



Flex High School of Michigan COVID-19 Preparedness and Response Plan

Address of School District: 4945 Clio Road
Flint, MI 48504

District Code Number: 25918

Building Code Number(s): 03391
03731

District Contact Person: Michael Springs

District Contact Person Email Address: msprings@flexhighmichigan.org

Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: aherbig@gchd.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 08/11/2020



August 13, 2020 [via email]

Mr. Michael Springs
Flex High School of Michigan
4945 Clio Rd.
Flint, MI 48504

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

Dear Mr. Springs:

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

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

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

Sincerely,

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

Corey Northrop
Executive Director

cc: Tamara Valley, Board President
Andy Holmes, Board Corresponding Agent

Attachment:
Approved COVID-19 Preparedness and Response Plan

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

Flex High School of Michigan (the “Academy”)

A regular meeting of the Academy Board of Directors was held on the 11th day of August, 2020, at 5:30 p.m.

The meeting was called to order at 5:47 p.m by Board Member Wanda Brown:

Present: Wanda Brown, Molly Bruzewski, and Tiffany Hughes

Absent: Tamara Valley

The following preamble and resolution were offered by Board Member Tiffany Hughes and supported by Board Member Molly Bruzewski:

BACKGROUND

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

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

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

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

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

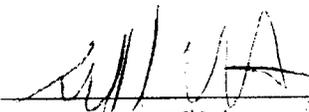
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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

Ayes: Wanda Brown, Molly Bruzewski, and Tiffany Hughes

Nays: None

Resolution declared adopted.


Print Name: Tiffany M. Hughes
Secretary, Academy Board



Assurances

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

Tamara Valley
President, Board of Directors

Board approved: 08/11/2020



Introduction and Overview

We are Flex High School of Michigan, an alternative charter high school system that includes two charter schools in the Flint area. Our organization has two locations: one on the northside of Flint and another in the suburb area of Burton. These schools accommodate the growing need to educate youth in a different way. Our mission is to motivate, mentor, counsel, and teach, and that is how we have been able to move forward in these uncommon times. Our mission is evident that this philosophy has truly been utilized by the fact that our way of educating opportunity youth has evolved due to the COVID-19 pandemic.

Over the time of our world crisis Flex High Michigan has continued to serve our students by providing a combination of distance learning options to educate and support our students in these trying times. Our curriculum is packet-based in that each semester class is divided into five Learning Event Packets. Courses can be completed without any technology. Flex High also offers Edmentum online courses for all our electives. In addition, teachers have been utilizing Google Classroom for those students that prefer a digitized curriculum and virtual meetings. We offer one-on-one help via video chat or phone calls with every teacher and academic support staff making sure that our students have the proper understanding to be successful in all their coursework. Students are also having the opportunity to pickup and drop-off of work packets. In this way, they still stay connected to the school.

Our staff's guiding principles in developing our Preparedness Plan were to first and foremost keep the safety of our students and staff our priority. Secondly, we wanted to provide the same opportunity to offer and implement a quality education through a similar format to our in-person sessions. Our staff, in coordination with the regulations governed by the State of Michigan, came up with ways to accommodate every student and their needs by addressing both academic and societal hurdles.

To have a better understanding of how the community of Flint felt towards their children's educational options, we relied on our community liaison and social worker to help our staff develop partnerships with local community human service groups to help fulfill the needs that might occur during this COVID-19 pandemic. Resources such as food distribution centers, testing sites, and other services that could alleviate problems that concerned our students and their families for them to be able to concentrate on their schoolwork.



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

Phase 1, 2, or 3 Safety Protocols

During Phases 1, 2, and 3, Flex High School of Michigan will not host any students in the school building. A reduced amount of staff will be present on a limited basis in order to collect and pass out learning materials. The following safety protocols will continue to be followed:

- Personal Protective Equipment and Hygiene
 - Schools are closed for in person instruction
- Spacing and Movement
 - Schools are closed for in-person instruction.
 - A limited number of employees will be present in the building. They will wear masks and follow social distancing guidelines.
- Screening Students
 - Schools are closed for in-person instruction.
- Responding to Positive Tests Among Staff and Students
 - Schools are closed for in-person instruction.
- Food Service, Gathering and Extracurricular Activities
 - Flex High School does not provide food services, so this is not applicable.
 - The school does not have extracurricular activities, so this is not applicable.
- Athletics
 - Flex High of Michigan does not have athletics, so this is not applicable.
- Cleaning
 - Schools are closed for in-person instruction, but janitorial service will continue two days per week. The school will be disinfected with special attention being paid to high-touch areas.
- Busing and Student Transportation
 - Flex high students rely on public transportation to and from school, so we do not provide transportation. This is not applicable.
- A limited number of employees will be present to print learning packets, collect work to be graded, and to pass out any technological needs.



