



MARTIN LUTHER KING, JR. EDUCATION CENTER ACADEMY

COVID-19 PREPAREDNESS AND RESPONSE PLAN

2020-21 School Year Reopening

MI SAFE START PHASE 4



**Martin Luther King, Jr. Education Center Academy
COVID-19 Preparedness and Response Plan**

Address of School District: 16827 Appoline Detroit, Michigan 48235

District Code Number: 82910

Building Code Number(s): 07425

District Contact Person: Constance Price, Ph.D.

District Contact Person Email Address: cprice@mlkeca.org

Local Public Health Department: Detroit Health Department (313) 876-4000

Local Public Health Department Contact Person Email Address: dhealth@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: August 2, 2020



Assurances

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

Arthur Dudley, JD
President of the Board of Directors

Date: 08/02/2020



Introduction and Overview

Introduction and Overview

Upon Governor Whitmer's school closure mandate to mitigate the spread of COVID-19 in March 2020, Martin Luther King, Jr. Education Center Academy pursued a technologically robust educational framework. Google Classroom utilized an online/virtual learning platform to maintain consistent instruction through our existing curriculum and continued pedagogy across all content areas for grades K-8.

Chromebooks were made available to families to ensure equity and access to appropriate devices and connectivity to participate in distance learning activities to the extent feasible in a high poverty, urban community. A hybrid of alternate instructional modes included grade-level instructional packets of current curriculum textbooks and workbooks as well as online learning modalities.

Mission

The mission of Martin Luther King, Jr. Education Center Academy is to provide each student with a variety of accelerated learning opportunities appropriate to their individual abilities, competency, skill levels, desire and motivation that will propel them into the 21st century equipped with the academic, artistic, and technological skills needed to maximize their potential in a diverse society. Social and emotional skills will be highlighted to ensure development of resilience needed to sustain potential for growth.

Vision

The vision of Martin Luther King, Jr. Education Center Academy is to create a community of well-rounded, lifelong learners who will be productive global citizens as a result of whole child development intellectually, socially, emotionally, physically, aesthetically, and culturally, and thereby, enriching their capacity to meet the challenges and diversity of the 21st century. In spite of school reopening constraints, MLKECA will not waiver from this commitment to high expectations.

Philosophy

Martin Luther King, Jr. Education Center Academy believes that educational values and love for learning are nurtured in a positive, challenging and supportive educational environment wherein students, educators, and parents work together with a common purpose of ensuring that each student finds effective and fulfilling personal work, and meaningful educational lives. During this unprecedented climate of uncertainty, the future of our children's education must be our highest priority.

Values

Our school theme, "To Create Academic, Artistic, and Technological Excellence," embodies our commitment to a well- rounded educational experience for young children. Academics are foundational, the fine arts appeals to the natural urges of young children, and technology has the power to transfer education by enhancing the art of teaching.

Martin Luther King, Jr. Education Center Academy COVID-19 Preparedness and Response Plan



Academics, fine arts, and technology, will continue to be offered in-person and/or remotely to ensure the overall development of each child. In-person programming will be designed with each individual students' health and safety as our utmost concern. The *Michigan Chapter American Academy of Pediatrics (MIAAP)* "supports in-person education to the maximum extent possible to promote the health and wellness of the children of Michigan." Schools play a central role in providing the structures and supports essential for whole child development.

Principles

Maintaining our strong culture of student-centered learning is the overarching principle. MLKECA is actively engaged in improving its level of communication and building relationships. Our focus is for pupils to feel safe and valued. Students' socio-emotional and mental health needs will be among our highest priorities.

Our culturally responsive efforts will include the provision of technology devices and learning kits containing basic supplies as we are cognizant of the issues of equity for poor, urban students. Key administrative function will be to ensure educational excellence through management and monitoring of learning. Student academic as well as socio-emotional growth will be evaluated and assessed regularly.

Plan Development

MLKECA in-person school reopening plan was developed and reviewed by the school leadership team, teachers, support staff, parents, students, and our Board of Directors using the guidance from the *Center for Disease Control (CDC)* and *MI Safe School: Michigan's 2020-21 Return to School Roadmap*.

Surveys were conducted for teachers, parents, and students to garner feedback to be incorporated into the *Preparedness and Response Plan*. Administration, teachers, and support staff have collaborated through workshops, Google Meets, emails, phone conference calls, conversations, and texting, in the development of the plan.

In an effort to leverage the best technical and human resources, duties and responsibilities for teams have been delineated to ensure efficiency in collaboration and operations. The administrative has been in daily contact with the teaching staff as well as the curriculum, wellness outreach, and technology teams, to develop solutions in light of equity concerns in high poverty communities. Staff memorandums are emailed weekly to communicate the progress of our academic and emergency response plan.

The administrative team has coordinated the curriculum and technology teams in providing professional development workshops for collaboration on utilizing the internet for teaching content and communicating assignments, quizzes, and tests. The wellness outreach team's function is to mitigate the emotional stress associated with the current state of emergency. The wellness team will communicate by email, phone and zoom, if necessary, to coordinate and sustain outreach efforts.

The MLKECA Board of Directors will review the plan, provide feedback and make recommendations for improvement. Discussion and subsequent approval of the plan by board members will be conducted via tele-conference. All stakeholders will continue to work collaboratively on the Martin Luther King, Jr. Education Center Academy COVID-19 Preparedness and Response Plan



implementation of the COVID-19 Preparedness and Response Plan to ensure children are learning and parents feel supported.

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

- MLKECA is closed for in-person instruction.
- District employees necessary to conduct minimum basic operations will be on campus.
- All individuals entering buildings must wear masks.

