FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

COVID-19
Preparedness and Response Plan
2020-2021

Lighthouse Academy

INSTRUCTIONS:

Please follow the step-by-step instructions below to complete the Preparedness and Response Plan.

1. Download and save the COVID-19 Preparedness and Response Plan to your computer prior to filling it out.

2. Complete the report and make sure to save it to your computer.

3. Submit the entire completed report in Epicenter. **Deadline: August 14, 2020**

Lighthouse Academy

COVID-19 Preparedness and Response Plan

Address of School District: Lighthouse Academy 3300 36th Street, SE Grand Rapids, MI 49512

District Code Number: 41922

Building Code Number(s): Lighthouse Academy – South campus (09924); North campus (01524); St. John's (01525); Eagle Village (03050); Waalkes (01536); The Pier (03055)

District Contact Person: Dr. Heidi M. Cate

District Contact Person Email Address: hcate@lighthouseacademyschool.org

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Local Public Health Department: Kent County Health Department

Local Public Health Department Contact Person Email Address:
Brian.Hartl@kentcountymi.gov

Name of Intermediate School District: Kent County ISD

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: July 7, 2020
Date

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 the 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.

Robert VanWieren
President of the Board of Directors

July 7, 2020 Adoption
Date

Introduction and Overview

- Provide an introduction as an opportunity to introduce the reader to your school community and efforts to date that you have taken to ensure continued student learning during the COVID-19 pandemic.
- Consider including your school mission, vision and values and describe how they continue to guide your work.
- Identify guiding principles that your team considered when developing your Preparedness Plan.
- Describe how the plan was developed and how feedback from your school community was incorporated into the Preparedness Plan.

Academy Narrative:

Lighthouse Academy serves at-risk youths who are expelled, court involved, or who have special education needs. Lighthouse Academy operates seven campuses that range from community programs to partnering with residential and juvenile justice facilities to provide a safe harbor that provides innovative whole-child education and ensures success despite life's storms.

This mission was not deterred by the novel coronavirus and COVID-19 pandemic of 2019 and 2020. District leadership, including the Superintendent, Assistant Superintendents, Human Resources, Pupil Accounting, Special Education, and Building Leaders, guided by the district values of respect, growth mindset, integrity, persistence, excellence, collaboration/teamwork, and inclusiveness created the best plan for students, families, community partners, and staff as we return to school. With each building operating under unique circumstances, Building Leaders brought input to add to a district plan. Utilizing input from a variety of settings allowed for the creation of an adaptive plan that can meet the challenge of providing a safe work environment, while preserving high quality instruction as circumstances develop and change throughout the duration of the plan.

As three programs plan to begin July 20, with a fourth beginning July 27, and the final buildings starting August 25th, Lighthouse Academy will continue to seek and accept feedback while implementing the plan. This feedback will be instrumental in making the adjustments necessary to sustain the plan and promote strong student achievement in the coming weeks and months.

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

Phase 1, 2, or 3 Safety Protocols

- All protocols included on page 15 of the Roadmap are **"Required."** This includes the closure of school building for in-person instruction and to anyone other than: 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, and 3) licensed child-care providers and the families they serve. It also includes the suspension of all athletics and busing operations, if applicable.
- Identify whether the Academy will be used by licensed child care providers and if so, under what conditions.
- Outline the extent to which school employees and contractors will be physically present in the school building for the purposes of conducting basic school operations, include remote live instruction, as determined by school administrators.
- Describe plans to ensure continued food distribution to eligible students.
- While the school is closed for in-person instruction, describe the cleaning protocols that will be adjusted to ensure the school building remains functional.
- If applicable, provide an assurance that states that all busing operations will be suspended.

Academy Narrative:

The Lighthouse Academy (LA) school buildings are closed for in-person instruction and to anyone other than district employees or contractors necessary to conduct minimum basic school operations, including receiving and sending educational materials via USPS, as applicable, to students. Thus, only essential district employees or contractors will be in the school building for 2-3 hours, 1-2 times per week as necessary to assure continuous educational programing for LA students. Otherwise, all school operations will be conducted remotely during Phase 1, 2, and 3.

- Lighthouse Academy will require its staff contracted through IES to conduct daily self-examinations if they come to the building, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- Lighthouse Academy will require its staff contracted through IES who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be [asked to leave] for off-site testing.
- Symptomatic staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Lighthouse Academy will cooperate with the local health department 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 showed symptoms to the time when he or she was last present at the school.
- Lighthouse Academy will notify local health officials, staff, and students immediately of any possible cases of COVID-19 while maintaining confidentiality consistent with the ADA and other

applicable federal and state privacy laws.

