 - ❑ How many classrooms are available
 - ❑ The size of each classroom
 - ❑ Additional spaces that are available (e.g., gym, auditorium)
 - ❑ The ventilation in each classroom
- HA's administrative team will audit school security protocols to decide if any process changes need to be implemented (ex: classrooms doors will be kept open to minimize touch points on door handles).
- School staff will follow CDC protocols if interacting with the general public.
- The Facilities Director and custodial staff will maintain facilities for in-person school operations. Overview of maintenance activities:
 - ❑ Check HVAC systems at each building to ensure that they are running efficiently
 - ❑ Air filters will be 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 into any discrete location and during travel between sites
 - ❑ Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated



- Custodial staff will follow guidance from the CDC about the use of facial coverings and face shields when performing cleaning duties

On July 13, 2020 Holly Academy's administrative team and Facilities Director conducted and documented a facility walk-through to ensure that the classrooms, common spaces, and exterior are ready for staff and students. We have ordered and received level-1 face coverings, including those with a transparent front. Level-1 face coverings and face shields have been ordered and received for our custodial staff.

A strongly recommended protocol for facilities that Holly Academy is not including in this plan:

- Audit any additional facilities that the district may have access to that could be used for learning. *Holly Academy is a school and district; thus, we do not have access to additional facilities.*

Phase 4 Operations - Budget, Food Service, Enrollment, and Staffing

Before school reopens for in-person instruction (July and August, 2020) the Holly Academy administrative team and selected staff members will:

- Assess student arrival protocols. HA students are transported to and from school in parent vehicles. All students will be dropped off at specified doors. No visitors will be allowed in the buildings.
- Conduct staff and student surveys to understand who is returning to HA.
 - Staff surveys will include a breakdown of staff - administrators, teachers, support staff, social worker, etc.
 - The administrative team will develop a staffing plan to account for teachers and staff that are not returning or are at risk.
 - Include students with preexisting conditions who may need an online learning option.
- HA's administrative team is assessing the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- If needed, the HA administrative team will recruit, interview and hire new staff.
- The administrative team has considered redeploying underutilized staff to serve core needs.
- HA has identified and modified staff positions that would enable high-risk staff to provide remote services.
- The administrative team will communicate any student enrollment or attendance policy changes with school staff and families.
- The HA administrative team will consider recruiting, interviewing, and hiring staff remotely.



- The HA Finance Director and Director have sought guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- In early August, the office assistant will inventory how many substitute teachers are available.
- Back to school communications will be sent every Monday through August 31st to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- The office manager has verified that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. The administrative team has created a master list of any changes to distribute at the first staff meeting.
- The Director will consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with the staff, at large.
- The administrative team (including the Director, Finance Director, and Board of Directors Finance Committee) routinely participates in budgeting exercises to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- HA's administrative team will orient new school staff to any operational changes.
- The Curriculum Director and academic coach are creating master teaching schedules which include: student and faculty arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.

Strongly recommended protocols for budget, food service, enrollment, and staffing that Holly Academy is not including in this plan:

- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for. *Holly Academy is non-union, thus we do not have a local bargaining unit.*
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local health guidance. *Holly Academy does not participate in a federally funded breakfast/lunch program.*

Phase 4 Operations - Technology

Holly Academy has surveyed families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. The Director and Curriculum Director have been designated as the points of contact to plan and communicate with HA's IT team. Training will be provided to educators to adapt remote learning for the classroom. The IT assistant to the department manager has been identified as our device and/or general technology support lead for the school. This position could potentially be assisted with the use of parent volunteers. Technology process leaders are the two staff members that work in our IT department. Their contact information is published on our website and internally to our staff. IT



department members will act as family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”

During the spring closure Holly Academy developed procedures for return and inventory of school-owned devices as part of a return to school technology plan. These procedures include:

- Safely bagging devices collected at schools
- Sanitizing the devices prior to a repair or replacement evaluation
- Ordering accessories that may be needed
- Conducting maintenance routinely to remove malware and fix standard issues
- Using an asset tracking protocol
- Identifying a vendor to assist with maintaining and purchasing equipment
- Upkeep of staff and student devices and swapping out devices to minimize time that staff and students may be without a device
- Evaluating wifi access points and wired networks

WHEN HOLLY ACADEMY REOPENS FOR IN-PERSON OR HYBRID/BLENDED INSTRUCTION

Phase 4 Safety Protocols

If southeast Michigan is still in Phase 4 of the MI Safe Start Plan when school is expected to resume on August 31, 2020, Holly Academy will offer in-person instruction full time for all students. HA will follow all the required components of the Safe Start Plan.

Phase 4 Personal Protective Equipment

Holly Academy will require that facial coverings must always be worn by staff except for during meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Staff members who cannot medically tolerate a facial covering must provide a note from a physician or physician assistant to that effect. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. Y5-5 and special education teachers should consider wearing clear masks; however, this is a choice that the individual teacher can make. Homemade facial coverings must be washed daily. Disposable facial coverings must be disposed of at the end of each day.

Facial coverings must always be worn in hallways and common areas by Y5-8 students in the buildings except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Students who cannot medically tolerate a facial covering must



provide a note from a physician or physician assistant to that effect. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings must be washed daily. Disposable facing coverings must be disposed of at the end of each day. Note: students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

HA students in grades Y5-5 will remain in cohorts with their homeroom class throughout the school day and will not come into close contact with students in other classes. Thus, these students will not be required to wear a facial covering inside their classrooms. However, mask wearing will be recommended for those families that want to take this additional measure. Specials teachers will come to the classrooms to instruct, rather than the students travelling to the teachers. Physical education class will occur outside, weather permitting. When PE is held indoors, social distancing of six feet will be practiced.

Holly Academy will require that facial coverings must be worn in classrooms by all students grades 6-8. Any student who cannot medically tolerate a facial covering must not wear one. Students who cannot medically tolerate a facial covering must provide a note from a physician or physician assistant to that effect. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

Strongly recommended protocols for PPE that Holly Academy is not including in this plan:

- Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. *Holly Academy does not have busing. All students are transported to and from school in parent vehicles.*
- Facial coverings should be considered for Y5-5 students and students with special needs in classrooms. *Based on the results of our parent survey and recommendations from the Michigan Chapter of the American Academy of Pediatrics we will not require masks inside the classroom for cohorts of Y5-5 students.*

Phase 4 Hygiene

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



Teachers will be educated on how to cough and sneeze into their elbows, or to cover with a tissue and in turn will educate their students on these procedures. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques. Other hygiene procedures will include:

- Systematically and frequently checking and refilling soap and hand sanitizers
- Students and teachers having scheduled handwashing with soap and water every 2-3 hours
- Limiting sharing of personal items and supplies, such as writing utensils
- Keeping students' personal items separate and in individually labeled cubbies, containers, or lockers
- Limiting the use of classroom materials to small groups and disinfecting between use or providing adequate supplies to assign for individual student use
- Procuring portable hand sanitizing stations to set up throughout school buildings

Phase 4 Spacing, Movement, and Access

Holly Academy is committed to providing a safe classroom environment by adhering to the following measures:

- Space desks six feet apart in classrooms, if feasible.
- In classrooms where large 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 maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests will not be allowed in the school buildings except under extenuating circumstances determined by administration.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers will be used at six foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be posted in waiting and reception areas.
- Signs will be posted on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, must wear a facial covering, and 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 buildings.
- If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
- As able and appropriate, HA will try to cohort groups of students to isolated hallways or areas that can be monitored,



- Specials (music and Spanish) 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.
- Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- When possible, physical education will be held outside and social distancing of six feet will be practiced if PE is held in the gymnasiums.
- Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways will be divided with either side following the same direction.

