



Pathways Academy Charter School COVID-19 Preparedness and Response Plan

Address of School District: **11340 E. Jefferson Ave; Detroit, MI 48214**

District Code Number: **82737**

Building Code Number(s): **02396**

District Contact Person: **Michelle Shawver**

District Contact Person Email Address: **mshawver@pathwaysdetroit.com**

Local Public Health Department: **Wayne County Health Department
3245 E Jefferson Ave, Detroit, MI 48207**

Local Public Health Department Contact Person Email Address: **Angela Nance 313-876-0938
dhealth@detroitmi.gov**

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

Name of Authorizing Body: **Detroit Public Schools Community District**

Date of Adoption by Board of Directors: **August 6, 2020**



Assurances

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

A handwritten signature in blue ink, appearing to read "Sean G.", is written over a horizontal line.

President of the Board of Directors

August 6, 2020

Date



Introduction and Overview

Pathways Academy is a public charter school in Detroit, Michigan, that serves pregnant teens and young parents in grades 7-12. Within a caring and supportive environment, this 21st Century school provides students with the academic and ethical skills necessary for success.

Pathways Academy uses Apex Learning as its main curriculum resource. Apex is correlated with the Michigan Core Curriculum Content Standards and the Common Core State Standards. Students work with certified instructional staff, utilizing computer-assisted instruction to master the skills necessary to meet those standards. Through a blended learning approach, the course of study is focused on interdisciplinary activities and real-world applications. Day-care and early childhood education services are provided onsite and accelerated credit recovery opportunities are offered.

At Pathways Academy, students work at their own pace while applying learning and time management skills, and where all students dedicate their high school years to getting ready and focused for college experience and career paths. Failure is not an option. General education skills are taught within a caring and supporting environment, while applied knowledge and community service are part of the curriculum requirements. Students will see a distinct connection between the core curriculum and the real-world, while project-based and collaborative learning shapes each student's pathway to college and career readiness. With the help of technology, learning is extended beyond the four walls of the traditional classroom.

During this pandemic, Pathways Academy Charter School has remained committed to keeping our students and their babies at the center of all that we do. The public health crisis has only strengthened our commitment. We are intentionally focused on our students, most of whom are pregnant teens or teen parents (moms and dads) and emphasize the collaboration between schools, communities, and health care sectors for the purpose of better aligning resources in support of the whole child.

Our district values the opinions and ideas of all stakeholders. For this reason, we created a Return to School Advisory Committee. This committee was formed in late May and met weekly through mid-June to discuss options for a safe return to school. Meetings resumed in early July to finalize the plan utilizing the information provided by Governor Whitmer and her Advisory Council through Executive Order 2020-142.



Our Return to School Advisory Committee was made up of internal and external stakeholders. The stakeholders who participated in or provided information for the creation of the COVID-19 Preparedness Plan included:

- Management Company
- Board of Directors
- School Principal
- Instructional Coach
- Wayne RESA Educational Improvement Consultant
- Wayne RESA Project Service Provider
- Director of Compliance and Special Projects Coordinator
Education Management & Networks, Inc
- Instructional Staff (teachers, interventionists, home school advocates)
- Pupil Accounting Manager
- Social Workers and Guidance Counselor
- Baby Room Staff
- Transportation Providers
- Technology Department (Document Solutions)
- Parents - via phone calls
- Students - via Survey Monkey and phone call surveys
- Community Partners -
 - Oak Grove AME Church
 - Parkway Foods
 - Principal – Burton Glen Charter Academy – Burton, MI
 - School Leader/Chief Administrative Officer of Great Lakes Academy – Pontiac, MI

All of the above-mentioned stakeholders were involved in the development of the plan via conference calls, one-on-one phone calls, Zoom meeting (May 27th, June 3rd, June 10th, June 17th, July 15th, July 17th, July 22nd and July 29th) conference calls, and email exchanges. In the final stages of completing the plan, the school leader brought the plan back to the management company and the Board of Directors for final feedback before submission to the authorizer, Detroit Public Schools Community District (DPSCD).

Members of the Return to School Advisory Committee also participated in meetings hosted by MAPSA and Wayne RESA for guidance on completing the COVID-19 Preparedness Plan.

Members of the Return to School Advisory Committee communicated, via phone, with the staff at the Wayne County Health Department and the Detroit Health Department to ensure adherence to state and local guidelines as determined by the CDC.



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

Phase 1, 2, or 3 Safety Protocols

Personal Protective Equipment and Hygiene

- Pathways Academy will be closed for face-to-face instruction
- The School leader and other personnel may be in the building on occasion
 - Adherence to CDC guidelines will be enforced
 - Masks and gloves mandatory

Spacing and Movement

- Pathways Academy will be closed for face-to-face instruction
- The School leader and other personnel may be in the building on occasion
 - Adherence to CDC guidelines will be enforced
 - Social Distancing enforced

Screening Students

- Pathways Academy will be closed for face-to-face instruction

Responding to Positive Tests Among Staff and Students

- Pathways Academy will be closed for face-to-face instruction

Food Service, Gathering and Extracurricular Activities

- Pathways Academy will be closed for face-to-face instruction

Athletics

- Pathways Academy has no athletic programs

Cleaning

- The building will undergo a deep clean within 48 hours of closing
- The building will undergo a deep clean and antimicrobial application (if necessary) before reopening for face-to-face instruction

Busing and Student Transportation



- We will have two rented vehicles and two drivers available to assist students with obtaining the Grad-and-Go Meals.
- These drivers will visit local Gleaners and Forgotten Harvest food distribution sites and drop off food items to students in need.

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

Teachers and staff will maintain contact with every student at least one time during the week utilizing a variety of communication tools. The following tools will be utilized to communicate with students and families over the next few months in order to continue to build relationships and maintain connections and to help support the safety and wellness of students: phone calls, social media, surveys, Zoom calls, FaceTime and videos of the baby room staff reading stories for children of Pathways Academy students.

Pathways Academy staff will continue to conduct wellness checks. Home-School Advocates, instructional staff, interventionists and other support staff, will contact assigned students weekly to discuss status of work completion, engagement, and any needs. These checks will include all learners at Pathways.

Pathways Academy plans to Continue to provide resources such as emergency diapers, wipes, and formula to students for their babies.

All Pathways Academy staff will be provided with information for the Employee Assistance Program through Cigna.

Life Assistance Program – 24/7 support
800.538.3543
www.cignabehavioral.com/cgi

Pathways Academy staff will continue to work with Wayne RESA for emotional support and well-being. Professional Development will include the following topics:

- Trauma Informed Schools
- ACES
- Self-Care
- Implicit Biases
- Resilience



Phase 1, 2, or 3 Instruction

Governance

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Remote Instruction

Pathways Academy Charter School will be closed for face-to-face instruction.

Our district will utilize the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Use of online learning (Apex Learning System)
- Utilizing email to share pertinent instructional information with students and families
- Synchronous and Asynchronous instruction using Zoom and Edmodo or Microsoft Teams

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning. The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

Pathways Academy's instructional team will deliver instructional content via instructional technology ensuring all students are supplied with a Chromebook and a Kajeet Internet device. Each teacher and interventionist will host five 20-30-minute synchronous lessons a week and all students will be encouraged to participate. Each member of the instructional team will video record two of these lessons and archive so that students may view the lessons at their convenience. The instructional team will create virtual learning stations within Edmodo or Teams. Each learning station will contain 5-6 self-paced, learning activities, along with a teacher-directed asynchronous instructional video. Teachers and interventionists are available via telephone, email, text or social media platforms for one-on-one or small-group instruction Monday through Friday between the hours of 8:30 AM and 4:00 PM or by appointment. Students will continue to complete content-area coursework on the Apex Learning system.

Pathways Academy staff will continue to work with Wayne RESA for to provide Professional Development will include the following topics:

- Trauma Informed Schools
- ACES
- Engaging Students in a Remote Environment
- Using Zoom & Edmodo for instruction



Communication and Family Supports

1. Use a robocall software (Dial My Calls) to send communications and announcements via phone, text and/or email to families
2. Teachers will maintain contact with every student at least one time during the week utilizing a variety of communication tools. The following tools will be utilized to communicate with students maintain connections and to help support the safety and wellness of students: phone calls, social media, surveys, Zoom calls and FaceTime
3. Communicate expectations – send letter re daily and weekly performance, send letter re curriculum, student proficiency levels

Offer family supports that provide families with:

- Offer family supports – Apex, Zoom training videos, other educational tech videos, at-home learning strategies for parents and teens
- Training about how to access and use the school’s chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy;
- and Strategies to support their child’s learning at home.

Monitoring

- Pathways Academy staff will conduct wellness checks. Home-School Advocates, instructional staff, interventionists and other support staff, will contact assigned students weekly to discuss status of work completion, engagement, and any needs
- Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process.
- Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:
 - Purposeful planning with School Leader, Wayne RESA support and Instructional Coach
 - Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
 - Special education teachers will work closely with general education teachers in order to modify course work and scaffold instruction in order to better meet the needs of all students.