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

- Staff will be given training, resources, and instructions on a safe start-up. Staff will have a brief morning meeting daily to address any physical or mental health issues. Staff mental health issues can be address by the school Clinical Therapist. Staff that may be experiencing physical health issues will be instructed to seek medical attention immediately.
- All students will be screened by school social worker upon arrival. The screening tool used will be the UCLA Brief Covid-19 Screen for Child/Adolescent PTSD. Other HIPAA and FERPA compliant assessment tools may be used as needed.
- Support groups will be established based on need (score of assessment) of each individual student. Students will be having access to the support groups based on score from screening tool. Staff will be giving detailed guidelines on how to support “at-risk students.”
- Prior to school start up Staff will have consistent and ongoing professional development as well as adequate resources and assessment tools to assist students, families, and staff. Training will be focused on a variation of topics such as social-emotional learning, trauma informed practices, and identifying at-risk students. A referral procedure will be created and closely monitored. Mindfulness and self-care will be promoted to prevent burnout and secondhand trauma.
- The centralized mental health referrals location will be in the main office. There will be a variety of wellness materials, as well as other internal and external resources to aid staff, students, and families.
- Staff will be giving a comprehensive crisis plan to follow. This plan will consist of Immediate access to therapist, community-based resources, and other emergency services internal and external.
- In addition to the above actions, the school social worker is regularly contacting students on her caseload via phone and e-mail. She is also organizing online therapy sessions via Google Classroom. In addition, as teachers are communicating and interacting with their students, they will notify the social worker if anything seems out-of-sorts. The social worker will then reach out personally to that student.
- Wellness resources will be updated weekly. Wellness resources in conjunction with various screenings will be available for staff, students, and families. Resources will also include safety precautions, self-care, and resiliency strategies.



- The social worker is also creating mental health packets that will address grief, anxiety, stress, anger, and other coping skills. This will be made available to all the students.
- School social worker will act as the mental health liaison, and partner with local public health agencies, and other community partners to assure the availability of wellness resources and supports.
- To address mental health concerns resulting from Covid-19, there will be “all call” and email sent out to students, families, and other school stakeholders. This form of communication will also aid in:
 - ✓ Communicating with parents and guardians, for return to school transition information including: De-stigmatization of COVID-19.
 - ✓ Understanding routine behavioral response to crises.
 - ✓ Overall best practices of discussing through trauma with children; and
 - ✓ Positive self-care approaches that encourages health and wellness.

Recommendations That Will Not Be Implemented

The school intends to implement all the recommendations in this section.



Phase 1, 2, or 3 Instruction

Governance

Create a district Return to Instruction and Learning working group, potentially led by the Principal and composed of the staff. This group will:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the district's remote learning plan with all involved stakeholders.

Remote Instruction

Flex High will offer the following alternative modes of instruction while in-person instruction is suspended:

- A. Our mode of instruction differs from traditional schools in that our curriculum is in the form of Learning Event Packets (LEP's). Each semester-long class is divided into five LEP's. A student progresses from LEP 1 through LEP 5. Once LEP 5 is completed, the student is issued a final grade for the course. Each class is textbook based. Students can borrow a textbook from the school, or they can access our textbooks online. We will continue these methods through this plan. When a student needs more work, he/she will contact the teacher. The teacher will then set an appointment for them to come to the school. There will be a bin in the foyer to turn in completed work, and their new work will be in an envelope waiting for them. Teachers will maintain contact with their students through the telephone, L4L Connect app, e-mail, and Google classroom. Teachers will check-in with their students at least twice a week to motivate, mentor, and teach. Teachers will be available from 8:00 a.m. to 4:00 p.m. for students to contact them if they have any questions.
- B. Teachers will also provide instruction using Google Classroom to deliver assignments directly to students electronically. Each student will be sent a request to join their teacher-of-record's classroom. Afterwards, he/she will be able to access it 24/7 wherever they are. Google Classroom will provide a fulcrum point to provide grades students earned on assignments or written comments so students will be well informed in terms of the progress they are making. When an assignment is provided to a student, an email is sent immediately to the student. When it returns to his/her instructor, an email is sent making us aware that it is ready for evaluation. This constant communication allows both the teacher and student to coordinate efforts toward academic success.
- C. In addition to the core content classes, students also take required electives online through the Edmentum learning platform. For students that are taking these online classes (as well as for students who would benefit from the connectiveness that technology provides) teachers will ascertain the availability of technology at a student's home. If there is an absence of technology (whether a device or internet connectivity), then the school will provide that technology to the student in the form of Chromebooks and hotspots.