Spacing and Movement

- MLKECA is closed for in-person instruction.
- Academy school buildings are not used by licensed child care providers.
- School employees are permitted to be physically present in school buildings for purposes of conducting basic school operations including remote instruction as determined by administration and per CDC guidelines for social distancing.

Screening Students

- MLKECA is closed for in-person instruction so screening is not needed.

Responding to Positive Tests Among Staff and Students

- MLKECA is closed for in-person instruction, however, Health Department guidelines will be followed to notify staff that may have come in contact with the individual.

Food Service, Gathering and Extracurricular Activities

- MLKECA will enact a food distribution program.
- All staff, parents and personnel entering the building are expected to wear masks.
- All inter-school activities, such as academic games, are discontinued. After-school activities including tutoring and latch-key are suspended.

Athletics

- MLKECA does not have an athletic program.

Cleaning

- MLKECA is closed for in-person instruction.



- Cleaning practices are adjusted to maintain school buildings in functional order.
- Building and grounds, and kitchen, refrigeration and pantry used for food distribution are cleaned, disinfected and sanitized regularly.
- Expectation is for custodians to clean common areas with special attention to doorknobs, light switches, hallways, restrooms and main offices.

Busing and Student Transportation.

- MLKECA has suspended all transportation for field trips and does not provide busing operations for pickup or drop off service.

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

Mental and Socio-Emotional Health

- During COVID - 19 school closure, MLKECA formed a wellness outreach team consisting of the Dean of Students and Social Worker that communicates daily and functions to address the socio-emotional health, physical and nutritional needs of all students and their families.
- Wellness Team communicates to parents by phone to maintain updated records on findings procured by initial survey of needs.
- Strategic intervention documentation of “check in” phone calls to students and parents to offer consistent moral support, encouragement, and risk assessment.
- Robo calls to all school personnel, students and parents, and emails to the MLKECA community are made as needed for updates on meal and resources distribution and school programming.
- Students are encouraged to call or email MLKECA anytime with socio-emotional health concerns as they manage stress associated with the state of emergency prompted by COVID-19.
- Teachers will monitor and assess the needs of students and families through their weekly communications. SEL lessons to include Calm Classroom activities.
- An identified need will be elevated to the wellness team or principal if needed.
- The principal will hold weekly virtual meetings with teachers to identify any additional student or families in need.
- Families indicating a need for additional support for serious physical, financial, and social-emotional mental health needs, will be referred to outside agencies.
- A list of organizations and resources will be provided and the wellness team will help to connect parents to the appropriate social service agencies.
- Mental health screenings and referral of at-risk students will be conducted.
- Professional development that includes social-emotional learning, trauma-informed best practices, identification of at-risk students, referral protocols, self-care to promote holistic wellness and resilience to prevent burnout and vicious trauma will be facilitated.
- The school social worker will centralize mental health referral communications to families.
- A comprehensive crisis management plan that leverages available internal and external community-based resources will be developed.



Phase 1, 2, or 3 Instruction

Governance

- The Return to Instruction and Learning team will continue to gather feedback from families, teachers, and students about their experiences with remote learning through surveys and conversations.
- *The Continuity of Learning Plan* will be revised to incorporate feedback and input from stakeholders to improve its effectiveness.
- *The Revised Continuity of Learning Plan* will be shared with stakeholders via school messenger, Class DoJo, and the school's website.

Remote Instruction

The administrative team has been in ongoing contact with the teaching staff as well as the curriculum, wellness outreach, and technology teams, to develop solutions in light of equity concerns in high poverty communities. Staff memorandums are emailed weekly to communicate the progress of our academic and emergency response plan.

Materials for student academic success include access to appropriate devices and internet connections. Logins and passwords to online resources are provided to parents and students. Hard copies of workbooks, math manipulatives, and kits containing pencils, expo markers, paper etc. are also distributed.

MLKECA plans to deliver content in multiple ways so that all pupils can access learning in technology and non-technology formats. Designing instruction with equity and access in mind, teachers will consider the availability of tools and resources accessible to each student. Goals will be set using student knowledge and content area standards.

The curriculum team will oversee each teachers' plans to deliver content. Google Classroom has been selected as the primary means to deliver instructional content. This technology platform has capabilities to upload instructional videos, accommodate student questions and host google meets.

MLKECA has created a chromebook loan policy that includes safe use policies and guidance. When zoom or google meet sessions are planned, FERPA regulations regarding privacy of students and teachers are considered. It is recommended that learning take place in flexibly timed options.

Non-technological delivery of content includes the creation of grade-level instructional packets of current curriculum materials, textbooks, workbooks and decodables. Lower elementary students in grades K-2 need hands-on instructional and homework packets. Our Sullivan Reading Program, although self-paced, requires student practice and direct instruction necessitating virtual meetings.

Instructional packet "pick-up" and "turn in" of these learning resources will be available in conjunction with meal distribution schedules to in compliance with social distancing and mitigation methods. Packets will be mailed if students are not able to access materials during meal distribution times.



Teachers, however, recognize the diversity in which students have access to technology, so all teachers provide content and instruction to students by multiple means which include video and phone conferences, and providing students with links to core programs online. Teachers report they are posting content, instruction and assignments through other applications such as Remind, Class Dojo and private YouTube channels.

Teachers also email assignments to students. Online instructional modes include software programs that promote academic skill development such as Study Island and Khan Academy. Differentiation, individualized instruction, examples and self-pacing is utilized when appropriate.

MLKECA has developed a distance learning attendance template for teachers to monitor and record the participation of students and their academic activities. Teachers have been advised to offer 45-60 minutes of math, 90-120 minutes of ELA 30 minutes of writing and 30-45 minutes each of science and social studies for students to engage. The administrative team is monitoring the number of students participating in academic activities compared to the overall enrollment.