- Special education teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
- Pathways Academy's instructional team will manage and monitor learning completed by students in virtual learning stations via digital self-assessment checklists within Microsoft Teams. The instructional team will also manage and monitor learning using online assessments (e.g., Kahoot, Quizizz, FlipGrid, Socrative, and other assessment instruments).
- The instructional team will provide feedback and remediation using one-on-one check-ins with students via Microsoft Teams, telephone calls, email messages, text messages, and social media platforms.

Phase 1, 2, or 3 Operations

Facilities:

Pathways Academy staff will:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff will wear surgical masks when performing cleaning duties
- Work with Wayne RESA as they Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.

Technology:

- Student Chrome Books and KaJeet (Wi-Fi sticks) were distributed to many students in the spring.
- We have ordered additional Chromebooks and Kajeet devices to ensure we have enough for every student to receive the necessary technology to engage in the curriculum.
- We will setup home delivery of Chromebooks and Kajeet devices as soon as the shipments arrive, which is scheduled for mid-August.
 - Families will be contacted to schedule a delivery time that fits their schedule.
 - Families may also call 313-330-8062 to arrange a delivery time that fits their schedule.
 - Please note that precautions were and will be taken to ensure that CDC guidelines regarding social distancing are followed.

Two staff members have been identified and trained to inventory and track devices. They will:



- inventory devices when received and then track them for distribution to staff and students.
- monitor to students are not using the devices to visit unapproved sites
- monitor to determine daily/monthly internet usage per device to assist teachers in determining student engagement

Some staff will be utilized and functioning in a multi-purpose capacity. For example, having our transportation staff, to the extent that they can do so safely, assist with the delivery of instructional materials to the residences of students with disabilities and those who have limited transportation and are unable to retrieve information electronically.

School Leader - Maintaining the overall functioning of the academy while ensuring all activities are in adherence with the Governor's Executive Orders. Maintaining consistent communication with all stakeholders including, staff, students, parents, management company, authorizer, partners and community

Instructional Staff (includes general education and special education teachers and interventionists),
- Remote instruction via Zoom meetings, Edmodo, phone calls, asynchronous instructional videos.

Advocates - Reaching out to home-school students to ensure adequate access to curriculum and to instructional staff. Well-being checks also provided to monitor student's physical and emotional health.

Social Workers - Reaching out to students to monitor physical and emotional health. Offering referrals to community resources as needed. Communicating with school leader, transportation and other school staff as necessary to ensure students receive school supplied resources as needed (includes, laptops, Internet access, diaper wipes and formula on emergency basis)

Administrative Staff (includes Guidance Counselor, Secretaries, Office Assistant)- mailing letters to parents/students and instructional packets; monitoring and updating social media so stakeholders stay informed.

Pupil Accounting Manager - ensuring that communications with Wayne RESA is continuous and that student attendance is accurately reported

Guidance Counselor - updating students' profiles as students pass classes; ensuring that student grades are input into the system and students are enrolled into classes as they complete courses on their dashboard

Baby Room - Baby room staff will be contacting our young parents to do wellness checks. They will also create videos of reading children's books and share with students via social media.

Transportation - Drivers will be contacting students on their route to do wellness checks. They will also be delivering emergency supplies to students and their babies as needed, as well as delivering meals from DPSCD locations, Gleaner's and Forgotten Harvest food distribution sites.



Budget, Food Service, Enrollment, and Staffing

Pathways Academy will:

- Provide instructional resources and materials to staff and students as feasible.
- Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
 - Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
 - 100% of students at Pathways Academy qualify for free or reduced lunch.
 - During initial shutdown, we partnered with DPSCD and assisted our students in obtaining free meals from the Grab-and-Go Meal distribution sites. We will utilize this partnership again should we go back in to Phase 1- 3
- We will have two rented minivans and two drivers available to assist students with obtaining the Grad-and-Go Meals. These drivers will visit local Gleaners and Forgotten Harvest food distribution sites and drop off food items to students in need.
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.



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

Phase 4 Safety Protocols

Personal Protective Equipment

Signage will be posted at the entrance and throughout the building stating the requirement for everyone to wear a face covering. Signage will be posted in all minivans stating the requirement to wear a face covering.

Posted signage will reference Executive Order 2020-147, reminding people that face coverings in public is the law and anyone without proper face coverings will be denied entry

Pathways Academy will maintain an adequate supply of disposable face masks to provide staff members, students, and visitors in emergency situations.

Facial coverings (Who):

- Must always be worn by staff (including drivers) except for meals
- Must always be worn by students except for meals
- Must always be worn by visitors except for meals
 - Anyone under the age of five is exempt from wearing a facial covering
 - Any staff member, student or visitor who cannot medically tolerate a facial covering must not wear one.
 - Any staff member, student or visitor that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

Facial coverings (What):

- May be cloth or disposable level-one (basic) grade surgical masks.
 - Cloth facial coverings must be washed daily (washing machine is available in the building).
 - Disposable facial coverings must be disposed of at the end of each day

Facial coverings (Where):

- Facial coverings must always be worn in hallways
- Facial coverings must always be worn in common areas
- Facial coverings must always be worn in classrooms
- Facial coverings must be worn on transportation



Gloves

- Required and provided for custodial staff
- Required and provided for teachers cleaning their classrooms
- Required and provided for drivers to clean their vans
- Available for staff members who choose to wipe down their work area

Hygiene

Signage will be posted in all restrooms and throughout the building describing healthy hygiene behaviors.

Posted signage in classrooms, hallways, and common areas will identify Hand-Sanitization stations

Posted signage in minivans will remind passengers that everyone must sanitize their hands upon entry to a minivan

Posted signage in restrooms will describe proper handwashing techniques

Pathways Academy will provide the adequate supplies to support healthy hygiene behaviors: These supplies include:

- Soap
- Hand sanitizer with at least 60% alcohol for safe use by staff and students
- Paper towels
- Tissues
- Signs reinforcing proper handwashing techniques
- Signs identifying hand-sanitizer stations

Pathways Academy will implicitly teach and reinforce proper handwashing techniques using soap and water for at least 20 seconds

Pathways Academy will implicitly teach and reinforce proper and safe use of hand sanitizer that contains at least 60% alcohol.

Pathways Academy will implicitly teach staff members and students how to cough and sneeze into their elbows, or to cover with a tissue.

- Instruction will include instructions to discard of used tissues by tossing them in a nearby trashcan
- Instruction will include instructions to immediately wash or sanitize hands after coughing or sneezing



Pathways Academy custodial staff (with assistance from all staff) will:

- Systematically and frequently check and refill soap and hand sanitizers

Pathways Academy custodial staff (with assistance from all staff) will:

- Systematically and frequently check and refill soap and hand sanitizers
- Sanitize shared used items between classes (includes chairs, keyboards, tables etc.)

Pathways Academy staff will establish daily schedules for handwashing for all students every 2-3 hours throughout the day

Pathways Academy will setup portable hand sanitizing stations throughout the building including classrooms, hallways and common spaces

Spacing, Movement and Access

Pathways Academy will monitor class size and schedule students in the building to ensure adequate social distancing

- Students will be assigned seats in classrooms to ensure social distancing and to limit the sharing of materials/resources
- To the extent possible, tables will be arranged so that students are not facing each other
- Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances
- Family members or other guests who must come into the building will need an appointment and must adhere to the established facial covering and hygiene
- The girl's restroom will be monitored to allow no more than three girls in at a time.
- The boy's restroom will remain locked and male students will be admitted one at a time
- In the interest of social distancing, students will be scheduled in the building on certain days and the other days they will be expected to engage in the lessons virtually (all students will be issued Chrome Books and Wi-Fi for remote learning access)
- Six-foot distance will be maintained in hallways
- Posted signage in classrooms, hallways, common areas, restrooms and minivans will be a reminder to maintain a "six-foot" distance from others



- Security and non-load bearing staff (not classroom teachers) will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Flow of foot traffic should be directed in only one direction in front hall
 - Interior hallways should be divided so everyone stays to the right and traffic flows in one direction on each side of the hallway
- East front door will be an entrance only and west front door will be an exit only

Screening Students and Staff

Pathways Academy will cooperate with the local public health department regarding implementing protocols for screening staff members, students and visitors.

- Risk question will be asked and recorded for everyone entering the building
- Temperature checks will be performed on everyone entering the building

Anyone who exhibits virus symptoms will be quarantined at the south end of the west hallway until they exit the building.

Anyone who exhibits virus symptoms while at school will need a negative COVID-19 test before returning or will need to be released from isolation per the CDC guidelines

- Anyone who is quarantined will be monitored by the hallway security guard (maintaining social distancing)
- If possible, anyone who is quarantined will be exited through the rear of the building
- Masks are required while in quarantine
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.

Testing Protocols for Students and Staff and Responding to Positive Cases

Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable

- COVID-19 testing is highly recommended



Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and vacate the building ASAP (if medically unstable transportation via ambulance will be arranged)

- COVID-19 testing is highly recommended

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.

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 students or staff that develop symptoms will be recommended for COVID-19 testing

Responding to Positive Tests Among Staff and Students

REQUIRED

All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

Notification will go to local health officials, staff, and students immediately of any possible case of COVID-19

- while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
 - 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.