- Lighthouse Academy staff contracted through IES with a confirmed case of COVID-19 will return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

No food service workers will be in the LA school buildings during Phase 1, 2, and 3. The LA North and South community buildings are not providing food to the students of these sites at this time. Communication has been given to any students or families in need of food about the various food serving locations or food delivery options in Kent County. All other sites are in residential or detention facilities where food is provided by the facility.

The two LA community schools serve only students in the 6^{th}-12^{th} grades, so no child care for students 11 years of age or younger will be provided.

Cleaning of the two community buildings, LA-South and –North, will be continued through Phases 1, 2, and 3. Frequently touched surfaces such a copiers, counters, etc. will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

Finally, athletic activities and all busing operations will be suspended in Phases 1, 2, and 3.

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

- All protocols included on page 16 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
- Specifically identify which protocols on page 16 that are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- Provide all staff with timely, responsive, and training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics social emotional learning, trauma-informed best practices….
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency, and community partners.
    - These resources will be extended to our community partners, as requested and applicable
- Leverage MDE resources for student and staff mental health and wellness support.

- Exclude strongly recommended protocol for Mental & Social-Emotional Health:

Encourage schools to implement a mental health screening for all students by a trained professional, if possible. [...]. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. Note: This was excluded due to not having a viable screening tool in place and not having time and

resources to train staff to properly implement a new system by the planned start of the school year. However, the Student Risk Screening Scale (SRSS) for screening and progress monitoring purposes will begin to be used by the end of the first trimester of this year after proper training of staff has taken place this Fall 2020. This screener identifies both internalized and externalized behaviors in the areas of academics, anxiety, depression/mood, disruptive behavior, and social skills. This screener is given in the Fall, Winter, and Spring and will begin to be an active part of the school operations in the second trimester of the 2020-2021 school year.

- Encourage the identification of a point person or establish an access navigator to centralized mental health referrals, communications to families/students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Designate a mental health liaison who will work across the school, local public health agencies, and community partners.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
    - Communicate with parents and guardians, via a variety of channels, return to school transition information including: Destigmatization of COVID-19
    - Understanding normal behavioral response to crises.
    - General best practices of talking through trauma with children.
    - Positive self-care strategies that promote health and wellness.
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Phase 1, 2, or 3 Instruction

- All protocols included on pages 17-18 of the Roadmap are **"Strongly Recommended."**
- Describe the alternative modes of instruction that will be used while in-person instruction is suspended. Reflect upon the challenges and successes of implementing your Continuity of Learning and COVID-19 Response Plan, incorporate feedback from your school community, and outline in detail how you will ensure continued student learning. Specifically include a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction.
- Describe how the Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.
- Use the protocols listed on pages 17-18 of the Roadmap, as well as other best practices, as a guide in outlining and highlighting your plan for remote instruction.
- Specifically identify which protocols on pages 17-18 that are identified as **"Strongly Recommended"** that the Academy will <u>not implement.</u>

Academy Narrative:

Remote Instruction will be the mode of instruction provided during Phases 1, 2, and 3. Remote instruction will include: use of Online platforms (such as Google Class room), Virtual Learning (such as Edgenuity), Remote Live Instruction, Virtual Meetings and/or Instructional Packets.

This plan was informed by LA leadership, staff, and agency partner (as applicable) discussions about what went well and what needed improvement in the COL plan implemented from March 19, 2020 through June 30, 2020.

The following were identified as strengths of the COL plan that should be continued in the 2020-2021 school year:

- Flexibility and perseverance of LA staff and agency partner staff to adapt and change practices to assure students received the support they needed to be successful and progress academically.
- Development of a remote PBIS plan to incentivize student engagement and progress in academics.
- Clearly communicated channels and regularly scheduled times for LA staff and students, parents, and/or agency partner staff to discuss student's educational program and social-emotional needs.

The following were identified as areas of the COL plan needing improvement that should be addressed or changed in the 2020-2021 school year:

- Train staff on methods to engage students in remote instruction.
- Assure internet connectivity is not interrupted (specific to some residential sites).
- Remote instruction will include: use of Online platforms (such as Google Class room), Virtual Learning (such as Edgenuity), Remote Live Instruction and/or Instructional Packets.
- To support students with special education needs, Contingency Plans will be written in MiPSE to provide support for remote learning in addition to IEP supports provided for in-person instruction.
- To support students' transition to post-secondary living, an Educational Development Plan (EDP) will be developed for each student entering the eighth grade and beyond, and all student engaged in virtual learning.
- Student progress data reviewed at weekly virtual building staff meetings.
- To support students with special education needs, Contingency Plans will be written in MiPSE to provide support for remote learning in addition to IEP supports provided for in-person instruction.
- Student progress data will be reviewed at weekly virtual building staff meetings.