While our annual summer program that addresses the academic needs of struggling readers was being considered, the nationally recognized *Springboard Collaborative* offered a partnership for a 5-week virtual literacy program for students in kindergarten thru grade four. Conversations are in progress regarding sustainable literacy program efforts into the fall semester.

Administration will continue to evaluate the participation of pupils in the Plan through Google Classroom. The participation rates will be documented in Google Enrollment Spreadsheet. Teachers will collect data on the spreadsheet in a shared folder. The technology team will monitor input, compile and analyze data, and determine next steps to increase participation/attendance rates.

The curriculum team has designed an instructional plan template for teachers to input daily lesson plans to include objective/learning target, materials, procedure, and evaluation components. Flexible instruction, reasonable expectations, student connections, and collaborative teaching will be the hallmark.

Adaptions for remote learning of the current curriculum includes *Open Court Reading Program (K-6)*, *Collections Literature (7-8)*, *Math Expressions (K-5)*, *Eureka Math (6-8)*, *3D and Breakaway Science*, and *McGraw-Hill Social Studies*. *Study Island*, *Coach Digital*, and *EduTyping*, supplemental online programming will also continue. Evaluation will be based on daily submission of assignments. In summary, the following are guidelines for effective remote learning programming:

- Ensure remote learning plans are distributed to stakeholders and create opportunities for ongoing feedback.
- Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional material.
- Integrate synchronous and asynchronous learning and best practices that promote student engaged consistency and differentiation.
- Assess every student in grades K-8 during the first few weeks of school, using a screener, diagnostic or formative assessment, that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students and families.



- Commence online intervention and support service.
- Establish structures for general and special education staff to collaborate on methods to deliver assessment and instruction as outlined in IEP's.
- Conduct checkpoints with stakeholders around curriculum and instruction and ongoing monitoring of student progress.
- Remain connected with MDE policies and guidance.
- Develop a continuation of services plan for students who need services, including evaluations by the school psychologist and social worker.

Continuity of Learning Plan Revisions for Remote Learning

- MLKECA will continue to utilize the Google Classroom platform, while addressing the challenges of *The Continuity of Learning plan*.
- Families that do not have access to devices at home will be provided with school owned chromebook and internet connectivity.
- Students without devices or internet access will be provided with instructional materials through weekly instructional packets.
- Students receiving instructional packets as mode of delivery will be supplemented with phone conferences to support instruction.
- All students will have access to grade-level textbooks and resources as needed to complete their work.
- Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child.
- Student access and assignment completion will be monitored on a regular basis.
- Feedback will be provided to students on assignment through google platform as completed.
- Instruction will be differentiated within the platform to meet each student's needs.
- Instructional packets will be collected weekly during meal distribution.
- Teachers will review packets and provide feedback to students during their weekly communication (phone call, virtual meeting or email).
- Feedback from the teacher will include differentiated work along with examples to support student learning.
- Instructional packets may be mailed in to be returned with envelope and postage provided by the school.

Instructional Plan

Major upgrades to *The Continuity of Learning Plan* was the addition of a partnership with *Springboard Collaborative* for a five- week virtual summer literacy program for students in kindergarten thru fourth grades. This program includes thirty-minutes of instructional time with students weekly and family workshops wherein in parents are taught strategies for supporting their child in achieving reading goals. Professional Learning Community (PLC) sessions provide support for teachers, and, rewards and incentives celebrate the success of students. It is anticipated that this partnership will continue into the Fall of 2020.

MLKECA also anticipates engagement of *Edgenuity's Pathblazer*, an online program providing content for intervention with NWEA integration. The purpose is to close learning gaps by



creating individual learning plans that will accelerate students forwards grade level proficiency. The professional development component will onboard teachers while providing a platform for facilitation of student growth in ELA, math, science and social studies.

The following is a list of revisions to *The Continuity of Learning Plan* resulting from stakeholder feedback:

- Improve hotspot availability and internet connectivity.
- Confirm the receipt of school wide digital communication (robocalls, emails, text messages).
- Gather and inventory student textbooks and workbooks.
- Improve hybrid learning program to continue to deliver standards based curricula centered around core instructional materials.
- Schedule a balance of synchronous (virtual meetings ie Zoom, Google Meet group sessions and office hours once weekly), and asynchronous (pre-made videos/lessons, and Study Island, Khan Academy, several times per week.)
- Consider student work to be completed outside of class in connection with the workload assigned by other teachers.
- Provide large scale student training that includes how to complete and hand in assignments, behavior expectations, and utilization of online resources
- Develop detailed lesson plans that provide for both synchronous and asynchronous learning activities, in addition to Objectives and Materials:
 - Target grade level proficiencies based upon Michigan Academic Standards.
 - Communicate daily learning targets pulled from Michigan Academic Standards to parents and students for all core and special classes.
 - Incorporate NWEA Learning Continuum into synchronous group learning experiences.
 - Assign asynchronous assignments based on NWEA Student Profile information.
 - Utilize online textbook and workbook resources during remote instruction.
 - Write instructional procedures that clearly explain how students will actively engage (Students will..., rather than SWBAT) in learning targets (rather than what the teacher will do).
 - Include daily formative assessment (Exit Tickets) and provide regular feedback to and from individual students.
 - Communicate level of academic rigor (Marzano).
 - Include differentiated activities that address individual student needs identified in student IEPs and NWEA reports.
 - Provide time for daily student self-assessment of learning target mastery.
 - Utilize power standards that identify the major work of grade levels in order to focus, prioritize, and accelerate instruction.
 - Write, maintain and post a daily instructional schedule.
 - Post daily assignments in Google Classroom.
 - Consider blended and/or remote learning best practices as supported by research.
- Complete administrative duties as required by the State of Michigan and/or MLKECA administration.