Employees with a confirmed case of COVID-19 should 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.

Individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles

Food Service, Gathering, and Extracurricular Activities

Indoor assemblies that bring together students from more than one classroom are prohibited.

Classrooms will be used for students to eat meals at school (or students will go to the cafeteria one class at a time)

Cafeteria staff will wear gloves and masks

Students will wash hands with soap and water prior to and after eating a meal in the cafeteria

Cleaning

REQUIRED

Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

Busing and Student Transportation

Hand sanitizer must be used prior to boarding transportation

Risk questions must be asked prior to boarding transportation

Temperature checks must be performed prior to boarding transportation



Facial covering must be worn while on transportation

Mini-vans will be wiped down with disinfectant wipes before and after every route

Clean and disinfect transportation vehicles before and after every transit route.

Students must not be present during this process

Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

Medically Vulnerable Students and Staff

Pathways Academy staff will:

Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Pertaining to medically vulnerable students:

Revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness.

This plan will be shared with all involved stakeholders.

Provide N95 masks for staff caring for ill children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should 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 reasonable/possible.

Phase 4 Mental & Social-Emotional Health

The management of Pathways Academy realizes that stress and anxiety surrounding the COVID-19 virus can lead to stress. This stress can be overwhelming and can lead to burnout.



Pathways Academy will implement the following, “**strongly recommended**” protocols as part of our COVID-19 Preparedness Plan:

- Mental Health screening for all students by a licensed social worker. These screenings will be HIPAA and FERPA compliant.
 - Screening instructions will be age-appropriate and transparent disclosure of protocols will be in place to protect confidentiality
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams which includes the school social worker, MiAPPP social worker, Guidance Counselor, Principal and other school staff as appropriate for the situation.
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - Planned Professional Development began in April with a two-day session on Self-Care.
 - Planned PD includes sessions on:
 - Trauma Informed Schools
 - ACES (Adverse Childhood Experiences)
 - Implicit Biases
 - Norms of Collaboration
- Identification of a point person to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
 - Emergency Management Plan will be updated to include COVID-19 protocols
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.



- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - Destigmatization of COVID-19;
 - Understanding normal behavioral response to crises;
 - General best practices of talking through trauma with children; and
 - Positive self-care strategies that promote health and wellness.

Phase 4 Instruction

Governance

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- Pupil Accounting Manager
- Social Workers and Guidance Counselor
- Baby Room Staff
- Transportation Providers
- Technology Department (Document Solutions)
- Parents - via phone calls
- Students - via Survey Monkey and phone call surveys
- Community Partners -



- Oak Grove AME Church
- Parkway Foods
- Principal – Burton Glen Charter Academy – Burton, MI
- School Leader/Chief Administrative Officer of Great Lakes Academy – Pontiac, MI

All of the above-mentioned stakeholders were involved in the development of the plan via conference calls, one-on-one phone calls, Zoom meeting (May 27th, June 3rd, June 10th, June 17th, July 15th, July 17th, July 22nd and July 29th) conference calls, and email exchanges. In the final stages of completing the plan, the school leader brought the plan back to the management company and the Board of Directors for final feedback before submission to the authorizer, Detroit Public Schools Community District (DPSCD).

Members of the Return to School Advisory Committee also participated in meetings hosted by MAPSA and Wayne RESA for guidance on completing the COVID-19 Preparedness Plan.

Members of the Return to School Advisory Committee communicated, via phone, with the staff at the Wayne County Health Department and the Detroit Health Department to ensure adherence to state and local guidelines as determined by the CDC.

Program Model

Our curriculum is a blended learning model. However, we will begin the school year remotely. All students will be issued Chromebooks and Kajeet internet devices to allow them to access the Apex Learning Systems software and to participate in synchronous and asynchronous sessions with their core teachers, special education teacher and academic interventionists.

Pathways Academy students are allowed to work at their own pace for purposes of credit recovery or to accelerate their learning.

For students participating in face-to-face instruction, we offer free onsite day care; free Door-to-door transportation for pregnant teens and young parents, free breakfast and free lunch.

- We partner with Black Mother’s Breastfeeding Association to offer virtual classes for:
 - breastfeeding support
 - doula support
 - childbirth education and
 - parenting classes
- We partner with Mommies in the D to offer:
 - Build relationships with male mentoring organizations and other local organizations
 - access to resources, community events



- Outreach to young mothers to provide services and support to help mothers and parents meet and exceed their personal goals
- Pathways Academy focuses on educating pregnant teens and young parents (moms and dads)
- Self-Paced Program for Accelerated Learning or Credit Recovery
- Door-to-door transportation for students
- Onsite daycare provided

Instruction

School will begin on September 1st using a 100% virtual model for instruction.

Activation of hybrid synchronous/asynchronous instructional model – utilizing Microsoft Teams or Zoom and Edmodo will begin on October 5th if conditions allow. If the virus numbers are still high and the state is still reporting a significant number of new cases daily, we will continue with 100% online learning for an additional 30 days and the implementation of the hybrid model of instruction will begin on November 4th

Building will be closed for students on Wednesday for deep cleaning as described in Operations section of this plan

Plan for Student Learning: Building on individual strengths, interests, and needs thereby using this knowledge to positively affect learning.

Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time:

Teachers available for assistance Apex assistance Monday – Friday 9:00 – 3:15 with the exception of the times they are engaged in their synchronous instruction.

Synchronous lessons daily (videotaped per schedule): = 56 videoed lessons a month -archived

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00			Social Studies		
10:00		Math	Math		
11:00	Social Studies	Reading Intervention	Reading Intervention	Reading Intervention	Social Studies
1:00	Math Intervention	Math Intervention	Science	Science	



2:00			Math Intervention		
3:00			ELA		ELA

1. Set clear teaching and learning expectations
 1. Zoom, Kahoot, EdTech, Apex
 2. Grade-level proficiency – we will use NWEA to assess students and determine performance levels and various online tools (Edpuzzle, Eduastic, Flipgird, and Kahoot) as formative assessments
 3. Teachers will provide differentiated support – separated by grades, separated by subject matter, separated by proficiency level as determined using online assessments and analyzing data from Apex learning
 4. Socio-emotional learning – guided discussions, selected readings, selected activities to provoke student participation
 5. Hybrid model will group students by grade level for face-to-face instructional time grades 7-9 =Monday and Tuesday; grades 10-12 = Thursday and Friday
2. Instructional Vision – ***At Pathways we will implement a blended learning model that combines the best of remote and in-person learning. Students will actively engage in synchronous and asynchronous lessons with core teachers and interventionists on a daily basis. Pathways Academy will provide pregnant teens and young parents with the academic, emotional and social skills necessary to be successful contributors to the community. Pathways Academy students will graduate college-ready and career-ready as well as secure in their roles as young parents and self-sufficient members of society.***
3. Post-secondary students support – provide career, post-secondary, navigating financial aid, counseling
4. Support teachers using power standards – provide pacing chart with identified power standards
5. Revise IEPs, 504 plans – provide IEP-at-a-Glance to regular education teachers
6. Support Gen Ed and Spec Ed – teachers need learning disabilities and preferred strategies laid out; professional development needed
7. Inventory all intervention programs – using NWEA data and data from formative assessments to determine gaps in student learning and what supports can we offer.
8. Remain connected MDE guidance – Mrs. Shawver
9. Develop continuations services – teachers can provide career guidance

Communication and Family Supports

1. Use a robocall software (Dial My Calls) to send communications and announcements via phone, text and/or email to families
2. Communicate expectations – send letter re daily and weekly performance, send letter re curriculum, student proficiency levels
3. Plan – includes remote, hybrid and in-person models.



4. Offer family supports – Apex, Zoom training videos, other educational tech videos, at-home learning strategies for troubled parents and apathetic teens or just inquisitive parents

Key Components for special education Instruction

1. Secure supports for students who are transitioning to postsecondary:

Currently our special education students have access to Career cruising online and Michigan Rehabilitation Services (MRS). We will look to MRS for guidance as to how they will deliver their services during COVID-19 Phase 4.

2. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. 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.

- A) Some students may require the District's Consideration for Recovery Services for Students with IEPs due to the COVID-19 pandemic.

Please note that recovery services:

- are not mandatory, [In the event the student's regression is at the same rate of the regression of all students, no further consideration for recovery services is warranted.]
- must align with the IEP,
- must supplement, not supplant, the services provided as part of the current offer of FAPE,
- may not necessarily replicate services currently specified in the IEP, including the frequency, duration, and type of service,
- are intended to support achievement of the annual goal,
- are an effort to support the student in making progress in the general curriculum without further delay and can be provided within the course of the typical school day

- B) In order to reflect the student's evolving needs, interview the students so they have an opportunity to express the ways that their learning abilities and challenges influence the development of a quality support program developed for the online and blended learning platforms.