Strongly recommended protocols for spacing, movement, and access that Holly Academy is not including in this plan:

- Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements. *Parent survey results indicate that the majority of HA families wish to return to school full time, everyday. To accomplish this, we cannot space desks six feet apart in every classroom, due to space constraints.*
- If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone. *Parent survey results indicate that a staggered school schedule is not desired by our families.*
- Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access. *NA*
- Entrances and exits should be kept separate to keep traffic moving in a single direction. *Not feasible in our school configuration.*

Phase 4 Instruction

When Holly Academy reopens for in-person or hybrid/blended instruction we will ensure that every student has access to standards-aligned, grade level instruction. Instruction will include strategies to accelerate student learning. We will administer the NWEA assessments K-8, to determine student readiness to engage in grade level content. Grade level instruction will offer scaffolds and supports to meet the diverse academic and social-emotional needs of students, as needed. For those families that require a hybrid/blended learning program, Holly Academy will activate Odysseyware at scale to deliver standards-aligned curricula and high-quality instructional materials. This integrated learning will include best practices that promote student



engagement, consistency, and differentiation. As always, we will consult MDE for high-quality digital resources. We will make expectations clear to teachers around hybrid/blended or full time in-person teaching and that will include:

- Checkpoints with instructional supervisors and the academic coach around curriculum pacing and monitoring of student progress with emphasis on the growth of students who need acceleration.
- Reviewing student data (in data drop meetings) to identify overall trends and gaps in student learning to design supports and interventions.
- Based on student needs identified in data drops, HA will purchase any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning.
- Setting expectations for teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- HA will activate structures outside of the regular school day, such as summer learning options (one-to-one tutoring and summer camps), and after-school programming, to potentially be leveraged to support students in need of additional support.
- Administration will direct teachers to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- If a hybrid/blended option is utilized by families, HA will activate plans to monitor and assess the following:
 - ❑ Connectivity and access:
Staff will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - ❑ Attendance:
HA teachers will monitor and track students' online attendance on a daily basis.
 - ❑ Student work:
Teachers will assess the quality of student work and provide feedback to students and families.
Students will self-assess the quality of work, reflect on teacher feedback, and their learning progress.

HA will implement a grade-level curricula that is aligned to Michigan K-8 standards and supports teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

In collaboration with our Director of Special Education, Holly Academy will review/revise students' IEPs and 504 plans in coordination with general and special education teachers to



reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. Staff will:

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education and CTE.
- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Remain connected with MDE about policies and guidance.
- HA's Director of Special Education will develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by the school psychologist and social worker.

If schools are instructed to close for in-person instruction:

- HA's IT department will disseminate digital learning devices and move to our Odysseyware virtual platform.
- The IT department will communicate procedures for return and inventory of school owned devices as part of our return to school technology plan. The procedures will include:
 - Safely bagging devices collected at HA
 - Transporting devices to a central location
 - Sanitizing the devices prior to repair
 - Conducting required maintenance
- The IT department will ensure that the school access points and wired network devices are functional.

Phase 4 Screening Students and Staff

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

Staff and student wellbeing will be paramount by adhering to the following protocols:

- HA has identified and designated a quarantine area and a staff person (office assistant) to care for 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 should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask will be required.



- All staff will be temperature checked daily and required to complete a symptom screener prior to entering classrooms. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will be sent home.
- A monitoring form (paper or electronic) for screening employees has been developed.
- Families will be encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Strongly recommended protocols for screening students and staff that Holly Academy is not including in this plan:

- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines. *The decision to test for COVID if a student is symptomatic is a parent decision that we cannot dictate.*

Phase 4 Testing Protocols for Students and Staff and Responding to Positive Cases

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

HA protocols include the following:

- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported home by their parent, guardian, or emergency contact. Families will determine whether COVID testing will take place. If clinically unstable, the student will travel by ambulance for off-site testing. Students will not return to school until no symptoms are present.
- Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported out of the building for possible COVID testing. Staff members will not return to school until no symptoms are present.
- 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 should be closely monitored for any symptoms of



COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

- Parents and guardians will be encouraged to check students' temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Phase 4 Responding to Positive Tests Among Staff and Students

Holly 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/she showed symptoms to the time when he/she was last present at the school. HA will notify health officials, staff, and families 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. Holly Academy will help the local health department by collecting data and contact information of those exposed.
- HA 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 should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.