- Submit bi-weekly lesson plans for the monitoring of appropriately paced progression through established school curricula, and utilization of MLKECA purchased curricular materials.
- Take daily attendance at the end of each learning session.
- Track participation rates.
- Assess student progress and post weekly grades.
- Provide feedback via progress reports and report cards as scheduled by MLKECA.
- Complete required reporting paperwork such as Section 31a and Workshop Attendance and Intervention Logs
- Upload student enrollment databases into McGraw Hill, Houghton Mifflin Harcourt, Study Island, Coach Digital, NWEA, Google Classroom.
- Commence intervention and support sessions utilizing MLKECA support materials (Sullivan Reading Program, REWARDS, Singapore Math, Math Expressions, Study Island).
- Systematic monitoring of effectiveness of google classroom direct instruction and activities.

Communication & Family Supports

Multiple modes of communication systems will be used to reach every family and students to share:

- The plan will be communicated through school messenger via email, voice message and/or text message, directing them to the school website.
- Teachers will use google platform to monitor student wellness, engagement, and completion of assignments.
- A log of communication with students and families will be maintained.
- For instructional packet students, the teacher will keep track of which students are completing the weekly assignments.
- Inconsistent work completion or communication with a parent or student will be raised to the counseling level and if necessary, addressed by the principal.
- Expectations around the nature of the closure.
- Decisions about grade-level proficiencies, assessment and feedback, daily instruction time, estimated workload.
- Supports and resources for families to use at home.
- Training on accessing and using the schools digital systems and tools, and workshops for families to build digital literacy.

Professional Learning

- Continue to provide professional development through virtual modes.
- Establishment of Professional Learning Community (PLC) weekly meetings.
- A calendar will be established to indicate weekly opportunities for webinars hosted by GVSU, Wayne RESA, MDE, and MLKECA.
- Offer restorative support for teachers and education of equity and implicit bias, social-emotional learning and culturally responsive education.
- Share knowledge and exchange ideas regarding success and failures of remote learning.
- Share information and data about student assessment results, progress, and completed assignments.



- How to use schools' digital system and tools appropriately and sustainably.
- Build capacity around high-quality remote learning.
- Utilize structures to collaborate on week's worth of instruction to establish consistency and appropriate workload.
- How to incorporate core and supplemental curricular materials provided by MLKECA into remote and blended learning.

Monitoring

MLKECA will actively monitor the *Revised Continuity of Learning Plan* to monitor and assess the following:

- Home Internet access to ensure all students and families have adequate connectivity and device availability.
- Reactivation of the help desk, refer to the survey of connectivity, internet access and devices needed for successful engagement and completion of school work.
- Reactivation of Google attendance spreadsheets, and develop a system to monitor and track students' online attendance on a daily basis.
- The assessment of student work by teachers and the feedback provided to students and families.
- Student self-assessment of work quality, reflection on teacher feedback, and achievement of goals.
- Students will be graded and receive progress reports and report cards, however, students will not be penalized for inherent deficiencies in remote learning.
- Pupil accountants will monitor student attendance and coordinate report card distribution.

Phase 1, 2, or 3 Operations

Facilities

- MLKECA is closed for in-person instruction.
- Materials and supply chain will be audited for cleaning and disinfection supplies.
- School will be maintained in good working order to prepare for subsequent return of students.
- School cleaning and disinfection protocols will be executed according to *CDC Decision Tree*.
- Custodial staff will wear surgical masks when performing cleaning duties.
- MLKECA will create a contingency plan to coordinate the use of school buildings for essential actions including elections food distribution, and child care.
- Coordinate with Local Emergency Management Programs and Wayne RESA for procurement of cleaning and disinfection supplies.

Technology

The technology team will provide support for staff and families. Their function includes:

- Survey families to determine numbers, types and devices available for remote learning.
- Function as family technology liaisons to support communication regarding the use of technology and serve as a "help desk."
- Be identified and contact information available website.
- Develop procedures for return and inventory of school-owned devices, and safe bagging and



- sanitizing of devices to be included in the school technology plan.
- Order accessories, and maintenance over the summer.
 - Include the technology plan guidance, and training and support for educators to adapt remote learning for the classroom.

Budget, Food Service, Enrollment, and Staffing

- Instructional resources and material will be provided to staff and students.
- Nutritional services and students meals will be provided along with a list of alternative meal options for families.
- Food service processes, device distribution, and delivery sites and communication plans will be established.
- Logistical expectations, including attendance and scheduling by grade level for students and teachers will be defined.

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

Phase 4 Safety Protocols

Personal Protective Equipment (PPE)

PPE will be purchased and provided as needed to every student and staff member on a daily basis to ensure the health and safety of all students and staff. Students in kindergarten through grade four will remain in the same classroom all day reducing the need for face masks. Students in middle school grades five through eight will be required to wear masks. School-provided face masks will be turned in at the end of the day and washed daily by custodial staff and stored appropriately for distribution to classrooms each evening.

All staff, teaching, secretarial, custodial, and administrative, will be expected to wear masks or face shields. Face masks will be worn in hallways and common areas by kindergarten through 8th grade students in the building except during meals with the exception when medically unable to tolerate a mask, or unable to remove the covering without assistance. Expectations for wearing and obtaining face coverings will be included in parent and staff orientations, newsletters and handbooks. Staff, parents and students must sign off on their awareness of these policies and protocols before students are permitted to enter the classroom on the first day of school. (August 28)

Students or staff with medical exemptions need to provide rationale and documentation to be recorded in a master database and issued a sticker to display indicating this exemption. Students and/or staff that refuse to wear masks will be subject to disciplinary action up to and including banned from the school site and termination. Non-compliant guests will be escorted from the building by administration and/or school safety officer.