Governance

- Lighthouse Academy has a district Return to Instruction and Learning working group, called the District Advancement Network (DAN), as well as Building Network (BN) teams, with members from the building, leadership, and the management company.
- The DAN and BN met during the implementation of the 2019-2020 COL Plan and will continue to meet during the 2020-2021 school year to review feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Based on this feedback, Lighthouse Academy will revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- In addition, the district's remote learning plan will be shared with all involved stakeholders in case of a return to remote learning.

Communication & Family Supports

- Teachers and staff will communicate (via telephone, email, and/or video call) with all students weekly. This will include two-way communication between staff and students.
- Teacher/staff communication with parents/community partners/agency partners will include:
    - Expectations around the duration of the closure and reopening;
    - Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload.
    - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child.
- Weekly communication with community partner representative(s)
- Training documents for accessing online content and instruction provided to families and/or agency partner staff, as applicable.
- Cultural Liaisons will be available to communicate with students and families whose primary language is one other than English

Professional Learning

- A Google Classroom course on essential digital school systems (i.e. G Suite, Edgenuity, Zoom, etc…) will be provided for school staff.
- Establish weekly virtual building level Teacher Collaborative Routines in which knowledge, continuously learn, and exchange ideas, successes and failures around remote learning will be shared.
- Weekly virtual Building Network Meetings in which data about students' assessment results, progress, and completed assignments will be shared.
- Completion of Michigan Assessment Consortium video series, "Creating and Implementing Online Learning Lessons with Student Engagement in Mind" with facilitated discussion groups by teacher leaders. A pre- and post-survey will be given to teachers for school leaders to address any questions and/or areas needing improvement. In addition, the aggregate data will be reviewed to identify any follow up professional development or other support needed.
- All staff will receive training on diversity, inclusion, and equity in education.

Monitoring:

- Attendance will be taken by:
    - Daily progress made in at least one course; and
    - Two-way communication logged in PowerSchool weekly by caseload teacher/mentor.
- Student work will be:
    - Graded and entered into the PowerTeacher gradebooks weekly; and

Teachers/staff will provide verbal feedback during regular communication, as needed, and will be reviewed with the supervisor regularly in coaching.

Phase 1, 2, or 3 Operations

- All protocols included on pages 19-20 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will manage operations and technology.
- Specifically highlight the level of access to digital devices your students and families have, how you know this information, and how you will ensure equitable access to learning, as needed, through the use of technology.
- Describe the specific ways staff will be redeployed to meet the needs of the Plan.

- Specifically identify which protocols on pages 19-20 that are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

Connectivity and Digital Device Access:

- Chromebooks, desktops, and Laptops will be provided to families or Community Partners, as applicable, for student use.
- All students will be provided safe and secure access to the internet at home or in the facility, as applicable.
- Students on restriction from computer use due to safety/security concerns or who may lack connectivity will be provided another form of instruction (e.g. instructional packets)

Facilities

- Lighthouse Academy will audit the necessary materials and supply chain for cleaning and disinfection supplies.
- Lighthouse Academy will continue to maintain schools in good working order to prepare for the subsequent return of students.
- Lighthouse Academy will coordinate with the agency partner (who oversees the school building or coordinate with a contracted cleaning company, whichever is applicable) to execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Lighthouse Academy (only applicable to-North and-South which are community buildings) will create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers, if applicable.
- Lighthouse Academy will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
    - Advocate for ISDs to coordinate with LEMPs.

Excluded strongly recommended protocols:

- Custodial staff are recommended to wear surgical masks when performing cleaning duties (where applicable, custodial staff are contracted so they are not Lighthouse Academy employees).

Lighthouse Academy will implement the following Technology protocols:

- Survey families/community partners/agency partners to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with the Kent ISD, the district technology contracted support.
- Continue to implement the developed district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom (see professional development section above).
- Identify a device and/or general technology support lead for each school.
- Lighthouse Academy's technology process leader, Kent ISD's contact information has been communicated to all school staff.
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures will include:
    - Safely bagging devices collected at schools;
    - Sanitizing the devices prior to a repair or replacement evaluation;
    - Ordering accessories that may be needed over the summer; and

    - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Lighthouse Academy and IES will continue to use their asset tracking tool.
- Lighthouse Academy and IES will continue to have Kent ISD assist with processing, returning, and maintaining devices, if needed.
- Lighthouse Academy and IES will continue to have on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Lighthouse Academy and IES will continue the Infrastructure Evaluation process. Every WiFi access point and wired network device will be tested before the school year begins.
- Lighthouse Academy and IES will continue to use their technology support plan for families/community partners/agency partners.
- Lighthouse Academy will continue to monitor device usage and compliance with online learning programs.
- Lighthouse Academy will provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Lighthouse Academy will ensure that students can submit assignments and be evaluated accordingly.
- Lighthouse Academy will schedule ongoing staff training on platforms and tools.
- Lighthouse Academy and IES will review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Lighthouse Academy will ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Excluded strongly recommended protocols:

- Consider elevating the technology support lead for each school to a more formal role and providing additional support potentially with parent volunteers.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- (LA-South and North only) Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk."