One challenge that we are encountering is being able to attain a response from students when we call them or send emails. This is vital toward them making progress in their classes and advancing their achievement levels. I think our overall success in using our distance learning platform is to ensure the overall safety and health of both staff and students. Each week, we will devote time securing feedback from both students and staff by calling them on the phone and logging within our system the contents of our discussion. Our main objective is to determine services we can provide to ensure the success of the student and to learn what we can do better in the context of distance learning so that we can ensure its success.

We will strive in good faith to provide equal access to our alternative modes of instruction to students with disabilities by:

- A. Consistently reaching out to students by calling them on the phone. Our desire is to reach the student so we can ask if we can be of any assistance for the students in understanding assignments provided and seeing if we can provide any auxiliary services for them.
- B. Consistently providing opportunities for all students to access their email by providing an email address for their usage and maintaining communication with them.
- C. Consistently provide updated and accurate logs expressing information that can be shared with other staff members designed to improve our service to our students consistent with their individualized education plans.
- D. Adhering to all accommodations as identified in a student's IEP.

Professional Learning

The administration and management company will continue to provide professional learning and training through virtual modes for educators to:

- Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education.
- Share knowledge, continuously learn, and exchange ideas, successes, and failures around remote learning.
- Share information and data about students' assessment results, progress, and completed assignments.
- Learn how to use the school's digital systems and tools appropriately and sustainably.
- Build capacity around high-quality remote learning.

Monitoring

- Teachers will be in regular contact with the students and parents to assess any difficulties. These contacts will be logged in the school's SIS. In addition, students will also receive



timely feedback on assignments to ensure they are making progress in their classes. If a teacher loses contact with a student, the student will be referred to the community liaison for further investigation.

Recommended Protocols That Will Not Be Implemented

- The school intends to implement all the recommendations in this section.



Phase 1, 2, or 3 Operations

Facilities:

During Phases 1, 2, or 3, the school building will be closed to students. However, staff will still be able to access curriculum materials. A limited number of staff will come into the building to collect and grade student work, as well as to distribute new packets. The staff members will wear proper PPE and maintain all social distancing guidelines while in the building. During this time, the janitorial staff will continue to regularly clean and disinfect the schools.

Technology:

Technology is not necessary in the deployment of our curriculum. However, many students can benefit from its access. We will continue to survey our families to determine if technology would be beneficial. If so, we will provide a Chromebook and/or hotspot. The student can access our curriculum and interact with our teachers through this medium.

Staff:

As our staff is already small, the redeployment of staff will not be necessary. Some staff will be asked to come to the school building to assist administration in passing out/collecting the packets, but most of the staff will be working outside of the building.

Recommendations not Implemented:

As an alternative school with a flexible schedule, we do not have some of the services that a traditional school offers. Any recommendations involving food service are not applicable because we do not have food service. In addition, we do not have childcare or other community activities in the buildings, so those are not applicable as well. Our management company provides an extensive technological support system for both staff and students. The company help desk can assist with any technology issues, so the schools do not have to address these. Lastly, our curriculum can be accessed and completed offline. So, if students do have an extended problem with their technology, they can still complete work and make progress in their class.



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

Safety Protocols

In Phase 4, our school will host students based on standing appointments. These are 1.5-hour appointments twice a week. This will greatly reduce the number of students in the building at any one time. The following safety protocols will be followed:

How we will ensure compliance with PPE protocols

- Facial coverings must be worn by staff unless you are eating a meal.
- Facial coverings must be worn by all students in the school.
- May be homemade or disposable level 1 (Basic grade) surgical mask.
- Homemade masks must be washed daily.
- Disposable facial coverings must be disposed at the end of the day.
- Facial coverings must be worn everywhere in the building.
- Create a process for students/staff to self-identify as high-risk for severe illness due to COVID-19.