3. Commence intervention and support services. Plans must include all programs and learning environments.

The following are the three primary areas of disability and support services required for Pathways students receiving special education services:

- A) *Other Health Impairments*



Pedagogical Considerations

Understand the impact that the student's condition has on their stamina, patience, and ability to interact with others in the environment. Students that are emotionally or physically stressed may not have the ability to process content at the moment, and the use of recorded content either for instruction or student assignments might allow them to participate more fully in the program.

Educational programs, even those delivered in online or blended learning formats, often require students to attend to long periods of content or activity. For students with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) it might be important for them to have instructional content or activities broken into smaller segments, thus allowing them to focus on the objectives in a way that does not cause undue stress or anxiety.

Students may require special accommodations for consistent and proper usage of mask. Medical conditions may necessitate face shield or alternate locations/setting for instructions. Students with ADHD may require frequent mask breaks accommodations while in the building.

Often, students with other health impairments are unable to meet deadlines for tests and assignments due to medical issues. Assist with the need to extend time to complete assignments.

Due to the variety of health-related issues that might be covered under this category of service, recognize that the incorporation of specialized equipment or assistive technology might be necessary for online or blended learning instruction. It is important for all members of the team to be familiar with the extra supports that the assistive technological capabilities provide, the limitations of the systems, and the impact the assistive technology has on both learner and teacher behavior.

IEP Teams should provide an appropriate level of adult or peer supports necessary to help assist the student with medical issues to better understand initial content, to practice or rehearse instructional strategies, or to appropriately assess educational functioning.

It is strongly suggested that online and blended program personnel provide direct one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, the mentor's perspective, or from a technology integration perspective.

B) Emotional Impairments

Pedagogical Considerations

Teachers providing service in online and blended environments might want to consider the following:



Recognize that all students eligible for services are different. Some students might exhibit extremely outgoing behaviors, while others might exhibit behaviors that are very withdrawn and isolated. This might be difficult to identify in your interactions with the students in online or blended learning settings. Working closely with the team to identify how the student presents themselves in face-to-face settings might provide ideas for ways to effectively support behaviors in the virtual environment.

Make expectations clear and be very consistent in application of consequences in order to provide a structured environment. This can best be done by having rules, procedures, routines, policies, or expectations specifically addressed in educational and behavioral materials. Online and blended learning environments have a great deal of structure built into the program. For example, the length of instructional videos can be curtailed to meet the instructional needs of students. The IEP Team should use this structure as a support when making behavioral requirements known to the student.

Provide the students with self-monitoring resources, such as check lists, rubrics, or planning guides. This helps them visually scaffold expectations and provides cognitive supports when affective challenges present themselves. Using multimedia examples that focus on the expected work and behaviors is a good way to assist students' understanding, and practice good online and blended learning academic and social behaviors.

Be proactive in your schedule and pacing of content to ensure that unstructured time and activities have clear parameters and expectations for personal, as well as interpersonal behavior. Proactively providing clear examples of acceptable behavior is a good way to support expectations for social interactions. Digital citizenship and acceptable use policies provide supports when dealing with expected student behaviors in online and blended learning environments.

Encourage students to engage in the identification and labeling of their own internal emotional states, and to share those in an appropriate way with the instructional staff. Allowing the students to address issues before they become problems is particularly important to establish and maintain accepting and supportive learning environments. Having student supports built into the online or blended learning structure can be useful when students need extra support or assistance during synchronous and asynchronous sessions.

Offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, the mentor's perspective, or from a technology integration perspective. Online and blended learning opportunities can be a welcome option for students with emotional impairments. Many prefer and may require the low stress and impact of reduced face-to-face interactions while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned.



C) Specific Learning Disability

Pedagogical Considerations

Educators interested in providing appropriate instructional and program supports in online and blended learning environments are encouraged to look at the student's functioning in the areas of written expression, reading ability, and mathematics. More specific suggestions include attending to the following:

Allow students to slow down the rate or pace of content provided in online or blended learning environments through the use of assistive technology. This provides students opportunities to review content they might have missed due to speed of presentation or the complexity of the content.

Realize there is a great deal of variance in the academic performance of students identified as having specific learning disabilities. This variance requires educators to be extremely specific in their orientation to meeting academic needs based upon individual student academic need in the blended and online learning environment.

Align text with the depth of cognitive load, use text-to-speech and review instructions 1:1 or small groups. This helps students with reading deficits deal with the complexity of text and ensure that materials provided in instruction are written at the level needed to meet academic curricular criterion.

Provide students opportunities to demonstrate competency of the content by using alternative methods for assignments. Have multiple ways to assess course content and provide students options for task and assignment completion.

Understand that real time chat sessions and lectures might need to be augmented or personalized in online and blended learning environments because some students may not be able to understand accurately what is being shared due to the speed of the verbal or written content.

Offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective and the instructor's perspective.

Communications and Family Supports: Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, and home visit)

Expectations around their child's return to school; a Clear information about schedules and configurations, if hybrid; a Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and a Plans for each of the different school opening scenarios Provide resources that demonstrate schools value parents as partners in their child's education.



Communication and Family Support

- Training about how to access and use the school's chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy;
- and Strategies to support their child's learning at home.

Offer family supports that provide families with:

- Offer family supports – Apex, Zoom training videos, other educational tech videos, at-home learning strategies for parents and teens
- Training about how to access and use the school's chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy;
- and Strategies to support their child's learning at home.

Monitoring

- Pathways Academy staff will conduct wellness checks. Home-School Advocates, instructional staff, interventionists and other support staff, will contact assigned students weekly to discuss status of work completion, engagement, and any needs
- Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process.
- Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:
 - Purposeful planning with School Leader, Wayne RESA support and Instructional Coach
 - Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
 - Special education teachers will work closely with general education teachers in order to modify course work and scaffold instruction in order to better meet the needs of all students.
 - Special education teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.



- Pathways Academy’s instructional team will manage and monitor learning completed by students in virtual learning stations via digital self-assessment checklists within Microsoft Teams. The instructional team will also manage and monitor learning using online assessments (e.g., Kahoot, Quizizz, FlipGrid, Socrative, and other assessment instruments).
- The instructional team will provide feedback and remediation using one-on-one check-ins with students via Microsoft Teams, telephone calls, email messages, text messages, and social media platforms.

Professional Learning

Provide adequate opportunities and time for educators to spend time in the *Learning Zone*:

1. PD that is aligned to the overall learning goals for students and the professional as it is stated in the school improvement plan and the distance continuity plan.
 - Support the instructional team in achieving mastery around subject matter knowledge and or pedagogical skills
 - Promote opportunities for collective growth of a group learning as a team through the co-construction of knowledge and negotiation of meaning
 - Leveraging technology to build professional capacity to advance students learning, creativity and critical thinking skills in both face-to-face and virtual learning environments (Synchronous and Asynchronous)

The Pathways instructional teams will meet weekly for intentional curriculum planning to ensure stability of instruction.

- Share knowledge and ideas about digital tools and platforms. It’s effectiveness and students’ responsiveness.
- How to use the platform to ensure that feedback is timely and useful so that students are able to apply it for understanding.
- Supports active participation, is engaging and relevant

Get a list of students to identify students who did not take part in the remote learning process.

- What methods did we use to contact students? How did they respond?
- A session for data analysis—Where did we leave off here? Do we have growth data—NWEA RIT Scores?
- Who will need the additional support? How do we leverage the interventionists to support closing the gaps?

Professional development plan:



Aces & Culturally Responsive training (Maybe two times per month): These foci could offer supports centered on equity and the well-being of students and staff.

Creating individual professional learning plans that are differentiated and adaptive to meet the needs of ALL professional staffs.

Using an evaluation tool to measure the effectiveness of the professional learning scenarios.

Phase 4 Operations

Facility

- Everyone will wear a mask in the building
- Materials and supplies will be audited and inventoried and supply chain for cleaning and disinfection supplies.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- Building will be closed to students on Wednesday of each week to allow for deep cleaning of all classrooms and common areas
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Provide advanced training for custodial staff.
- Audit all school buildings with a focus on:
 - a. How many classrooms are available
 - b. The size of each classroom;
 - c. Additional spaces that are available (e.g., gym, lunchroom, auditorium) and the ventilation in each classroom.
- Check HVAC systems at each building to ensure that they are running efficiently.
- Air filters should be changed regularly.
- Custodial staff should 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 should be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.



Students, staff

- All staff must wear face covering. Phase 4 required protocol.
- Ensure classroom access to hand hygiene products (e.g., hand sanitizer, soap, tissues, disinfectant (EPA approved) wipes).
- Ensure the availability of appropriate cleaning supplies. Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
- Have hand sanitizer and tissues readily available for use throughout the building.
- Ensure continuous cleaning, adapt practices to ensure high-touch surfaces such as doorknobs, stair rails, counters, dining hall tables and benches, program equipment, and other items are regularly cleaned and disinfected.
- 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. Phase 4 required protocol
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. Phase 4 strongly recommended protocol

Student arrival/dismissal

- Stagger arrival and dismissal times.
- Minimize crowding at drop-off and pick-up times.
- Pick-up and drop-off should occur outside.
- Add visual cues or barriers to direct traffic flow and distancing.
- Develop signage and processes to minimize interactions of families.
- Consider dividing entry points rather than funneling all participants through the same entry space.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size following current state guidance.
- Limit nonessential visitors.
- Limit the presence of volunteers for activities.
- Use virtual formats for guest speakers and reading programs.
- For schools, move parent-teacher conferences, individualized education program (IEP) meetings to phone conferences or a virtual format.
- Keep student groups together; maintain the same groups from day to day. This will help reduce potential exposures and may prevent an entire facility from shutting down if exposure occurs.