Signage will be prominent throughout the school buildings clearly identifying who is required to wear a mask in designated areas of the building and grounds. (August 15)



Hygiene

Ample supplies to support health hygiene behaviors will include hand soap, hand sanitizer with at least 60% alcohol, paper towels, and tissues. Supplies will be checked daily and restocked in the classroom. Teachers will contact the office if supplies run out during the school day. Supplies will be procured quarterly August 1, November 20, February 20 and May 20. Signage related to cleaning and hygiene strategies in each room, restroom and hallway by August 20. Monitoring of hygiene supplies and refill as needed at least three times daily.

Hygienic protocol with timelines will be posted and communicated via bulletin boards, and web pages. Memorandums will include hand-washing and room and materials cleaning schedule. Signage to reinforce hand washing with soap and water for at least 20 seconds, will be taught on the first day of school and reinforced weekly. Hand washing will be practiced daily to the tune of "Happy Birthday" song 2 times for elementary students. Scheduled hand-washing with soap and water will occur every 2-3 hours.

Hand sanitizer stations will be located at the front entrance and other strategic locations throughout each building as well as hand sanitizer provided in each classroom. There will be systematic, frequent checks and refills of soap and hand sanitizers.

Education will include signage for hand washing procedures as well as coughing and sneezing into elbows or cover the face and nose with a tissue. Signage to remind students and employees of hygienic practices will be displayed throughout the school building.

Teachers will generate a list of school supplies appropriate for each grade level and posted on the school website. Students' personal items will be kept separate in individually labeled cubbies, containers or lockers. Sharing of personal items and supplies such as writing utensils will be prohibited. Use of classroom materials will be limited to small group use and will be disinfected between use, or adequate supplies will be provided to assign for individual student use.

Spacing, Movement and Access

Social distancing guidelines will be adhered to between staff and students. Desks will be forward facing and spaced as feasible. Chairs will be spaced appropriately in classrooms, offices and common areas. Social distancing signage per CDC guidelines will be posted on the doors of lavatories to indicate proper social distancing and hand hygiene techniques. Teachers will monitor students' use of lavatories to ensure maintaining of proper hygienic measures.

Family members or guests will not be allowed in the school building unless approved by administration. Adult guests entering the school will be screened for symptoms, must wear a mask, and sanitize hands prior to entering. Records will be kept including date and time of non-school employees or other visitors who enter and exit the building.

MLKECA classroom windows will be opened to ensure proper ventilation when appropriate. Specials i.e. technology, music, world language, & art will be conducted in homerooms to prevent students from moving to different locations.

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Each classroom at MLKECA has an exterior door for student entry and exit. Arrival and dismissal will be via classroom exit door under supervision of the teacher who will conduct temperature screenings upon entry. Physical Education will be held outside one class at a time.

COVID-19 Screening

MLKECA will cooperate with the City of Detroit Health Department regarding implementation of protocols for screening of students and staff and if a confirmed case of COVID-19 is identified. A copy of our screening and exposure plan will be submitted.

All staff and students will be screened daily upon entering the school building classroom with temperature checks and questionnaires for adults. Staff should conduct daily self-examinations, including temperature checks, prior to going to work. If staff exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they are expected to stay home. A monitoring form for screening employees will be kept.

Families will be encouraged to check their child's temperature at home every morning. Students with a temperature of 100.4 or greater should stay home. Families are also encouraged to monitor their children for COVID-19 symptoms including cough, shortness of breath, and keep the student home and follow up with a doctor. Families will be notified of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation of any symptoms at home.

In the event of a diagnosed case of COVID-19, any close contacts (those who spent more than 15 minutes and less than six feet in close proximity to the student or staff member) should be quarantined for 14 days at home, and may return to work or school following CDC guidelines. Cleaning staff will wear masks, gloves and face shields when cleaning infected areas.

A quarantine room manned by a "quarantine officer," outfitted with appropriate PPE including gowns, face shields, N95 masks, gloves, sanitizing wipes, portable two-way radios, and internet-connected computer log sheets, and video surveillance, has been designated for staff and/or students who become ill at school.

Students who become ill with symptoms of COVID-19 will be placed in the quarantine room with a surgical mask until they can be picked up. The students will not be left unattended, and an activity log will be maintained at 5-minute intervals until the student is picked up. Parent communication will be clear and concise directions on where and how to pick up the student and where to report for testing.

Symptomatic students will be kept home until they have tested negative or completely recovered according to CDC guidelines. Office staff will contact family each day after removal until test results are provided and verified before the student can return to school. The student will be asked to self identify the location and individual they came into contact with for 15 or more minutes for the past 48 hours. The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.



School staff will be required to conduct a health safety self assessment prior to coming to work and verifying through a Google form that they are safe to work. Staff who are unable to work will be required to report this to the school through Google form as well as through AESOP. Administration will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and to report those results back to the school immediately. Positive tests for staff members will result in a required quarantine away from school for 14 days. Quarantine days will not count against the employee sick bank.

Food Service, Gathering, and Extracurricular Activities

Students will continue to eat school supplied meals, breakfast and hot lunch, with disposable utensils, in individual classrooms. The cafeteria and kitchen will be used only for receiving and distributing meals. Assemblies may be held for one classroom at a time. Students, teachers and staff will wash hands before and after every event. Gatherings will not exceed 50 students. There will be no field trips that require bus transportation. Recess will be conducted outdoors. If more than one class is outside, students should wear masks. Extracurricular activities and after school tutoring will continue with the use of masks.