Exceptions:

- Special health care needs

How we will ensure compliance with hygiene protocols

- Ensure adequate supplies to support healthy hygiene behavior, including soap, hand sanitizer with at least 60% alcohol, paper towel, tissues, signs reinforcing proper handwashing techniques.
- Teach and reinforce handwashing with soap and water for at least 20 seconds or safe proper use of hand sanitizer.
- Educate staff and students on how to cough and sneeze into their elbow or to cover with a tissue. Used tissues should be thrown away and hands should be washed immediately using proper handwashing techniques.

Screening and reporting protocols for students and staff

- The school will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Students who become ill with COVID symptoms will be placed in an identified quarantine area with surgical mask in place until they can be picked up. Staff handling the student must wear a mask as well.
- Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Monitoring form will be developed for screening employees.
-

Positive cases:

- The school will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and will collect the 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
- Transport by family/guardian, emergency contact or by ambulance for off-site testing.
- Staff who develop a fever or become ill with COVID symptoms at school should wear a mask and be transported for off-site testing.



- Individual shall be kept at home until they test negative for COVID or released from isolation.
- Notify families of the presence of a positive test or a clinically diagnosed cases of COVID in the school/classroom.

Protocols Implementing: Spacing, Movement and Access

- Space desks six feet apart in classrooms.
- Student appointment times will be scheduled to minimize the number of students in the buildings.
- In classrooms where large tables are utilized, students will be spaced apart by 6 feet.
- All desks face the same direction toward the front of the classroom.
- 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 determined by district and school officials.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Academy's plan to ensure compliance with Food Service, Gathering and Extracurricular Activities

- Our school does not have a food service program for our students, so this is not applicable.
- Our school does not have extracurricular activities, so this is also not applicable.

Athletics

- Our school does not have any athletic events, nor do we have a playground, so this is not applicable.

Cleaning protocols

- 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.
- Computer labs, arts, and the science lab will undergo cleaning after every group 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 use.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves and surgical mask, and face shield when performing all cleaning activities.

Medically Vulnerable Students and Staff

- The Academy will systematically review all current plans related to Individual Healthcare, IEP's, Family Services, and/or existent 504's; providing for a decrease to risks for exposure to COVID-



19. Students and their families will be encouraged to self-identify as high-risk and have a plan to address requests for alternative learning environments.

- 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 or modify job responsibilities that limit exposure risk, or to telework if possible.

Busing and Student Transportation

- The school does not provide transportation, so this is not applicable.

Recommendations That Will Not Be Implemented

As this is a high school, any recommendations related to students from preK to grade 5 are not applicable. In addition, our students will only be in the building for 1.5 hours at a time. Plus, they are of the age that they can wash their hands on their own when they use the restroom. Therefore, we do not need to schedule handwashing times.

Students work at their own pace on individual classes at their student station, so they do not have to transition to other classes like art, music, or gym. So, any recommendations regarding mass movement in the school is not applicable. Lastly, we have no bus service, playgrounds, food service, or extra-curricular activities, so any recommendations regarding these will not be implemented.

Phase 4 Mental & Social-Emotional Health

- All students will be screened by school social worker upon arrival. The screening tool used will be the UCLA Brief Covid-19 Screen for Child/Adolescent PTSD. Other HIPAA and FERPA compliant assessment tools may be used as needed.
- Support groups will be established based on need (score of assessment) of each individual student. Students will be having access to the support groups based on score from screening tool. Staff will be giving detailed guidelines on how to support “at-risk students.”
- Prior to school start up Staff will have consistent and ongoing professional development as well as adequate resources and assessment tools to assist students, families, and staff. Training will be focused on a variation of topics such as social-emotional learning, trauma informed practices, and identifying at-risk students. A referral procedure will be created and closely monitored. Mindfulness and self-care will be promoted to prevent burnout and secondhand trauma.
- The centralized mental health referrals location will be in the main office. There will be a variety of wellness materials, as well as other internal and external resources to aid staff, students and families.