Transportation

- Assess whether any van contractors have been impacted by COVID-19.
- Check temperatures of riders.
- Require the use of hand sanitizer, which must be supplied in the van.



- The van driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while in the van. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials. Phase 4 required protocol.
- Stager seating in transportation vehicles.
- Sanitize transportation vehicles after each rider departs vehicles. Phase 4 required protocol.
- Weather permitting, keep doors and windows open when cleaning the vehicles and between trips to let the vehicles thoroughly air out. Phase 4 required protocol.
- Create a plan for getting students home safely if they **are not** allowed to board the vehicle. Phase 4 required protocol.
- Weather permitting, consider keeping windows open while the vehicle is in motion. Phase 4 required protocol.

Budget, Food Service, Enrollment, and Staffing

Common area use Lunch room, restroom, lobby, Coffee, etc.

- Support schools in conducting staff and student outreach to understand who is coming back.
- Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
- Recruit, interview and hire new staff.
- Inventory how many substitute teachers are available.
- Safely bagging devices collected at schools; a Sanitizing the devices prior to a repair or replacement evaluation;
- Have Lunch in classrooms
- Stager lunches by classroom (one class per).
- Wherever feasible, encourage bag lunches from home.
- Stagger meal times to minimize the number of people dining inside at one time and keep people 6 feet apart.
- Do not intermix groups, and maintain a consistent set of participants that are dining at the same time each day whenever possible. These steps will help minimize transmission and also allow for swift contact tracing if needed.
- Clean and disinfect common surfaces between groups.
- Schedule times for copy/fax service to reduce traffic in office.
- Deliver mail to classrooms to reduce traffic in office.

Classroom – Social Distancing

- Arrange classrooms to allow social distancing.



- Move desks around (Mr. Walker, from meeting #1). Rearrange desks and common seating spaces to maximize the space between participants. Turn desks to face in the same direction (rather than students facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Consider using visual aids (e.g., painter's tape, stickers) to illustrate traffic flow and appropriate spacing to support social distancing.
- Open windows as much as possible. Phase 4 recommended protocol.
windows do not open

Baby Room

- Wear N95 masks.
- Limit number of children in the room to six
- Social distance by setting up play area, work area, movie area and monitor number of children in each area at any one time
- Cleaning throughout the entire day, not just at the end of the day.
- Wear apron, smock or covering.

Isolation area

- Suggested isolation area = west hallway on south end
- Hall security staff monitor isolation area.

Restroom usage

- Avoid taking multiple groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess).
- Stager restroom usage.
- Hall security will limit number of people in the restroom to three at any one time
 - Others will line up outside of the restroom (6-feet apart)

Security

- School security staff should follow CDC protocols if interacting with the general public.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible.
- Perform temperature checks at front door for everyone.
- Require face mask for anyone entering the facility
 - Will be provided to anyone who doesn't have their own
- Allow gloves for anyone entering the facility
 - Provide gloves to anyone who wishes to wear them but does not have their own
- Monitor isolation areas.



- Monitor number of persons in restroom and limit time usage.

Supplies

- Avoid community supplies when possible.
- If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.
- Do not share equipment between staff, volunteers, and students.
- Clean high touch surfaces between different groups.
- Limit entry to supply room, allow supplies to be disbursed as needed.
- Do not share writing utensils, classroom, and office supplies between participants, staff, or volunteers (when possible).
- Frequently clean office materials or equipment that cannot be designated.
- Place hand hygiene supplies in close proximity to shared equipment (e.g., printer/copier).
- Order chin guards and eye covers for microscopes.

Technology

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
 - Provide Chromebooks and Kajeet internet devices to those in need
- Designated staff members a single point of contact for Chromebooks and another staff member is designated for Kajeet internet devices for the purpose of planning and communicating with district technology teams and monitoring inventory of technology
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
 - Identify an asset tracking tool.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device. (devices in storage for emergency or replacement use)
- Prepare the Infrastructure Evaluation process. Every Wi-Fi access point and wired network device should be tested.
- Develop a technology support plan for families.



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

Phase 5 Safety Protocols

Personal Protective Equipment

Signage will be posted at the entrance and throughout the building stating the requirement for everyone to wear a face covering. Signage will be posted in all minivans stating the requirement to wear a face covering.

Posted signage will reference Executive Order 2020-147, reminding people that face coverings in public is the law and anyone without proper face coverings will be denied entry

Pathways Academy will maintain an adequate supply of disposable face masks to provide staff members, students, and visitors in emergency situations.

Facial coverings (Who):

- *Should be worn (strongly recommended)* by staff (including drivers) except for meals
- *Should be worn (strongly recommended)* by students except for meals
- *Should be worn (strongly recommended)* by visitors except for meals
 - Anyone under the age of five is exempt from wearing a facial covering
 - Any staff member, student or visitor who cannot medically tolerate a facial covering must not wear one.
 - Any staff member, student or visitor that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

Facial coverings (What):

- May be cloth or disposable level-one (basic) grade surgical masks.
 - Cloth facial coverings must be washed daily (washing machine is available in the building).
 - Disposable facial coverings must be disposed of at the end of each day

Facial coverings (Where):

- Facial coverings *should be (Strongly recommended)* worn in hallways



- Facial coverings *should be (Strongly recommended)* worn in common areas
- Facial coverings *should be (Strongly recommended)* worn in classrooms
- Facial coverings *should be (Strongly recommended)* on transportation

Gloves

- Required and provided for custodial staff
- Required and provided for teachers cleaning their classrooms
- Required and provided for drivers to clean their vans
- *Available for* staff members who choose to wipe down their work area

Hygiene

Strongly Recommended

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students should wash their hands or use hand sanitizer after changing any classroom;
- Teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.

Recommended

- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies.
- Hand sanitizing stations will be setup in each classroom and throughout school building.

Spacing, Movement and Access

Recommended

- Spacing is six feet between desks to the extent that it is feasible.
- Class sizes should be kept to the level afforded by necessary spacing decisions.



- In classrooms where tables are utilized, space students as far apart as feasible.
- Arrange all desks facing the same direction toward the front of the classroom.
- Teachers should try to maintain six feet of spacing between themselves and students as much as possible.
- Post signage to indicate proper social distancing. Floor tape or other markers will be used at six-foot intervals where line formation is anticipated
- Social distancing floor/seating markings will be placed in waiting and reception areas
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Post signs on the doors of restrooms to indicate proper social distancing.
- Students will be co-horted into groups
 - grades 7-9 in person instruction on Monday and Tuesday
 - grades 10-12 in person instruction on Thursday and Friday
 - Students stay in one classroom – teachers travel to the students
- Electives *may be in-person; classes not intermingled*
- Directional flow of foot traffic will be marked on floors with traffic flowing in opposite directions on opposite sides of the hall
- Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- Security will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

Screening Students, Staff, and Guests

Strongly Recommended

- South-end of west hall is designated as a quarantine area and the hall security guard will monitor (from a distance) all persons in this area until they are dismissed out of the south-west exit door.
- Students who become ill with symptoms of COVID-19 at school should be quarantined at the south-end of the west hall and provided with a surgical mask to be worn until they are picked up. Hall security will monitor the quarantine area and will wear a surgical mask while the quarantine area is being used.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to [CDC guidelines](#).
- All visitors MUST sign-in, complete the Risk Questionnaire, have a recorded temperature of less than 100.4 degrees - records will be kept at the security desk throughout the day and turned into the school office every evening where they will be maintained for the remainder of the school year

Recommended

- Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home
- Any parents or guardians entering the building should wash or sanitize hands prior to entry. (*staff and guardians visits may be same day appointment*)
- ***Parents or guardians may be allowed in the school building at the discretion of school administration.***
- Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners;
 - students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.
- Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.
- East door will be used for entrance traffic while west front door will be used for exit traffic
 - Matrix students will enter and proceed to matrix hall for screenings while Pathways staff and students will enter and go west for screenings (includes COVID-19 Risk questionnaire, temperature check and metal detector scan.

Testing Protocols for Students and Staff and Responding to Positive Cases

Strongly Recommended

- Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing or 14-day quarantine
- Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing or 14-day quarantine
- Parents and guardians will be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.



In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms.

At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.

Recommended

- Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available.
- Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing.

Responding to Positive Tests Among Staff and Students

Strongly Recommended

- Pathways Academy will notify local health officials, staff, and students immediately of any possible case of COVID-19 *while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.*

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 situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.

Pathways Academy staff will be provided with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

- Employees with a confirmed case of COVID-19 should 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.