Budget, Food Service, Enrollment, and Staffing

Lighthouse Academy will….

- Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
- Along with IES, work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
- Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.

- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers (see Instructional section of this Plan).

Redeployment of Staff:

The management company, Integrity Educational Services, along with Lighthouse Academy leadership, will redeploy staff (including support staff such as paraprofessionals, responsible thinking advisors, etc.) to provide meaningful work in context of this Plan.

Support staff will be assigned a "case load" of students to work with, along with the teachers to make sure each student's non-academic needs are met and students are progressing academically. For example, after a teacher delivers a lesson to students virtually, a student may need additional assistance to complete the work and the teacher may respond directly and/or ask a support staff who has the student assigned to their caseload to connect with the student via e-mail, phone, and/or virtual platform to assist the student. In addition, the support staff may be asked to make additional connections via e-mail, phone, or virtually with a student who has non-academic needs or who the teacher has noticed is not attending virtual meetings or scheduled phone calls or responding to e-mails in order to do a wellness check. Finally, the support staff may be assisting with the distribution of school work to student homes via USPS and/or by scanning and e-mailing the work to parents/guardians as well as to return the completed work to the teachers of the students for grading. Aggregate contact data per site and across the district will be reviewed by the leadership team on at least a monthly basis to identify strengths and any areas of concern to address to make sure all students are engaging successfully in this Plan.

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

Phase 4 Safety Protocols

- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Personal Protective Equipment protocols identified as **"Required"** on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings. Identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements.
- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Hygiene protocols identified as **"Required"** on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.
- Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.

- While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, if the Academy decides to offer in-person instruction, describe which, if any, practices the Academy will implement.
- Describe the Academy's plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as **"Required"** on page 26.
- Describe the Academy's plans to ensure compliance with Athletic and Cleaning protocols identified as **"Required"** on page 27.
- Describe how the Academy will comply with each of the Transportation protocols identified as **"Required"** protocols on page 28.
- Specifically identify which protocols on pages 22-28 that are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

Lighthouse Academy will follow the Personal Protection Equipment (**PPE) protocols:**

- Facial coverings must always be worn by staff except for meals
- Facial coverings must be worn in class rooms, the hallway and common areas by all students
- Facial coverings will be worn by K-5 students
- Exclude highly recommended protocol for PPE:
  - Facial coverings for preK (Lighthouse Academy does not serve PreK students)

Any student or staff who declines to wear a facial covering will be asked to provide a medical note stating that they have a medical reason for not wearing one.

If a student refuses to wear a mask and does not have a medical reason for doing so, s/he will be asked to leave the building until the parent/guardian can be spoken with. If the parent agrees that the student will continue to not wear a mask, remote learning will be offered as an alternative to face-to-face or blended learning. If the student is receiving special education services and there is not a medical reason for the student to refuse to wear a mask, the IEP team will meet to discuss alternate options for learning (including remote options).

If a staff refuses to wear a mask and does not have a medical reason for not wearing one, s/he will be referred to their supervisor and IES human resources to address the issue.

Hygiene protocols:
Lighthouse Academy….

- Will provide adequate supplies to support healthy hygiene behaviors in coordination/cooperation with the community partner, as applicable.
- Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or safe use of hand sanitizer.
- Will educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in trash and hands watched immediately using proper hand hygiene techniques.
- Will systematically and frequently check and refill soap and hand sanitizers
- Will limit sharing of personal items and supplies such as writing utensils.
- Will keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Will procure portable handwashing and/or hand sanitizing station to set up throughout school buildings.

- Excluded highly recommended protocol for Hygiene:
  - Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.

Screening Students and Staff:

- Lighthouse Academy will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Lighthouse Academy will require its staff contracted through IES to conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- Lighthouse Academy-North and –South (only these two sites) will identify and designate a quarantine area and a staff person to care for students who become ill at school.
  - Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
  - Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.