Athletics

MLKECA does not offer an athletic program.

Busing and Student Transportation

Transportation will not be provided for field trips nor busing operations for drop off and pick up service.

Cleaning

Administration and building operations will meet to review all guidance related to cleaning and disinfecting buildings and to review the building operations of the *MI Safe Schools: Michigan's 2021- Return to School Roadmap*. Inventory of cleaning supplies that are in compliance with EPA-approved related to COVID will be taken and orders process to address increased cleaning protocols. Cleaning stations will be identified throughout the building that hold materials for usage in different wings, gym storage room, (elementary) custodial closet (middle school) and administration offices (main building).

All classrooms will be provided with spray bottles with EPA-approved disinfectant, paper towels, face shields, and gloves in order to address new cleaning protocols. Staff must wear gloves and masks and face shield when cleaning. Custodial team and administration will tour their building and identify areas of frequent usage throughout the building. A map will be created and kept secure in the head custodian room/office to ensure compliance when custodial substitutes are in the building.

Sanitation of frequently touched areas including light switches, doors, bathrooms will occur four times daily (7:00am, 10:00am, 1:00pm and 4:00pm), with an EPA-approved disinfectant. Common areas such as libraries and computer labs and special subject rooms, will undergo cleaning



after every class period with an EPA- approved disinfectant. The teacher of record for the area will wipe down all frequently used materials after each class has exited with EPA-approved disinfectant. Student desks will be wiped down with EPA- approved disinfection after every class period. Routine cleaning of playground structures will take place twice weekly.

Custodial staff will be trained on cleaning materials and protocols via video showing the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials. Custodians must wear gloves, a surgical mask, and face shield when performing all cleaning activities and maintain proper ventilation. Storage of cleaning and disinfection products must be secure and away from children.

Phase 4 Mental & Social-Emotional Health

The MLKECA wellness outreach team will continue to function to address the mental, socio-emotional, physical, and nutritional health needs of all students and their families. The team consisting of the Dean of Students and School Social Worker will continue to work jointly to ensure all of our students have access to counseling services as needed. Daily communication will continue to coordinate intervention efforts for students with various levels of mental health and other needs due to the COVID-19 emergency.

The wellness response team will communicate to parents weekly by phone to maintain updated records on findings procured by initial survey of needs. Included in strategic intervention are documentation of daily phone calls to students and parents to offer consistent moral support, encouragement, and risk assessment. Weekly robocalls to all school personnel, students and parents, and emails to the MLKECA community are made as needed for school programming updates.

Students are encouraged to call or email MLKECA, or speak to a wellness outreach team member anytime with socio-emotional health concerns as they manage stress associated with the state of emergency prompted by COVID-19. They are also encouraged to contact MLKECA for assistance with any of the aforementioned basic needs.

Families indicating a need for additional support for serious physical, financial, and social-emotional mental health needs, will be referred by the wellness outreach team to outside agencies. A list of organizations and resources will be provided and the team will help to connect parents to the appropriate social service agencies.

Mental health screenings, referral of at-risk students, professional development that includes social-emotional learning, trauma-informed best practices, identification of at-risk students, referral protocols, self-care to promote holistic wellness and resilience to prevent burnout and vicious trauma will be conducted. The school social worker will centralize mental health referral communications to families. A comprehensive crisis management plan that leverages available internal and external community-based resources will be developed. Comprehensive lists of wellness resources will be made available to staff and families.



Phase 4 Instruction

Governance

A Return to Instruction and Learning working group led by the administration gathered feedback from staff, parents and students about their experiences with remote learning. *The Continuity of Learning Plan* was revised to incorporate the feedback from stakeholders to improve its effectiveness. *The Revised Continuity of Learning Plan* will be shared with stakeholders in case of a return to remote learning.

Martin Luther King, Jr., Education Center Academy teachers will help to gather missing demographic information from families and submit the feedback to administration. This includes confirming and/or updating family contact information, whether or not families are receiving school wide communications, and advising parents of family support opportunities available through the school. Teachers will also make arrangements to collect student textbooks and workbooks that were issued to students for home use during the spring of the 2019-2020 school year.

Instructional Plan In-Person instruction

The in-person instructional plan led by the administrative director will be guided by the school leadership team. In event of a return to remote learning, the technology team will facilitate the transition. The overarching goal will be to provide direction for teachers to accelerate learning through prioritization and focus on progress monitoring.

Teachers will be responsible to activate school adopted, high-quality learning programs for in-person instructional delivery, and utilize best practices that promote student engagement, consistency, and differentiation. High-quality digital resources recommended by the Michigan Department of Education will also be implemented. Lesson plans will follow grade level proficiencies based upon Michigan Academic Standards, and teachers will provide a variety of modes for student assessment and feedback.

Formative assessment data will supply information needed for teachers to offer differentiated support for students who are not proficient in core subject areas, and for students with Individualized Education Plans. Teachers will also provide for remote learning activities when students are absent, and assign home learning activities appropriate for different grade level bands.

Students will begin the 2020-2021 school year with access to high-quality, standards-aligned core and supplemental curriculum materials, and students will be assessed early within the first few weeks of the school year. Assessment data will be distributed to teachers to develop an understanding of prerequisite skills relative to grade level proficiencies. Teachers will provide for the integration of social and emotional learning, and work to strengthen their connections with students.



Teachers will be provided with the power standards provided by the Michigan Department of Education to identify the major work of each grade level in order to set focus, prioritize and accelerate instruction. Intervention and support as detailed in revised IEPs will be provided by teachers and support staff. Time will be provided for general and special education teachers to meet to collaborate on how best to provide these supports. Finally, teachers will remain connected with the Michigan Department of Education either directly, or through school administrators to keep abreast of guidance and policy documents.