Recommended



Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

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

Food Service, Gathering, and Extracurricular Activities

Strongly Recommended

- Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) will comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

Recommended

- When necessary, classrooms will be used for eating in place, taking into consideration food allergies. – otherwise we will have staggered lunches
- *When the cafeteria is used for meals, times will be staggered to create seating arrangements with six feet of distance between students.*
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- Students and teachers will wash hands before and after every event.

Athletics

Pathways Academy does not have an athletic department or any athletic programs

Cleaning

Strongly Recommended

- Frequently touched surfaces including lights, doors, benches, and bathrooms will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Classrooms and shared spaces will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.



Efforts will be made to minimize sharing of materials between students, as able.

- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution before and after every use.
- Playground structures and baby-room equipment should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.

Recommended

- Staff will wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation

Strongly Recommended

- Hand sanitizer will be supplied on the van and must be used by everyone prior to getting on the boarding.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear facial coverings while on the bus.
- Vans will be cleaned and disinfect before and after each transport. *Children should not be present when a vehicle is being cleaned.*
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior before and after each transport
- Car-seats will be removed from the van after each transport. Students must have their own car-seat (no sharing). Car seats will be stored in the building in a plastic bag, labeled with the child and parent's name, during the school day.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they will not use group transportation to return home and will follow protocols outlined above.
- If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.

Recommended

- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.



Medically Vulnerable Students and Staff

Strongly Recommended

- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- Students/families must contact school office or school administration if they self-identify as high risk for severe illness due to COVID-19. Pathways Academy administration will address any requests for alternative learning arrangements.
- Staff must contact school administration and the management company HR Director if they self-identify as high risk for severe illness due to COVID-19. Management company HR Director will address requests for alternative work reassignments.

Recommended

- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) will wear an N95 mask at the time of delivery.
- Staff who self-identify as high risk for severe illness will be allowed to minimize face-to-face contact and allowed them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Phase 5 Mental & Social-Emotional Health

The management of Pathways Academy realizes that stress and anxiety surrounding the COVID-19 virus can lead to stress. This stress can be overwhelming and can lead to burnout.

Pathways Academy will implement the following, “**Recommended**” protocols as part of our COVID-19 Preparedness Plan

- Mental Health screening for all students by a licensed social worker. These screenings will be HIPAA and FERPA compliant.
 - Screening instructions will be age-appropriate and transparent disclosure of protocols will be in place to protect confidentiality
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams which includes the school social worker, MiAPPP social worker, Guidance Counselor, Principal and other school staff as appropriate for the situation.



- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - Planned Professional Development began in April with a two-day session on Self-Care.
 - Planned PD includes sessions on:
 - Trauma Informed Schools
 - ACES (Adverse Childhood Experiences)
 - Implicit Biases
 - Norms of Collaboration
- Identification of a point person to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
 - Emergency Management Plan will be updated to include COVID-19 protocols
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - Destigmatization of COVID-19;
 - Understanding normal behavioral response to crises;
 - General best practices of talking through trauma with children; and
 - Positive self-care strategies that promote health and wellness.

Phase 5 Instruction



Governance

Our district values the opinions and ideas of all stakeholders. For this reason, we created a Return to School Advisory Committee. This committee was formed in late May and met weekly through mid-June to discuss options for a safe return to school. Meetings resumed in early July to finalize the plan utilizing the information provided by Governor Whitmer and her Advisory Council through Executive Order 2020-142.

Our Return to School Advisory Committee was made up of internal and external stakeholders. The stakeholders who participated in or provided information for the creation of the COVID-19 Preparedness Plan included:

- Management Company
- Board of Directors
- School Principal
- Instructional Coach
- Wayne RESA Educational Improvement Consultant
- Wayne RESA Project Service Provider
- Director of Compliance and Special Projects Coordinator
Education Management & Networks, Inc
- Instructional Staff (teachers, interventionists, home school advocates)
- Pupil Accounting Manager
- Social Workers and Guidance Counselor
- Baby Room Staff
- Transportation Providers
- Technology Department (Document Solutions)
- Parents - via phone calls
- Students - via Survey Monkey and phone call surveys
- Community Partners -
 - Oak Grove AME Church
 - Parkway Foods
 - Principal – Burton Glen Charter Academy – Burton, MI
 - School Leader/Chief Administrative Officer of Great Lakes Academy – Pontiac, MI

All of the above-mentioned stakeholders were involved in the development of the plan via conference calls, one-on-one phone calls, Zoom meeting (May 27th, June 3rd, June 10th, June 17th, July 15th, July 17th, July 22nd and July 29th) conference calls, and email exchanges. In the final stages of completing the plan, the school leader brought the plan back to the management company and the Board of Directors for final feedback before submission to the authorizer, Detroit Public Schools Community District (DPSCD).



Members of the Return to School Advisory Committee also participated in meetings hosted by MAPSA and Wayne RESA for guidance on completing the COVID-19 Preparedness Plan.

Members of the Return to School Advisory Committee communicated, via phone, with the staff at the Wayne County Health Department and the Detroit Health Department to ensure adherence to state and local guidelines as determined by the CDC.

Program Model

Our curriculum is a blended learning model. However, we will begin the school year remotely. All students will be issued Chromebooks and Kajeet internet devices to allow them to access the Apex Learning Systems software and to participate in synchronous and asynchronous sessions with their core teachers, special education teacher and academic interventionists.

Pathways Academy students are allowed to work at their own pace for purposes of credit recovery or to accelerate their learning.

For students participating in face-to-face instruction, we offer free onsite day care; free Door-to-door transportation for pregnant teens and young parents, free breakfast and free lunch.

- We partner with Black Mother’s Breastfeeding Association to offer virtual classes for:
 - breastfeeding support
 - doula support
 - childbirth education and
 - parenting classes
- We partner with Mommies in the D to offer:
 - Build relationships with male mentoring organizations and other local organizations
 - access to resources, community events
 - Outreach to young mothers to provide services and support to help mothers and parents meet and exceed their personal goals
- Pathways Academy focuses on educating pregnant teens and young parents (moms and dads)
- Self-Paced Program for Accelerated Learning or Credit Recovery
- Door-to-door transportation for students
- Onsite daycare provided

Instructional Vision – At Pathways we will implement a blended learning model that combines the best of remote and in-person learning. Students will actively engage in synchronous and asynchronous lessons with core teachers and interventionists on a daily basis. Pathways



Academy will provide pregnant teens and young parents with the academic, emotional and social skills necessary to be successful contributors to the community. Pathways Academy students will graduate college-ready and career-ready as well as secure in their roles as young parents and self-sufficient members of society.

1. Continuation of hybrid synchronous/asynchronous instructional model – utilizing Microsoft Teams and Zoom
2. Set clear teaching and learning expectations
 1. Zoom, Kahoot, EdTech, Apex
 2. Grade-level proficiency – we will use NWEA to assess students and determine performance levels and various online tools (Edpuzzle, Eduastic, Flipgird, and Kahoot) as formative assessments
 3. Teachers will provide differentiated support – separated by grades, separated by subject matter, separated by proficiency level as determined using online assessments and analyzing data from Apex learning
 4. Socio-emotional learning – guided discussions, selected readings, selected activities to provoke student participation
 5. Hybrid model will allow more flexibility in student groups. In person attendance will not be limited to homogenous grade-level groups. Students will be able to determine which days better fit their schedule for face-to-face instructional time all though, class sizes will still be limited for social distancing purposes.
 6. No face-to-face instruction scheduled on Wednesday but students may come in for one-on-one support

Communication and Family Support

- Training about how to access and use the school’s chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy;
- and Strategies to support their child’s learning at home.

Offer family supports that provide families with:

- Offer family supports – Apex, Zoom training videos, other educational tech videos, at-home learning strategies for parents and teens
- Training about how to access and use the school’s chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy;



- and Strategies to support their child’s learning at home.

Monitoring

- Pathways Academy staff will conduct wellness checks. Home-School Advocates, instructional staff, interventionists and other support staff, will contact assigned students weekly to discuss status of work completion, engagement, and any needs
- Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process.
- Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:
 - Purposeful planning with School Leader, Wayne RESA support and Instructional Coach
 - Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
 - Special education teachers will work closely with general education teachers in order to modify course work and scaffold instruction in order to better meet the needs of all students.
 - Special education teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
- Pathways Academy’s instructional team will manage and monitor learning completed by students in virtual learning stations via digital self-assessment checklists within Microsoft Teams. The instructional team will also manage and monitor learning using online assessments (e.g., Kahoot, Quizizz, FlipGrid, Socrative, and other assessment instruments).
- The instructional team will provide feedback and remediation using one-on-one check-ins with students via Microsoft Teams, telephone calls, email messages, text messages, and social media platforms.

Professional Learning

Provide adequate opportunities and time for educators to spend time in the *Learning Zone*:

2. PD that is aligned to the overall learning goals for students and the professional as its stated in the school improvement plan and the distance continuity plan.



- Support the instructional team in achieving mastery around subject matter knowledge and or pedagogical skills
- Promote opportunities for collective growth of a group learning as a team through the co-construction of knowledge and negotiation of meaning
- Leveraging technology to build professional capacity to advance students learning, creativity and critical thinking skills in both face-to-face and virtual learning environments (Synchronous and Asynchronous)

The Pathways instructional teams will meet weekly for intentional curriculum planning to ensure stability of instruction.