Strongly recommended protocols for testing of student and staff and responding to positive cases that Holly Academy is not including in this plan:

- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines. *The symptoms of COVID are many and mirror other illnesses. The decision to subject a student to a COVID test is left up to the family.*

Phase 4 Food Service, Gathering, and Extracurricular Activities

Holly Academy will prohibit indoor assemblies that bring together students from more than one classroom. Other protocols that HA will follow:

- HA has always used classrooms for students to eat meals at school. We will continue to use classrooms and outdoor areas (weather permitting) for meals.
- Students, teachers, and staff will wash hands before and after every meal.
- 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 should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- If possible, HA will offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities will continue with the use of facial coverings.

Phase 4 Athletics

Holly Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). In addition:

- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. *(Holly Academy does not use school transportation.)*
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.



- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Phase 4 Cleaning

Holly Academy will adhere to the following cleaning requirements:

- Frequently touched surfaces including light switches, doors, benches, 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 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 will continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.
- The Facilities Director will 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.
- Custodial staff must wear gloves, a surgical mask, and face shield when performing all cleaning activities.

Phase 4 Busing and Student Transportation

Holly Academy does not use buses for student transportation. All students are transported to and from school and athletic activities in parent vehicles.

Phase 4 Medically Vulnerable Students and Staff

Holly Academy is committed to providing a safe environment for its medically vulnerable students and staff. To this end the following protocols will be followed:

- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, and 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.



- HA has created a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and has 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 to improve its effectiveness. We will share this information in our weekly updates to our stakeholders.
- Staff caring for children and providing any medical care that includes 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.

Strongly recommended protocols for medically vulnerable students and staff that Holly Academy is not including in this plan:

- Meaningfully engage and consult with local bargaining units. *Holly Academy does not have a bargaining unit.*



Holly Academy's Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Holly 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 5 Protocols

If southeast Michigan moves to Phase 5 of the MI Safe Start Plan when school is expected to resume on August 31, 2020, or during the 20/21 school year, Holly Academy will offer in-person instruction full time for all students. HA will follow all the required components of the Safe Start Plan.

Phase 5 Personal Protective Equipment

In Phase 5, Holly Academy will not require facial coverings be worn by students or staff members. Should students or staff members choose to wear a facial covering they may do so. This protocol aligns with the results of our Return to School parent survey conducted in June. Results indicated that 58% of our families prefer that their students do not wear masks upon their return to school. Thirty-three percent of our families indicated that they will wait to make the decision regarding mask wearing depending on the phase that Michigan is in when school resumes. Forty-nine percent of our families indicated that they prefer that teachers not wear masks. Twenty-two percent of families indicated their decisions regarding teachers wearing masks would depend on what phase Michigan is in when school resumes.

Holly Academy students in grades Y5-5 will be kept in cohorts (homeroom classes) throughout the day and will not be exposed to other students. Specials teachers (music and Spanish) will travel to classrooms to limit exposure. Middle school students (grades 6-8) will be kept in cohorts of students, if feasible.

Based on the results of our parent survey and recommendations from the Michigan Chapter of the American Academy of Pediatrics, strongly recommended and recommended protocols for PPE that Holly Academy is not including in this plan:

- Facial coverings should 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 should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
- PreK-5 and special education teachers should consider wearing clear masks.
- Homemade facial coverings should be washed daily.



- Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should 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 preK-5 are encouraged but not required.
- Homemade facial coverings should be washed daily.
- Disposable facing coverings should be disposed of at the end of each day.
- Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
- Facial coverings should be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.
- Facial coverings should be worn in classrooms by grades 6-12 students. Any student who cannot medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.
- Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Phase 5 Hygiene

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

Teachers will be educated on how to cough and sneeze into their elbows, or to cover with a tissue and in turn will educate their students on these procedures. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques. Other hygiene procedures will include:

- Systematically and frequently checking and refilling soap and hand sanitizers
- Students and teachers having scheduled handwashing with soap and water every 2-3 hours
- Limiting sharing of personal items and supplies such as writing utensils
- Keeping students' personal items separate and in individually labeled cubbies, containers, or lockers
- Limiting the use of classroom materials to small groups and disinfecting between use, or providing adequate supplies to assign for individual student use



- Procuring portable hand sanitizing stations to set up throughout school buildings

Phase 5 Spacing, Movement, and Access

Holly Academy is committed to providing a safe classroom environment by adhering to the following measures:

- Spacing is six feet between desks to the extent that it is feasible.
- In classrooms where large 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 maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests will not be allowed in the school buildings except under extenuating circumstances determined by administration.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers will be used at six foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be posted in waiting and reception areas.
- Signs will be posted on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, must wear a facial covering, and 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 buildings.
- If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
- As able and appropriate, HA will try to cohort groups of students to isolated hallways or areas that can be monitored.
- Specials (music and Spanish) will be brought to the classrooms to limit exposure.
- 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.
- Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- When possible, physical education will be held outside and social distancing of six feet will be practiced if PE is held in the gymnasiums.
- Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways will be divided with either side following the same direction.

Recommended protocols for spacing, movement, and access that Holly Academy is not including in this plan:



- Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access. *NA*

Phase 5 Screening Students, Staff, and Guests

In Phase 5, Holly Academy will remain cooperative with the local public health department regarding implementing protocols for screening students and staff.

Staff and student wellbeing will be paramount by adhering to the following protocols:

- HA has identified and designated a quarantine area and a staff person (office assistant) to care for 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 should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask will be required.
- All staff will be temperature checked daily and required to complete a symptom screener prior to entering classrooms. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will be sent home.
- A monitoring form (paper or electronic) for screening employees has been developed.
- Families will be encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.

Recommended protocols for screening students and staff that Holly Academy is not including in this plan:

- Entrances and exits should be kept separate to keep traffic moving in a single direction.
Will not work with our school configuration.

Phase 5 Testing Protocols for Students and Staff and Responding to Positive Cases

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



HA protocols include the following:

- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported home by their parent or guardian, or emergency contact. Families will determine whether COVID testing will take place. If clinically unstable, the student will travel by ambulance for off-site testing. Students will not return to school until no symptoms are present.
- Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported out of the building for possible COVID testing. Staff members will not return to school until no symptoms are present.
- 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 should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians will be encouraged to check students' temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Phase 5 Responding to Positive Tests Among Staff and Students

Holly 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/she showed symptoms to the time when he/she was last present at the school. HA will notify health officials, staff, and families 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. Holly Academy will help the local health department by collecting data and contact information of those exposed.



- HA 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 should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Phase 5 Food Service, Gathering, and Extracurricular Activities

Holly Academy will prohibit indoor assemblies that bring together students from more than one classroom. Other protocols that HA will follow:

- HA has always used classrooms for students to eat meals at school. We will continue to use classrooms and outdoor areas (weather permitting) for meals.
- Students, teachers, and staff will wash hands before and after every meal.
- All gatherings, including those that occur outdoors will comply with current and future executive orders that set caps on congregations of people.
- When field trips occur, they will comply with guidelines contained within this document, including mandatory facial covering.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- HA will offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities will continue with the use of facial coverings.

Phase 5 Athletics

Holly Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). In addition:

- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.



- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. (*Holly Academy does not use school transportation.*)
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 250 people, and people not part of the same household must maintain six feet of distance from one another.

Phase 5 Cleaning

Holly Academy will adhere to the following cleaning requirements:

- Frequently touched surfaces including light switches, doors, benches, 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 must undergo cleaning after every class period with either an EPA approved disinfectant or diluted bleach solution.
- 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 should be cleaned with either an EPA approved disinfectant or diluted bleach solution before and after each use.
- The Facilities Director will 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 should wear gloves, masks, and a face shield when performing all cleaning activities.

Phase 5 Busing and Student Transportation

Holly Academy does not use buses for student transportation. All students are transported to and from school and athletic activities in parent vehicles.



Phase 5 Medically Vulnerable Students and Staff

Holly Academy is committed to providing a safe environment for its medically vulnerable students and staff. To this end the following protocols will be followed:

- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, and 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.
- HA has created a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and has 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 to improve its effectiveness. We will share this information in our weekly updates to our stakeholders.
- Staff caring for children and providing any medical care that includes 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 5 Instruction

In Phase 5, whether families choose a virtual learning option, a hybrid/blended option, or a full time in-person learning option, Holly Academy will:

- Ensure that every student:
 - ❑ Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning
 - ❑ Is assessed to determine student readiness to engage in grade-level content
 - ❑ Is offered scaffolds and supports to meet their diverse academic and social-emotional needs
- Conduct checkpoints with instructional administrators and the academic coach around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.



- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options (one-on-one tutoring and summer camps), extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- HA will communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

Phase 5 Mental and Social-Emotional Health

Holly Academy will provide for the health and welfare of our students and staff by:

- Implementing a health screening for all students by our school social worker. The screening will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- HA will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- Providing 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.
- HA has identified our school social worker to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- HA has established a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed.
- The school social worker will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establishing ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Providing resources for staff self-care, including resiliency strategies.



- HA has designated our school social worker as our mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leveraging MDE resources for student and staff mental health and wellness support.
- Holly Academy has designated our Academic Coach as the touch point for health and mental health concerns resulting from COVID-19. Families know that they should email her if they need 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

Phase 5 Facilities

Holly Academy's Facilities Director has audited necessary materials and the supply chain for cleaning and disinfection supplies. Holly Academy's custodial staff will continue to maintain school buildings in working order. The Facilities Director routinely coordinates with our Local Emergency Management Programs (LEMP) for support and procurement of cleaning and disinfection supplies. The Facilities Director will also:

- 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 our custodial staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. This guidance will be updated in real-time based on the status of community spread across local geographies.
- Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Provide advanced training for custodial staff.
- On July 13, 2020, the Facilities Director and administrative team audited all school buildings with a focus on:
 - ❑ How many classrooms are available
 - ❑ The size of each classroom
 - ❑ Additional spaces that are available (e.g., gym, auditorium)
 - ❑ The ventilation in each classroom
- HA's administrative team will audit school security protocols to decide if any process changes need to be implemented (ex: classrooms doors will be kept open to minimize touch points on door handles).



- School staff will follow CDC protocols if interacting with the general public.
- The Facilities Director and custodial staff will maintain facilities for in-person school operations. Overview of maintenance activities:
 - ❑ Check HVAC systems at each building to ensure that they are running efficiently.
 - ❑ Air filters will be 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 into any discrete location and during travel between sites.
 - ❑ Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted and disseminated to all classrooms.
 - ❑ Custodial staff will follow guidance from the CDC about the use of facial coverings and face shields when performing cleaning duties.

On July 13, 2020 Holly Academy's administrative team and Facilities Director conducted and documented a facility walk-through to ensure that the classrooms, common spaces, and exterior are ready for staff and students. We have ordered and received level-1 face coverings, including those with a transparent front. Level-1 face coverings and face shields have been ordered and received for our custodial staff.