Teachers will provide a syllabus that includes information on academic expectation, core and supplemental materials, how to complete and submit assignments, behavior expectations, and online resources. Detailed lesson plans will be developed that will outline the delivery of standards based curricula centered around core instructional materials. Lesson plans will follow grade level proficiencies based upon Michigan Academic Standards, communicate daily learning targets pulled from Michigan Academic Standards to parents and students for all core and special classes. Detailed plans will include objectives and materials required for lesson delivery, and communicate daily learning targets pulled from Michigan Academic Standards.

Learning targets will be communicated to parents and students for all core and special classes. Information from the NWEA Learning Continuum will guide teachers in designing group learning experiences, and Student Profile information will provide a basis for individualized homework. Lesson plans will also explain how students will actively (Students will do a skill..., rather than SWBAT) in learning targets (rather than what the teacher will do), include daily formative assessment (Exit Tickets) and provide regular for feedback to and from individual students, and indicate level of academic rigor (Marzano).

Lesson plans will include differentiated activities that address individual student needs as identified in student IEPs and NWEA reports, and provide intervention and support to remediate and accelerate student learning until grade level mastery is achieved. Teachers will make time for student self-assessment of their learning, and employ classroom technology to utilize online textbooks and workbook resources for instruction. Teachers will also take daily attendance, write and maintain a daily instructional schedule, assess student progress and post weekly grades, and provide progress reports and report cards as scheduled by MLKECA. Teachers will assign home learning activities in consideration of assignments issued by colleagues.

In the event of a return to remote learning due to school closure, *Edgenuity Pathblazer*, an online learning program which provides curriculum delivering Michigan standards -aligned curricula including Common Core Standards (CCS) and Next Generation Science Standards (NGSS), will be added to our portfolio of online learning platforms. MLKECA's highly qualified teachers will deliver the instruction to close learning gaps, and create individual learning paths to move students toward grade level proficiency. Student engagement, consistency and differentiation are hallmarks of this program.

Communications and Family Supports



MLKECA will evaluate and upgrade its communication systems to include multiple modes of communication to families, ie. text, phone calls, emails and home visits. Powerschool's school messenger and robocalls will be surveyed to determine receipt and response percentages. Administration plus will be implemented to improve school/ parent relationships. Class DoJo, and Remind will be utilized by teachers to enhance parent/teacher relationships.

Martin Luther King, Jr., Education Center Academy teachers will help to gather feedback from families and submit the information to appropriate personnel. This includes confirming and/or updating family contact information, and if families are receiving school wide communications. advising parents of support opportunities available through the school. Teachers will also distribute and collect chromebooks, student textbooks and workbooks.

Professional Learning

MLKECA will provide professional development opportunities to set goals and address the completion of duties, implementation of intended curriculum, the use of technology, the engagement of student supports and Social and Emotional Learning. Teachers will attend ongoing professional development to continually increase the capacity to deliver high quality curriculum, instruction and assessment to their students. During weekly Professional Learning Community (PLC) meetings, they will participate in the planning of intentional curriculum that ensures the stability of instruction.

Teachers will identify students who did not engage in 2019-2020 remote learning activities and develop a plan to provide additional support, if needed, and share knowledge and ideas regarding the use and effectiveness of digital tools that support learning. Professional development will also provide teachers with the opportunity to develop restorative supports, attend to learning equity, reduce implicit bias, and provide culturally responsive education.

Finally, teachers will attend required professional development opportunities that address the completion of duties, and implementation of intended curriculum. Teachers will attend ongoing professional development to increase their capacity to deliver high quality curriculum, instruction and assessment to their students. They will participate in the planning of intentional curriculum that ensures the stability of instruction. Educators will have opportunities for in-person and remote learning platforms for curriculum planning. The Professional Development Calendar for the school year will include in-person, webinar and zoom meetings to meet state-required thirty hours.

Phase 4 Operations

Facilities

Materials and supply chain for cleaning and disinfection supplies has been audited. Guidance for cleaning and disinfecting of all core access areas including buildings and playgrounds will be provided to staff. Frequently touched surfaces will be cleaned several times a day during school hours. Recommended cleaning guidelines issued by the CDC will be followed. MLKECA administration will convene custodial staff to review and make actionable school guidance regarding cleaning and disinfection. Custodial staff will be provided will advanced training. Deep cleaning will occur over the summer months.

Martin Luther King, Jr. Education Center Academy COVID-19 Preparedness and Response Plan



Custodians will distribute wastebaskets, tissues, and CDC-approved soap to every classroom and office so these materials can be used upon entry and exit into any discrete location and during travel between sites. Signage will be posted and disseminated throughout the buildings. School leaders will conduct and document a facility walk-through with the custodial team to ensure that classrooms, common spaces, and exterior building and grounds are ready for staff and students.

School buildings will focus on the number of classrooms, size of each classroom, and additional usable spaces including the gym, church auditorium and newly renovated space to provide additional areas for students to meet social distancing guidelines. Each classroom has windows for ventilation. HVAC systems and air filters will be checked and changed regularly. School security and CDC protocols will be followed when interacting with parents.

Budget, Food Service, Enrollment, and Staffing

Student arrival protocols have been revisited to prevent congregating. Students will enter and exit via classroom doors to the exterior of the school buildings. Enrollment forms have been disseminated to determine students who are returning. A staffing plan exists to account for teachers who are not returning due to health and medical reasons. Administration will recruit, interview and hire new staff as needed. MLKECA will determine if remote learning is needed for students with preexisting conditions.