- Excluded highly recommended protocols for Screening Students and Staff (Lighthouse Academy-Waalkes, The Pier, St. John's, Wedgwood, Eagle Village; excluded due to facility staff addressing these protocols):
  - Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
  - Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
  - Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Lighthouse Academy will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Lighthouse Academy will require its staff contracted through IES who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be [asked to leave] for off-site testing.
- Symptomatic staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive Tests Among Staff and Students

- Lighthouse Academy will cooperate with the local health department 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 showed symptoms to the time when he or she was last present at the school.
- Lighthouse Academy will notify local health officials, staff, and students immediately of any possible cases of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.
- Lighthouse Academy staff contracted through IES with a confirmed case of COVID-19 will return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Lighthouse Academy will close smaller areas such as individual classrooms for 24 hours before cleaning to minimize the risk of any airborne particles.
- Exclude highly recommended protocol for Responding to Positive Test Among Staff and Students:
  - Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

(The cleaning staff are not our employees but contracted, so this protocol is not included in this plan.)

Spacing, Movement, and Access:

- In classrooms where large tables are utilized, Lighthouse Academy will space students as far apart as feasible.
- Lighthouse Academy will arrange all desks facing the same direction toward the front of the classroom.
- Lighthouse Academy teachers will maintain six feet of spacing between themselves and students as much as possible.
- Lighthouse Academy will post signage to indicate proper social distancing.
- Lighthouse Academy will post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering a Lighthouse Academy building will be screened for symptoms, wear a face covering, and wash/sanitize hands prior to entering. Lighthouse Academy will keep strict records, including date and time, of non-school employees or other visitors entering and exiting the building.

Lighthouse Academy-North and-South only:

- Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In order to maintain class sizes to a number in which spacing desks 6-feet apart can be maintained, staggered schedules will be offered to students.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and receptions areas.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

- Exclude highly recommended protocol for Spacing, Movement and Access Screening Students and Staff (Lighthouse Academy- Waalkes, The Pier, St. John's, Wedgwood, Eagle Village; excluded due to the facilities being the property of the agency partners, so may be out of control of Lighthouse Academy):
  - Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
  - Family members or other guests are not allowed in the school building except under extenuating

circumstances determined by district and school officials.
  - ○ Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
  - ○ Provide social distancing floor/seating markings in waiting and receptions areas.

Food Service, Gathering, and Extracurricular Activities

- Lighthouse Academy prohibits indoor assemblies that bring together students from more than one classroom.

Athletics

- Lighthouse Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Lighthouse Academy students, teachers, and staff will use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment will be disinfected before and after use.
- Inter-school competitions will be held provided that, facial coverings are worn if school transportation is provided. Buses will be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators will be allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention will [be] given to entry and exit points to prevent crowding.
- Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact will not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning

- Frequently touched surfaces [...] will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using EPA-approved disinfectant is unnecessary.
- Lighthouse Academy will ensure safe and correct use and storage of cleaning and disinfection products, [...].
- Staff will wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation

- Lighthouse Academy requires the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear facial

coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.

- Lighthouse Academy will assure that transportation vehicles are cleaned and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.
- Lighthouse Academy will clean and disinfect (or assure that this occurs before use) frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily, as applicable.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicle thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff:

- Lighthouse Academy will systematically review all current plans for accommodating students with special health care needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Lighthouse Academy will create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

- All protocols included on page 29 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
- Specifically identify which protocols on page 29 of the Roadmap, all of which are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

- Lighthouse Academy will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to the Building Network teams at each building.
- Lighthouse Academy will provide all staff with timely, responsive, and training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Lighthouse Academy has established and will continue ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Through its Trauma Informed Schools work, Lighthouse Academy has provided and will continue to provide resources for staff self-care, including resiliency, and community partners.

- Lighthouse Academy will continue to leverage MDE resources for student and staff mental health and wellness support.
- Lighthouse Academy (North and South only) will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

- Exclude highly recommended protocol for Mental & Social-Emotional Health:
  - Encourage schools to implement a mental health screening for all students by a trained professional, if possible. [...].
  - Encourage the identification of a point person or establish an access navigator to centralized mental health referrals, communications to families/students, and public-facing wellness materials.
  - Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources [...].
  - Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources. (Excluded only from Lighthouse Academy-Waalkes, The Pier, St. John's, and Wedgwood; agency partner coordinates these services for its students.)
  - Designate a mental health liaison who will work across the school, local public health agencies, and community partners.
  - Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
    - Communicate with parents and guardians, via a variety of channels, return to school transition information including: [...].

Phase 4 Instruction

- All protocols included on pages 30-32 of the Roadmap are **"Strongly Recommended."**
- Outline the Academy's plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider describing the results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches, and/or rotating in-person schedules.
- When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy's plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.
- Using the protocols outlined on pages 30-32 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning. As all of the protocols in this section are identified as **"Strongly Recommended,"** list any that the Academy will not implement.