- Share knowledge and ideas about digital tools and platforms. It's effectiveness and students' responsiveness.
- How to use the platform to ensure that feedback is timely and useful so that students are able to apply it for understanding.
- Supports active participation, is engaging and relevant

Get a list of students to identify students who did not take part in the remote learning process.

- What methods did we use to contact students? How did they respond?
- A session for data analysis—Where did we leave off here? Do we have growth data—NWEA RIT Scores?
- Who will need the additional support? How do we leverage the interventionists to support closing the gaps?

Professional development plan:

Aces & Culturally Responsive training (Maybe two times per month): These foci could offer supports centered on equity and the well-being of students and staff.

Creating individual professional learning plans that are differentiated and adaptive to meet the needs of ALL professional staffs.

Using an evaluation tool to measure the effectiveness of the professional learning scenarios.

Phase 5 Operations

Facility

- Wear masks
- Audit necessary materials and supply chain for cleaning and disinfection supplies.



- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Provide advanced training for custodial staff.
- Audit all school buildings with a focus on:
 - a. How many classrooms are available
 - b. The size of each classroom;
 - c. Additional spaces that are available (e.g., gym, lunchroom, auditorium) and the ventilation in each classroom.
- Check HVAC systems at each building to ensure that they are running efficiently.
- Air filters should be changed regularly.
- Custodial staff should 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 should be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

Students, staff

- All staff must wear face covering (pre-K to 5, clear facial covering). Phase 4 required protocol.
- Ensure classroom access to hand hygiene products (e.g., hand sanitizer, soap, tissues, disinfectant (EPA approved) wipes).
- Ensure the availability of appropriate cleaning supplies. Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
- Have hand sanitizer and tissues readily available for use throughout the building.
- Ensure continuous cleaning, adapt practices to ensure high-touch surfaces such as doorknobs, stair rails, counters, dining hall tables and benches, program equipment, and other items are regularly cleaned and disinfected.
- 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. Phase 4 required protocol
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. Phase 4 strongly recommended protocol



Student arrival/dismissal

- Stagger arrival and dismissal times.
- Minimize crowding at drop-off and pick-up times.
- Pick-up and drop-off should occur outside.
- Add visual cues or barriers to direct traffic flow and distancing.
- Develop signage and processes to minimize interactions of families.
- Consider dividing entry points rather than funneling all participants through the same entry space.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size following current state guidance.
- Limit nonessential visitors.
- Limit the presence of volunteers for activities.
- Use virtual formats for guest speakers and reading programs.
- For schools, move parent-teacher conferences, individualized education program (IEP) meetings to phone conferences or a virtual format.
- Keep student groups together; maintain the same groups from day to day. This will help reduce potential exposures and may prevent an entire facility from shutting down if exposure occurs.

Transportation

- Assess whether any van contractors have been impacted by COVID-19.
- Check temperatures of riders.
- Require the use of hand sanitizer, which must be supplied in the van.
- The van driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while in the van. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials. Phase 4 required protocol.
- Stagger seating in transportation vehicles.
- Sanitize transportation vehicles after each rider departs vehicles. Phase 4 required protocol.
- Weather permitting, keep doors and windows open when cleaning the vehicles and between trips to let the vehicles thoroughly air out. Phase 4 required protocol.
- Create a plan for getting students home safely if they **are not** allowed to board the vehicle. Phase 4 required protocol.
- Weather permitting, consider keeping windows open while the vehicle is in motion. Phase 4 required protocol.



Budget, Food Service, Enrollment, and Staffing

Common area use Lunch room, restroom, lobby, Coffee, etc.

- Support schools in conducting staff and student outreach to understand who is coming back.
- Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
- Recruit, interview and hire new staff.
- Inventory how many substitute teachers are available.
- Safely bagging devices collected at schools; a Sanitizing the devices prior to a repair or replacement evaluation;
- Have Lunch in classrooms
- Parents eat lunch in cafeteria with their children (10 student maximum).
- Stager lunches by classroom (one class per).
- Wherever feasible, encourage bag lunches from home. (if possible, may interfere with budget).
- Stagger meal times to minimize the number of people dining inside at one time and keep people 6 feet apart.
- Do not intermix groups, and maintain a consistent set of participants that are dining at the same time each day whenever possible. These steps will help minimize transmission and also allow for swift contact tracing if needed.
- Clean and disinfect common surfaces between groups.
- Schedule times for copy/fax service to reduce traffic in office.
- Deliver mail to classrooms to reduce traffic in office.

Classroom – Social Distancing

- Arrange classrooms to allow social distancing.
- Move desks around (Mr. Walker, from meeting #1). Rearrange desks and common seating spaces to maximize the space between participants. Turn desks to face in the same direction (rather than students facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Consider using visual aids (e.g., painter's tape, stickers) to illustrate traffic flow and appropriate spacing to support social distancing.
- Open windows as much as possible. Phase 4 recommended protocol.

Baby Room

- Wear N95 masks.
- Stager children attendance by age.



- Cleaning throughout the entire day, not just at the end of the day.
- Wear apron, smock or covering.

Isolation area

- Suggested isolation area, in hallway just past D. Meadows classroom.
- Potentially have security staff monitor isolation area.

Restroom usage

- Avoid taking multiple groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess).
- Stager restroom usage.

Security

- School security staff should follow CDC protocols if interacting with the general public.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible.
- Perform temperature checks at front door for everyone.
- Provide face mask and gloves upon entry to facility.
- Monitor isolation areas.
- Monitor number of persons in restroom and limit same time usage.

Supplies

- Avoid community supplies when possible.
- If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.
- Do not share equipment between staff, volunteers, and students.
- Clean high touch surfaces between different groups.
- Limit entry to supply room, allow supplies to be disbursed as needed.
- Do not share writing utensils, classroom, and office supplies between participants, staff, or volunteers (when possible).
- Frequently clean office materials or equipment that cannot be designated.
- Place hand hygiene supplies in close proximity to shared equipment (e.g., printer/copier).
- Order chin guards and eye covers for microscopes.

Technology



- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
 - Provide Chromebooks and Kajeet internet devices to those in need
- Designated staff members a single point of contact for Chromebooks and another staff member is designated for Kajeet internet devices for the purpose of planning and communicating with district technology teams and monitoring inventory of technology
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
 - Identify an asset tracking tool.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device. (devices in storage for emergency or replacement use)
- Prepare the Infrastructure Evaluation process. Every Wi-Fi access point and wired network device should be tested.
- Develop a technology support plan for families.



COVID-19
Workplace Preparedness Plan
August 2020



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INTRODUCTION

Pathways Academy takes the health and safety of our all stakeholders very seriously. With the spread of COVID-19, we all must remain vigilant in mitigating the outbreak, especially as we begin to return to the workplace. In order to be safe and maintain operations, we are implementing several new policies, procedures and protocols, including but not limited to this COVID-19 Exposure Control Plan (“Plan”).

Given the fast-developing nature of the COVID-19 outbreak, Pathways Academy may modify the Plan when necessary to comply with the most recent guidance by Centers for Disease Control and Prevention (CDC), the Occupational Health and Safety Administration (OSHA) and the State of Michigan Executive Orders. Pathways Academy reserves the right to interpret, modify or eliminate this Plan.

SCOPE OF THE PLAN

The Plan is exclusive to Pathways Academy located at 11340 E. Jefferson Ave, Detroit, MI 48214

INFORMATION ABOUT COVID-19

COVID-19 is caused by a coronavirus called SARS-CoV-2. Coronaviruses are a large family of viruses that are common in people and may different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people. This occurred with MERS-CoV and SARS-CoV, and now with the virus that causes COVID-19. The SARS-CoV-2 virus is a beta coronavirus, like MERS-CoV and SARS-CoV. All three of these viruses have their origins in bats. The sequences from U.S. patients are similar to the one that China initially posted, suggesting a likely single, recent emergence of this virus from an animal reservoir. However, the exact source of this virus is unknown.

The virus that causes COVID-19 is thought to spread mainly from person to person, mainly through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Spread is more likely when people are in close contact with one another (within about 6 feet). COVID-19 seems to be spreading easily and sustainably in the community (“community spread”) in many affected geographic areas. Community spread means people have been infected with the virus in an area, including some who are not sure how or where they became infected.

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness and death.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

Children have similar symptoms to adults and generally have mild illness. This list is not all inclusive. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). The best way to prevent illness is to avoid being exposed to this virus. The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

In order to protect yourself, everyone should:

- Wash your hands often
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact
- Cover your mouth and nose with a cloth face cover when around others
- Cover coughs and sneezes
- Clean and disinfect

Pathways Academy will post information about COVID-19 symptoms and measures to avoid exposure throughout the building.