Phase 5 Budget, Food Service, Enrollment, and Staffing

In Phase 5 of the MI Safe Start Plan, Holly Academy administrative team and selected staff members will:

- Assess student arrival protocols. HA students are transported to and from school in parent vehicles. All students will be dropped off at specified doors. No visitors will be allowed in the buildings.
- Conduct staff and student surveys to understand who is returning to HA.
 - ❑ Staff surveys will include a breakdown of staff - admin, teachers, support staff, social worker, etc.
 - ❑ The administrative team will develop a staffing plan to account for teachers and staff that are not returning or are at risk.
 - ❑ Include students with preexisting conditions who may need an online learning option.
- HA's administrative team is assessing the need for new or additional positions with a specific focus on student and staff wellness and technology support.
- If needed, the HA administrative team will recruit, interview and hire new staff.
- The administrative team has considered redeploying underutilized staff to serve core needs.



- HA has identified and modified staff positions that would enable high-risk staff to provide remote services.
- The administrative team will communicate any student enrollment or attendance policy changes with school staff and families.
- The HA administrative team will consider recruiting, interviewing, and hiring staff remotely.
- The HA Finance Director and Director have sought guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- The school social worker, academic coach, and intervention staff will coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- In early August, the office assistant will inventory how many substitute teachers are available.
- Back to school communications will be sent every Monday prior to when school resumes and every Friday thereafter to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- The office manager has verified that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. The administrative team has created a master list of any changes to distribute at the first staff meeting.
- The Director will consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with the staff at large.
- The administrative team (including the Director, Finance Director, and Board of Directors Finance Committee) routinely participates in budgeting exercises to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- HA's administrative team will orient new school staff to any operational changes.
- The Curriculum Director and academic coach are creating master teaching schedules which include: student and faculty arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.

Recommended protocols for budget, food service, enrollment, and staffing that Holly Academy is not including in this plan:

- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for. *Holly Academy is non-union, thus we do not have a local bargaining unit.*
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local health guidance. *Holly Academy does not participate in a federally funded breakfast/lunch program.*



Phase 5 Technology

Holly Academy has surveyed families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. The Director and Curriculum Director have been designated as the points of contact to plan and communicate with HA's IT team. Training will be provided to educators to adapt remote learning for the classroom. The IT assistant to the department manager has been identified as our device and/or general technology support lead for the school. This position could potentially be assisted with the use of parent volunteers. Technology process leaders are the two staff members that work in our IT department. Their contact information is published on our website and internally to our staff. IT department members will act as family technology liaisons to support communication regarding the use of technology and serve as a "help desk."

During the spring closure Holly Academy developed procedures for return and inventory of school-owned devices as part of a return to school technology plan. These procedures include:

- Safely bagging devices collected at schools
- Sanitizing the devices prior to a repair or replacement evaluation
- Ordering accessories that may be needed
- Conducting maintenance routinely to remove malware and fix standard issues
- Using an asset tracking protocol
- Identifying a vendor to assist with maintaining and purchasing equipment
- Upkeep of staff and student devices and swapping out devices to minimize time that staff and students may be without a device
- Evaluating wifi access points and wired networks
- If feasible, live streaming of classroom teaching for students who are medically vulnerable

Phase 5 Busing and Student Transportation

Holly Academy does not use buses for student transportation. All students are transported to and from school and athletic activities in parent vehicles.

In conclusion, all protocols in Phase 5 of Holly Academy's MI Safe Start Plan mirror those in Phase 4 with one exception regarding facial coverings. In Phase 5, facial coverings will be optional for students in grades 6-8 and for staff.

This Preparedness Plan has been developed for Holly Academy based on our school demographics, results of our parent survey regarding reopening, and following the required, strongly recommended, and recommended protocols of Governor Whitmer's MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap.

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Monday, August 3, 2020 3:50 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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GRETCHEN WHITMER
GOVERNOR

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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