Academy Narrative:

Throughout the COL Plan implementation (March 19, 2020-June 30, 2020), school staff and leadership received feedback from parents, case workers, and agency partners about the successes and barriers experienced while their students were in Remote Instruction. This feedback, along with more received in conversations through the month of June up to the date of this report, has been taken into consideration to develop this plan with the following factors considered should we be in Phase 4 as a region:

Governance

- Lighthouse Academy has a district Return to Instruction and Learning working group, called the District Advancement Network (DAN), as well as Building Network (BN) teams, with members from the building, leadership, and the management company.
- The DAN and BN has met during the implementation of the 2019-2020 COL Plan and will continue to meet during the 2020-2021 school year to review feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Based on this feedback, Lighthouse Academy will revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- In addition, the district's remote learning plan will be shared with all involved stakeholders in case of a return to remote learning.

Instruction

<u>Wedgwood, Eagle Village, DAB St. John's, The Pier, Waalkes, North, South campuses:</u>

Hybrid learning model pairing live instruction, or remote live instruction for skill recovery/honing and virtual instruction providing access to standards-aligned instruction.

  - Remote live instruction will be paired with virtual learning when it is necessary due to an Executive Order and/or DHHS restrictions for residential, juvenile detention, and correctional facilities during Phase 4 of the Governor's reopening plan.

- District approved screening assessments and/or NWEA Map testing will be used to determine individual student areas of strength and growth.
- Development and implementation of Individualized Learning Plans based on student specific needs.
- For students receiving special education services, Contingency Plans will be written in MiPSE to provide support for remote learning in addition to IEP supports provided for in-person instruction.
- EDP development through Career Cruising
- Instruction will include social-emotional learning opportunities for students.

<u>The Port (Part of North campus):</u>

- Virtual Learning via Edgenuity
  - Students will have the option to work on-campus, as needed
- EDP development through Career Cruising
- Development and implementation of Individualized Learning Plans based on student specific needs.
- Contingency Plan will be written in MiPSE to provide support for virtual learning in addition to IEP supports provided for in-person instruction.
  - Instruction will include social-emotional learning opportunities for students.

- Lighthouse Academy will remain connected with MDE about policies and guidance.
- Lighthouse Academy has developed (during implementation of the COL Plan) and will continue to implement a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communication and Family Supports

- Daily communication kept with students, community partner staff, caseworkers, agency staff, and family members, as applicable.
- Cultural Liaisons available to communicate with students and families whose primary language is one other than English
- Regular meetings with community partners/agency staff and school staff
- Training documents for accessing online content and instruction will be provided to families and/or agency partner staff.

Professional Development

- Daily teacher preparation time.
- Weekly Building Network Meetings agenda including student needs.
- All staff will participate in the Trauma Informed Schools (TISC) Online Academy
- Google Classroom course on essential digital school systems (i.e. G Suite, Edgenuity, Zoom, etc…) for school staff.
- Completion of Michigan Assessment Consortium video series, "Creating and Implementing Online Learning Lessons with Student Engagement in Mind" with facilitated discussion groups by teacher leaders. A pre- and post-survey will be given to teachers for school leaders to address any questions and/or areas needing improvement. In addition, the aggregate data will be reviewed to identify any follow up professional development or other support needed.
- All staff will receive training on diversity, inclusion, and equity in education.

Hybrid Instruction

- Adaptive implementation of Standards-based Grading and MTSS in Reading and Mathematics via:
    - Live In-person Instruction, where the teacher and students interact face-to-face; or
    - Remote Live Instruction, where teachers provide live instruction using video calling (i.e., Google Meet), when Live In-person Instruction is not available due to restrictions outside the schools control.

- <u>Connectivity and Access:</u>
    - Chromebooks, Desktops, and Laptops available for students and provided in the facility or at home, whichever is applicable.
    - Lighthouse Academy assures that all students have or are provided safe and secure access to the internet in the facility or at home, whichever is applicable.
    - If the student is on restriction from internet/device access and/or is not able to secure this access, they will be given access to one of the spots in the school building (with the requirement to wear a facial covering and to be 6-feet or more apart from others at all times)
      to use school computers and internet in the building and/or they will be given packet work to continue their course work.

- Monitoring:
    - Attendance will be taken by:
        - Daily progress made in at least one course; and

        - Two-way communication logged in PowerSchool weekly by caseload teacher/mentor.
    - Student work will be:
        - Graded and entered into the PowerTeacher gradebooks weekly; and
        - Teachers/staff will provide verbal feedback during regular communication, as needed, and will be reviewed with the supervisor regularly in coaching.