The projected budget for 2020-2021 includes a 10% reduction in state aid per student, and constraints for changing enrollment and staffing patterns, and, resource management. Master teaching schedules, student and faculty arrival and dismissal schedules, and meal schedules will be developed with safety protocols at the forefront.

Food Service

MLKECA has renewed its contract with Unique Foods Management to provide prepackaged meals, breakfasts and lunches for students to be delivered daily to the gymnasium. Food service staff will deliver meals to classrooms for consumption. Student desks will be cleaned, disinfected and sanitized before and after eating meals.

Technology

The technology team will meet the demands of possibly returning to remote learning platforms. Surveys will be used to collect information about numbers, types, and condition of devices in students' homes able to support remote learning. The team will distribute chrome books, troubleshoot and maintain a "help desk."

The team will be responsible for development of procedures for return and inventory of district owned devices as part of the technology plan. This will include safely bagging devices collected at school, and sanitizing the devices prior to a repair or replacement evaluation.



Over the summer months, technology personnel will order accessories that may be needed, conduct maintenance routines to remove malware, and fix standard issues including screen, keyboard, or battery replacement. The team will also oversee development of the technology plan to include training and support for students and parents.

The technology team will identify an asset tracking tool and vendor to assist with processing returning and maintaining devices for on-site triage of staff and student devices. An infrastructure evaluation process will be established and every Wi-Fi access point and wired network device will be tested.

If instructed to close in-person instruction, the technology team will deploy digital learning devices and move students and teachers to virtual learning. The team will communicate consistent procedures for the return to inventory of school owned devices, and organize and centralize online resources that were created, published or distributed by teachers. The technology team will include technology-based lessons to address learning for inclusion in the schools updated remote learning plan.

Busing and Transportation

MLKECA does not provide transportation. Students will not be bused to and from school. Field trips will not be planned for the fall semester.

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

Phase 5 Safety Protocols

The Academy will continue to follow all of the recommended safety protocols in Phase 4 for maintaining safety and hygiene measures for students and staff:

- Personal Protective Equipment
- Hygiene
- Space, Movement and Access
- Screening students and Staff
- Testing Protocols for Students and Staff and Responding to positive cases
- Responding to Positive Test Among Staff and Students
- Food Service, Gathering and Extracurricular Activities
- Cleaning
- Medically Vulnerable Students and Staff
- Athletics and Transportation Non applicable

Phase 5 Mental & Social-Emotional Health

Martin Luther King, Jr. Education Center Academy will continue to follow all of the recommended guidelines in Phase 4 for providing ongoing mental and social-emotional health services for students and their families:

- Mental Health screenings for students.
- Identification of referral of at-risk students.
- Professional Development for staff.



- Workshops and parent activities for families.
- Social Worker to establish an access navigator to centralize mental health referrals, communicate with families and public-facing wellness material.
- Maintenance of comprehensive crisis management plan that leverages interns and external community-based resources.
- Updating of comprehension lists of wellness resources for staff, students and families.
- Maintenance of reporting protocols for staff to evaluate physical and mental health status.
- Provision for staff self-care resources including resiliency strategies.
- Social worker as mental health liaison who works with local public health agent and community-based partners.
- Leveraging of MDE resources for student and staff mental health and wellness support.
- Activation of communication channels for school stakeholders to address mental health concerns resulting from COVID-19 - telephone or email hotline.
- Communication with parents and guardians via robocalls, school messenger, merge, return to school transition information to include:
 - destigmatization of COVID-19
 - understanding normal behavioral response to crises
 - best practices talking through trauma with children
 - positive self-care strategies that promote health and wellness.

Phase 5 Instruction

Governance

- A return to instruction and learning group led by MLKECA administration will gather feedback from families, teachers, and students, about their experiences with Phase 4 instruction.

Instruction

- Instruction will continue as in Phase 4, in-person instruction.
- Teachers will ensure every student has access to standards-aligned high-quality grade-level instruction, and make appropriate revisions to the instructional plan relative to stakeholder feedback.

Communications and Family Supports

- MLKECA will continue to implement communication systems to improve school and family relationships.
- Multiple modes of communication, ie. text messaging, phone calls, email and home visits.
- School database to include Powerschool, school messenger, robocalls, and administration plus

Professional Learning

- Educators will continue opportunities for in-person and remote learning platforms for curriculum training and planning for identification of students needing intervention and additional support following the Phase 4 plan for professional learning.



Phase 5 Operations

Facilities

Facilities will be maintained as in Phase 4:

- Cleaning and sanitizing protocols will continue.
- Materials and supply chain will be maintained.
- Checking of HVAC systems and maintenance as needed.
- Regular changing of air filters
- Custodial distribution of wastebaskets, tissues, soap, hand sanitizer, disinfect wipes.
- Signage remains posted through school facilities.
- School leaders conduct and document facility walk-through with custodial team.
- Deep cleaning to continue over the summer months.
- Advanced training continues for custodial staff.
- Continue school level guidance for cleaning and disinfecting of all core assets including buildings and playgrounds.
- Frequently touched surfaces cleaned several times a day.

Budget

- Budget amendments may be needed to accommodate enrollment fluctuations.

Food Service

- MLK will continue the same process and procedures in Phase 5 for in-classroom meals.

Enrollment and Staff

- Increase in enrollment may require additional staff to be recruited, interviewed, and hired to maintain small class size.

Technology

- Technology team will continue to provide support for staff, parents and students in-person and via the on-line “help desk.” Contact information will be disseminated via school messenger, Class DoJo as well as available on bulletin boards, newsletters, and the school website.

Busing and Transportation

- MLKECA does not provide transportation for drop off /pick up service. Field trips will not be planned unless restrictions are lifted for the spring semester.