- Staff will be giving a comprehensive crisis plan to follow. This plan will consist of Immediate access to therapist, community-based resources, and other emergency services internal and external.
- Wellness resources will be updated weekly. Wellness resources in conjunction with various screenings will be available for staff, students, and families. Resources will also include safety precautions, self-care, and resiliency strategies.
- School social worker will act as the mental health liaison, and partner with local public health agencies, and other community partners to assure the availability of wellness resources and supports.
- To address mental health concerns resulting from Covid-19, there will be “all call” and email sent out to students, families, and other school stakeholders. This form of communication will also aid in:
 - ✓ Communicating with parents and guardians, for return to school transition information including: De-stigmatization of COVID-19.
 - ✓ Understanding routine behavioral response to crises.
 - ✓ Overall best practices of discussing through trauma with children; and
 - ✓ Positive self-care approaches that encourages health and wellness.

Recommendations That Will Not Be Implemented

The school intends to implement all the recommendations in this section.

Phase 4 Instruction

In Phase 4, our students will be allowed to have limited face-to-face instruction. This instruction will be appointment-based, as our model is currently organized. The teachers will strictly enforce appointment times to ensure that students numbers are limited at any one time in the building.

Governance

Create a district Return to Instruction and Learning working group led by the principal. This group will:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning.
- Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning.



Instruction

As mentioned above, Flex High School of Michigan is an alternative school. As such, our students have a flexible schedule to meet their educational needs. Students schedule 2 hour-and-a-half appointments per week with their teacher of record. During that time, the teacher meets with the student to assess progress, set goals, and check on the general well-being of the student. In addition to that, students can get their questions answered, and get one-on-one help. Each teacher has no more than 6 students per appointment.

During the normal school year, students can come before or after their appointment times for extra help. If the state is in Phase 4, students will only be allowed in the school during their appointment times. This way, there will not be any more than 24 students in the school at any one time. With this few students, social distancing will be able to be maintained as will the safety of the students.

For those students who do need extra help, staff will be available by phone or Google classroom. Additionally, students can attend their teacher appointments virtually. If students or parents do not feel comfortable attending in person, staff can still attend to student needs virtually (as they will be doing in Phases 1,2, and 3).

Students who have IEP's will continue to be serviced based on the supports outlined in the IEP's. If the IEP dictates that they must have more support time than the appointment times allow, then the teacher will extend the appointment time. The times must be arranged in accordance with the other student schedules to ensure that the number of students does not exceed the school's capacity. Support time can also be achieved virtually via the phone or through Google Classroom. Staff will do whatever is deemed in the best interest of the student.

Teachers will continue to be in constant contact with students and parents. Through these means, teachers will gauge family comfortability in allowing their students to attend in person.

Communications and Family Supports

Flex High School of Michigan will maintain regular contact with students and their families. Modes of contact include phone calls, text messages, and e-mails. These methods of contact will reinforce the following:

- Expectations in school and out of school.
- Clearly identify student appointment times.
- Information about modes of assessment and details on curricula used in each of the core subjects.

The school will also provide resources that help parents engage as partners in their child's education. The school will also offer family supports that provide families with:

- 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.



Professional Learning

The school will provide adequate time for schools and educators to engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
- Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year.
- Identify students who potentially need additional support.
- Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

The school will also create a plan for professional learning and training, with goals to:

- Offer restorative supports for teachers and learning around equity and implicit bias social-emotional learning, and culturally responsive education.
- Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use.
- Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Added Measures

Instruction

Every student:

- Has access to standards-aligned, grade level instruction
- Will be assessed through NWEA MAP testing to determine students' readiness to engage in grade-level content; and
- Is offered scaffolds and supports to meet their diverse academic and social-emotional needs through in-person appointments, phone calls or virtual meetings/check-ins.

Additionally, school staff will:

- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically focusing on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect on each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.



- Set expectations to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as extended day, and after-school appointment times, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support
- Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

Attendance:

- Student attendance will be measured through their physical attendance at their appointment time as well as through 2-way communication logs entered into our SIS. These are allowed through our seat-time waiver.

Student Work:

- Teachers will assess the quality of student work and provide feedback to students and families.
- Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Recommendations That Will Not Be Implemented

The school intends to implement all the recommendations in this section.

Phase 4 Operations

Facilities:

- 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 contracted janitorial staff of any changes in recommended cleaning guidelines issued by OSHA and CDC.
- Periodically assess and review cleaning and disinfecting procedures.
- School security staff should follow CDC protocols if interacting with the general public.
- 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 transit 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.
- Procure level-1 facial coverings for staff and students.