Virtual Learning:

- Approved Virtual Learning platform (such as Edgenuity)
- Space and time provided for on-site access and academic support
- Data reporting on progress made and credits attempted/earned.
- Connectivity and Access:
    - Chromebooks, Desktops, and Laptops available for student and provided in the facility or at home (upon request), which is applicable.
    - Lighthouse Academy assures that all students have, or are provided, safe and secure access to the internet at the facility.
- Monitoring:
    - Attendance will be taken according to the requirements of 5-O-D section of the Pupil Accounting Manual:
        - Two-way communication established and logged in PowerSchool.
    - Student work will be graded through the virtual learning platform and recorded in the teacher of records PowerTeacher gradebook.

Grades and progress made updated weekly.

Phase 4 Operations

- All protocols included on pages 33-36 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.
- Specifically highlight the level of access to digital devices the Academy's students and their families have, how the Academy has collected this information, and how the Academy will ensure equitable access to learning, as needed, through the use of technology.
- Address operational plans in the event that the Academy is required to close for in-person instruction, including the deployment of digital learning devices and transitioning to a fully remote learning environment.
- Specifically identify which protocols on pages 33-36 of the Roadmap, all of which are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

Facilities

Before Schools Reopen for In-Person Instruction, Lighthouse Academy-North (along with The Port) and –South, will: (Note: Lighthouse Academy-Waalkes, The Pier, St. John's, Eagle Village facilities are managed by the agency partners, so the Lighthouse Academy leadership will coordinate with the agency leadership to assure these protocols are implemented)

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- As applicable, Lighthouse Academy's management company, IES, will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning. ɑ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
  - Encourage schools to provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.

- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Air filters will be changed regularly.
  - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Lighthouse Academy has procured level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.

Before Schools Reopen for In-Person Instruction, excluded:

- School security staff should follow CDC protocols if interacting with the general public. (Not applicable for any of our locations. The schools do not have security staff.)
- Audit school security protocols to decide if any process changes need to be implemented.

- Procure level-1 surgical masks for cleaning and janitorial staff (these staff are contracted and not employees of the school's management company).

If Schools are Instructed to Close for In-Person Instruction, Lighthouse Academy will (in collaboration with agency partners, as applicable):

- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff will wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

Before Schools Reopen for In-Person Instruction, Lighthouse Academy will:

- Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
- For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
- Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
- For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- In collaboration with IES, recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- In collaboration with IES, 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 staff and families.
- In collaboration with IES, provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- 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.
- In collaboration with IES, inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.

- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance (only applicable to LA-North and –South; all other sites, the agency partner provides food to students).
- Excluded strongly recommended protocol for Budget, Food Service, Enrollment, and Staffing:
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for. (Not applicable)

Technology

Before Schools Reopen for In-Person Instruction, Lighthouse Academy will:

- Survey families/community partners/agency partners to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with the Kent ISD, the district technology contracted support.
- Continue to implement the developed district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom (see professional development section above).
- Identify a device and/or general technology support lead for each school.
- Lighthouse Academy's technology process leader, Kent ISD's contact information has been communicated to all school staff.
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures will include:
    - Safely bagging devices collected at schools;
    - Sanitizing the devices prior to a repair or replacement evaluation;
    - Ordering accessories that may be needed over the summer; and
    - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Lighthouse Academy and IES will continue to use their asset tracking tool.
- Lighthouse Academy and IES will continue to have Kent ISD assist with processing, returning, and maintaining devices, if needed.
- Lighthouse Academy and IES will continue to have on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Lighthouse Academy and IES will continue the Infrastructure Evaluation process. Every WiFi access point and wired network device will be tested before the school year begins.
- Lighthouse Academy and IES will continue to use their technology support plan for families/community partners/agency partners.

Excluded:

- Consider elevating the technology support lead for each school to a more formal role and providing additional support potentially with parent volunteers.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).

If Schools are Instructed to Close for in Person Instruction, Lighthouse Academy will:

- Deploy digital learning devices and move to virtual learning.
- Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures will include:
    - Safely bagging devices collected at schools;
    - Transporting them to a central location;
    - Sanitizing the devices prior to a repair or replacement evaluation; and
    - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
    - Ensure that school and community access points and wired network devices are functional.

When Schools Re-open for In-Person Instruction, Lighthouse Academy will:

- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and, in collaboration with the Kent ISD (and community partners/agency partners, as applicable), use them to begin the development of a long-term technology maintenance plan.