RISK CLASSIFICATION

Worker risk of occupational exposure to SARS-CoV-2, the virus that causes COVID-19, during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends in part on the industry type, need for contact within 6 feet of people known to be, or suspected of being, infected with SARS-CoV-2, or requirement for repeated or extended contact with persons known to be, or suspected of being, infected with SARS-CoV-2. To help employers determine appropriate precautions, OSHA has divided job tasks into four risk exposure levels:

very high, high, medium, and lower risk. The Occupational Risk Pyramid shows the four exposure risk levels in the shape of a pyramid to represent probable distribution of risk. Most workers will likely fall in the lower exposure risk (caution) or medium exposure risk levels.



Source: OSHA Guidance on Preparing Workplaces for COVID-19

<https://www.osha.gov/Publications/OSHA3990.pdf>

After applying the relevant OSHA analysis, Pathways Academy concludes that its staff are generally classified as medium to low risk.

According to the CDC, people 65 and older, and people with some respiratory, cardiac, or liver conditions; diabetes; and morbid obesity (body mass index [BMI] ≥ 40), may be at increased risk. Pathways Academy will address each staff member's situation directly and attempt to accommodate those that may be at higher risk for serious illness. If any staff member understands that they fall into the highest risk category, he/she should contact Michelle Shawver to evaluate the particular circumstances and determine if any accommodation or adjustment to duties are appropriate.

MONITORING

To reduce the spread of COVID-19, staff who are sick, or were potentially exposed to COVID-19, must stay home and call Michelle Shawver to report their situation. The staff member must also call Michelle Shawver before returning to work.

DO NOT COME INTO WORK before speaking to Michelle Shawver if:

- **You are experiencing any COVID-19 symptom**
- **You have reason to expect you may have COVID-19**
- **Someone in your household has COVID-19**
- **You have come in contact with someone who has, or is suspected of having, COVID-19.**

In addition, if you begin to feel sick or experience symptoms while at work, you need to immediately isolate yourself, inform Michelle Shawver (by phone if possible) and leave work. Staff who appear to have symptoms upon arrival at work or who become sick during the day will immediately be separated from other staff and sent home.

POSITIVE CASES AND RETURN TO WORK

In the event a staff member reports a diagnosis or reasonable suspicion of diagnosis of COVID-19, Pathways Academy will take the following steps:

1. If it has been less than 7 days since the sick staff member has been in the building, any areas used for prolonged periods of time by the sick person will be closed off and Pathways Academy will wait 24 hours before cleaning and disinfecting to minimize potential for other staff members being exposed to respiratory droplets.
2. If it has been 7 days or more since the sick staff member used the facility, additional cleaning and disinfection is not necessary. Pathways Academy will continue routinely cleaning and disinfecting all high-touch surfaces in the facility.
3. Pathways Academy will determine which staff members may have been exposed to the virus and inform them of their possible exposure to COVID-19 in the workplace. These staff members will stay home for 14 days, and self-monitor for symptoms.
4. Staff members will be advised as to what leaves are available under federal and local law or Company policy during any absences.

The following guidelines may be used to determine when a staff member can return to the workplace.

1. **Staff who have COVID-19, or have COVID-19 symptoms, and were directed to care for themselves at home.** There are two protocols for returning staff's return to work who either tested positive for COVID-19 or experienced COVID-19 symptoms. Pathways Academy may employ either of these protocols when determining whether staff may return to work.
 - a. Symptom Based Strategy. Staff who are not being tested after being directed to care for themselves at home may return to work under the following conditions:
 - At least three (3) days (72 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and** improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**
 - At least ten (10) days have passed *since symptoms first appeared*
 - b. Test Based Strategy Staff who are being tested after being directed to care for themselves at home may return to work under the following conditions:
 - Resolution of fever **without** the use of fever-reducing medications **and**

- Improvement in respiratory symptoms (e.g., cough, shortness of breath) **and**
 - Negative results of an FDA Emergency Use Authorized molecular assay for COVID-19 from at least two consecutive nasopharyngeal swab specimens collected ≥ 24 hours apart (total of two negative specimens). These results must be final before the staff member may return to work
- 2. Staff who have a household member, a person they provide care for, or an intimate partner diagnosed with or suspected as having COVID-19.** Staff may be required to remain out of work for 14 days from last date of exposure.
- 3. Staff who have had close contact with someone who is diagnosed with or suspected as having COVID-19.** Staff may be required to remain out of work for 14 days from last date of exposure.

OPERATIONS

Pathways Academy will operate in accordance with the current government's public health mandates and staff the operations according to its business demands. Generally, Pathways Academy's operating hours are 8:30am-3:45pm. However, there are a couple of variances in the operating hours as determined by job responsibilities.

PREVENTIVE MEASURES – HAND WASHING

- While in the building, Pathways Academy staff must wash their hands at least once every 60 minutes with soap and water for at least 20 seconds. While hand washing is preferable, use hand sanitizer with at least 60% alcohol if soap and water are not available. Pathways Academy will provide hand sanitizer throughout the building.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Pathways Academy will supply tissues throughout the building. Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow. Throw used tissues in the trash and immediately wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer containing at least 60% alcohol.
- Pathways Academy will post instructions as to proper handwashing in various locations throughout the building.

PREVENTIVE MEASURES – SOCIAL DISTANCING

- Avoid meeting people face-to-face. Staff are encouraged to use the telephone, online conferencing, e-mail or instant messaging to conduct business as much as possible, even when participants are in the same building.
- Physical modifications to the office environment will be made where possible to create six feet of distance, which may include marking desks that should not be used or installing partitions if social distancing cannot be accomplished.
- If a face-to-face meeting is unavoidable, minimize the meeting time, choose a large meeting room and sit at least 6 feet from each other if possible.
- Staff should not engage in handshakes, hugs, or other physical contact or salutations.
- Staff should adhere to taped off areas placed in all common areas to assist with distancing efforts.
- Gatherings in groups is discouraged. Do not congregate in work offices, main office, front foyer, classrooms or other common areas to socialize.
- Staff are encouraged to bring lunch and eat at their desks or a secluded location away from others. Stagger breaks and lunches, if practicable. Staff must continue to practice social distancing during breaks and lunches.
- Staff should avoid using co-workers' phones, desks and office equipment. To the extent equipment must be shared, Pathways Academy will provide disinfecting chemicals to clean tools before and after use.
- Restroom occupancy limit: All staff are required to maintain proper hygiene and cleanliness when in the restroom. For example, please make sure any trash is placed in trash cans and hands are thoroughly washed with soap and water for at least 20 seconds each time a staff member uses the restroom.

PREVENTIVE MEASURES – PERSONAL PROTECTIVE EQUIPMENT

Staff and visitors are encouraged to wear cloth face coverings at all times while in the building, except when eating or drinking. Pathways Academy will have a supply of disposable masks staff can use, but staff are encouraged to bring their own face covering. Tips for properly wear and handling of face coverings and instructions for making them at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

PREVENTIVE MEASURES – CLEANING AND SANITIZING

Pathways Academy will contract with the maintenance company to ensure that enhanced cleaning and sanitizing practices are in place in accordance with CDC guidelines, which includes cleaning and disinfecting of frequently touched surfaces and equipment in common areas.

Routine environmental cleaning and disinfection:

- Staff should regularly clean and disinfect in their assigned work areas and frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, and doorknobs. Pathways Academy will provide disinfectants so staff may sanitize their workstations before and after their shifts.
- All frequently touched surfaces in the office such as, telephones, handrails, and doorknobs will be routinely cleaned and disinfected by custodial staff.
- Common areas will be cleaned at least once per day.
- Any trash collected at the office will be emptied frequently.
- Pathways Academy has contracted with Premium Services to ensure adequate filtration in the buildings air condition systems.

Enhanced cleaning and disinfection after suspected/confirmed COVID-19 in the workplace:

- If a staff member is suspected or confirmed to have COVID-19, Pathways Academy will engage in a deep cleaning of the building in accordance with the most recent CDC cleaning guidelines.

VISITORS/CLIENT VISITS

Pathways Academy will be restricting visitors / vendors / outside parties at this time. Only essential visitors and/or vendors may come into the building at this time. Visitors will be required to wear masks at all times. Any deliveries should have minimal contact and cleaning protocols should be



followed. Delivery personnel should practice social distancing measures if staying in vehicle is not possible (e.g., wear recommended PPE).

OSHA REGISTRY AND CONFIDENTIALITY

If a COVID-19 related illness or injury arises, Pathways Academy will determine if it meets the criteria for reporting such illness or injury in the OSHA 300 Registry.

Pursuant to applicable federal and local law, Pathways Academy will maintain the confidentiality of any of COVID-19 diagnosis, except to the extent that the Company has a legal obligation to report the occurrence of communicable diseases in the workplace. The Company may also report the diagnosis - **without identifying the staff member** - to other staff members or stakeholders who may have been exposed to take the necessary steps to avoid contagion.

DESIGNATED PERSONS

The person designated by Pathways Academy to review these measures and routinely evaluate the work area is Michelle Shawver and she may request the assistance or input from other staff at her discretion. Any staff member who has any questions or concerns about this Plan, please contact Michelle Shawver.

NOTICE TO STAFF

This Exposure Control Plan will be discussed with and sent by electronic-digital means to staff as they are reinstated to work.