Budget, Food Service, Enrollment and Staffing:

- The schools have worked with the business team to create various budget scenarios to account with any learning transitions that may occur.
- The school does not provide food service, so this is not applicable.
- Ensure staffing levels match student needs.
- Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.
- Reconfigure enrollment and new-student orientation to minimize contact and maintain social distancing guidelines.
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Send back-to-school communications to families and staff, including updates of policies and procedures.
- Identify those students who may need/benefit from a remote learning environment.
- Where possible identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school leaders, and families.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Work with school leaders to orient new school staff to any operational changes.
- Create master appointment list to ensure safe arrival and departure times.

Technology:

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Develop a district plan that includes guidance for schools that include training and support for teachers to adapt remote learning skills 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.
 - Conducting maintenance routines to ensure the devices can be re-used.

Transportation:

- The school does not provide transportation services, so this is not applicable.



Recommended Protocols That Will Not Be Implemented

Our school is an alternative charter high school. Our staff is not part of a union, so any recommendations regarding working with a local bargaining unit are not relevant. We also do not utilize substitute teachers. If a teacher is missing, another staff member fills-in for that teacher. As far as the budgeting process, we have one principal who budgets in consultation with a contracted accounting firm, so he does not have to engage any other school leaders in budgeting exercises. Lastly, the school does not offer food or transportation services. Therefore, any recommendations related to these services are not applicable.



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

Phase 5 Safety Protocols

During phase four, the number of new cases and deaths have fallen within a significant timeframe; however, case levels are still above a normal distribution. This differentiates phase four from phase five, whereby, the number of active cases has reached a point where infection from other members of the community is less common. Furthermore, cases and deaths continue to decrease past the timeline created by phase four. In Phase 5, schools will be open and operating very close to the pre-COVID-19 normality.

A. Personal Protective Equipment

The Academy plans to incorporate the use of homemade and /or disposable facial coverings for all staff and students in hallways. Facial coverings will be strongly recommended during student appointment times however they will not be required.

B. Hygiene

The academy will provide adequate supplies to support healthy hygiene for students and staff members; including soap, alcohol based (60% minimum) hand sanitizer, and disposable paper towels. The use of handwashing and sanitizer is required for all teachers and students before and after each appointment time.

C. Spacing, Movement, and Access

The Academy will require that spacing between students, as well as spacing between teachers and students, be six feet. This includes classrooms where tables are utilized. The academy will have all individual desks facing the same direction. Academy staff will monitor prescribed appointment times and provide for direct movement in and out of the facility.

D. Screening students, staff, and guests.

Academy staff will conduct a daily temperature check, prior to coming to into the school. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should not attend school, but be monitored at home. The Academy should identify and designate quarantine areas with an assigned staff person to care for children who become ill at school. Students who become ill with symptoms of COVID-19 should be placed in one such quarantine area, with students and staff wearing masks.

E. Testing Protocols for Students and Staff and Responding to Positive Cases

The Academy will notify all appropriate health officials, staff, and students concerning any possible case of COVID-19 illness arising, within the guidelines of confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

F. Food service, Gathering, and Extracurricular Activities

The school does not offer food service, nor does it host extracurricular events. Therefore, this is not applicable.



G. Athletics

The school does not have any athletic teams, so this is not applicable.

H. Cleaning

Frequently touched surfaces (i.e. student desks. etc.) will be disinfected regularly using an EPA-approved disinfectant. Student desks will be disinfected after each user.

I. Busing and Transportation

The school does not provide transportation services, so this is not applicable.

J. Medically Vulnerable Students and Staff

The Academy will systematically review all current plans related to Individual Healthcare, IEP's, Family Services, and/or existent 504's; providing for a decrease to risks for exposure to COVID-19. Students and their families will be encouraged to self-identify as high-risk and have a plan to address requests for alternative learning environments.

Recommendations That Will Not Be Implemented

As this is an alternative high school, our students do not have lockers or cubbies for personal items. Their items stay with them at their individual workstations. Plus, they are of the age that they can wash their hands on their own when they use the restroom. Therefore, we do not need to schedule handwashing times.

Students work at their own pace on individual classes at their student station, so they do not have to transition to other classes like art, music, or gym. So, any recommendations regarding mass movement in the school is not applicable. Lastly, we have no bus service, playgrounds, food service, or extra-curricular activities, so any recommendations regarding these will not be implemented.



Phase 5 Mental & Social-Emotional Health

- All students will be screened by school social worker upon arrival. The screening tool used will be the UCLA Brief Covid-19 Screen for Child/Adolescent PTSD. Other HIPAA and FERPA compliant assessment tools may be used as needed.
- Staff will have a giving step by step procedures on how to identify and refer at-risk students to appropriate building-level support team. Student will be directed to school crisis team.
- Support groups will be established based on need (score of assessment) of each individual student. Students will be having access to the support groups based on score from screening tool. Staff will be giving detailed guidelines on how to support “at-risk students.”
- Prior to school start up Staff will have consistent and ongoing professional development as well as adequate resources and assessment tools to assist students, families, and staff. Training will be focused on a variation of topics such as social-emotional learning, trauma informed practices, and identifying at-risk students. A referral procedure will be created and closely monitored. Mindfulness and self-care will be promoted to prevent burnout and secondhand trauma.
- The centralized mental health referrals location will be in the main office. There will be a variety of wellness materials, as well as other internal and external resources to aid staff, students and families.
- Staff will be giving a comprehensive crisis plan to follow. This plan will consist of Immediate access to therapist, community-based resources, and other emergency services internal and external.
- Wellness resources will be updated weekly. Wellness resources in conjunction with various screenings will be available for staff, students, and families. Resources will also include safety precautions, self-care, and resiliency strategies.
- School social worker will act as the mental health liaison, and partner with local public health agencies, and other community partners to assure the availability of wellness resources and supports.



- To address mental health concerns resulting from Covid-19, there will be “all call” and email sent out to students, families, and other school stakeholders. This form of communication will also aid in:
 - ✓ Communicating with parents and guardians, for return to school transition information including: De-stigmatization of COVID-19.
 - ✓ Understanding routine behavioral response to crises.
 - ✓ Overall best practices of discussing through trauma with children; and
 - ✓ Positive self-care approaches that encourages health and wellness.

Recommendations That Will Not Be Implemented

The school intends to implement all the recommendations in this section.



Phase 5 Instruction

Governance:

- Administration and Curriculum advisors will work together to ensure all instructional goals are met per each Curriculum packet designated to each student.
- Feedback by students, families, and teachers will continue to improve the quality of one-on-one instruction received as well as the standards and instructional goals met in each packet.

Instruction:

- Through our packet based and online instruction tools, students will have access to the core standards.
- At phase 5, students will have access to one-on-one instruction with highly qualified teachers, to meet their specific educational needs.
- Access to teachers will be open to all students during regular school hours. This differs from phase 4 as there will be no more limits set to appointment time.
- Students will have in person access to the school social worker for their social-emotional needs. They may make an appointment or stop by during her office hours.
- IEPs and 504 plans will be conducted in person rather than over the phone, and teachers will continue to be informed of any changes to a student's accommodations.
- Interventions such as the Hope Room, Para pros, and Read 180 will be implemented for use by students.
- Distance learning is still an option for any students that do not feel comfortable coming to school. They will utilize the same curriculum and instructional tools as in-person students will use.

Communications and Family Supports:

- Students will attend school twice a week during their allotted time. They may also choose to utilize the entire school day.
- Any students who do not attend school during their allotted time, will be called by their teacher. The school will work with the student to assess any need the student may have for further support.
- Any student who needs to bring their children to school with them, will have access to the Hope Room which will be stocked with supplies, and toys.
- Any student who needs transportation support will be given a bus pass.
- As with phases 1-4 teachers will continue to have access to Professional Learning in all tools utilized by the school including and not limited to Google Classroom, Kami, and Read 180.
- Changes in Curriculum will be communicated promptly and any need for clarification is always accessible online with Curriculum coaches.



- Tech Support will be made available to teachers.

Recommendations That Will Not Be Implemented

As an alternative school, we are open more hours in a school day than a traditional school. Additionally, students time in the school is unstructured, so that they may access resources including teachers and paraprofessionals for individualized instruction or tutoring. Because this is done during the school day, we will not be offering these services beyond the regular school hours.

Phase 5 Operations

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Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Thursday, August 13, 2020 11:19 PM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



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DEPARTMENT OF EDUCATION
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GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

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

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808 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • 833-633-5788