Transportation

Before Schools Reopen for In-Person Instruction, Lighthouse Academy will:

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
    - How many buses are or could be made available in the district?
    - How much variation is there in the size and maximum capacity of buses in the district?
    - How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Finalize bus procedures for students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

Excluded (Lighthouse Academy only contracts for buses, which includes the driver):

- How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Inventory bus drivers to understand the extent of high-risk populations.

Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction:

Excluded (Lighthouse Academy only contracts for buses; staff using their personal vehicles would fulfill this task):

- Utilize buses to provide food service and delivery of instructional materials where possible.

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

Phase 5 Safety Protocols

- All of the protocols listed on pages 38-44 of the Roadmap are listed as either **"Strongly Recommended"** or **"Recommended."** Using these protocols as a guide, and incorporating other best practices, describe the Academy's plans during Phase 5 of the Michigan Safe Start Plan for each of the following areas: Personal Protective Equipment; Hygiene; Spacing, Movement and Access; Screening Students, Staff, and Guests; Testing Protocols for Students and Staff and Responding to Positive Cases; and Responding to Positive Tests Among Staff and Students; Food Service, Gatherings, and Extracurricular Activities; Athletics; Cleaning; Busing and Student Transportation; and Medically Vulnerable Students and Staff.
- Highlight specific examples of how the Academy's Plan for Operating during Phase 5 of the Michigan Safe Start Plan is different from its Plan for Operating during Phase 4 of the Michigan Safe Start Plan.
- Specifically identify which protocols on pages 38-44 that are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

Lighthouse Academy will follow the Personal Protection Equipment (**PPE) protocols:**

- Facial coverings must always be worn by staff except for meals (same in Phase 4 and 5).
- Facial coverings in class rooms, the hallway and common areas by all students will be strongly encouraged but not required (required in Phase 4 but not Phase 5).
- Facial coverings by K-5 students will be strongly encouraged but not required (required in Phase 4 but not Phase 5).
- Exclude highly recommended protocol for PPE:
  - Facial coverings for preK (Lighthouse Academy does not serve PreK students)

Any staff who declines to wear a facial covering will be asked to provide a medical note stating that they have a medical reason for not wearing one.

If a staff refuses to wear a mask and does not have a medical reason for not wearing one, s/he will be referred to their supervisor and IES human resources to address the issue.

Hygiene protocols (In Phase 5, Lighthouse Academy will keep many of the same protocols they will implement in Phase 4):

Lighthouse Academy….

- Will provide adequate supplies to support healthy hygiene behaviors in coordination/cooperation with the community partner, as applicable.
- Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or safe use of hand sanitizer.
- Will educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in trash and hands watched immediately using proper hand hygiene techniques.
- Will systematically and frequently check and refill soap and hand sanitizers
- Will limit sharing of personal items and supplies such as writing utensils.
- Will keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Will procure portable handwashing and/or hand sanitizing station to set up throughout school buildings.

Screening Students and Staff (In Phase 5, Lighthouse Academy will keep many of the same protocols they will implement in Phase 4):

- Lighthouse Academy will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Lighthouse Academy staff contracted through IES will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- Lighthouse Academy-North and –South (only these two sites) will identify and designate a quarantine area and a staff person to care for students who become ill at school.
  - Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
  - Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.
    - Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building by Lighthouse Academy.

- Excluded strongly recommended protocols for Screening Students and Staff (Lighthouse Academy-Waalkes, The Pier, St. John's, Wedgwood, Eagle Village; excluded due to facility staff addressing these protocols):
  - Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
  - Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
  - Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
    - Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building by Lighthouse Academy.

Testing Protocols for Students and Staff and Responding to Positive Cases (In Phase 5, Lighthouse Academy will keep many of the same protocols they will implement in Phase 4):

- Lighthouse Academy will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Lighthouse Academy staff contracted through IES who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be [asked to leave] for off-site testing.
- Symptomatic staff sent home from school will be kept home until they have tested negative for COVID-19,or have been released from isolation according to CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive Tests Among Staff and Students

- Lighthouse Academy will cooperate with the local health department 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 showed symptoms to the time when he or she was last present at the school.
- Lighthouse Academy will notify local health officials, staff, and students immediately of any possible cases of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.
- Lighthouse Academy staff contracted through IES with a confirmed case of COVID-19 will return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Lighthouse Academy will close smaller areas such as individual classrooms for 24 hours before cleaning to minimize the risk of any airborne particles.
- Exclude highly recommended protocol for Responding to Positive Test Among Staff and Students:
  - Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

(The cleaning staff are not our employees but contracted, so this protocol is not included in this plan.)

Spacing, Movement, and Access:

- In classrooms where large tables are utilized, Lighthouse Academy will space students as far apart as feasible.
- Lighthouse Academy will arrange all desks facing the same direction toward the front of the classroom.
- Lighthouse Academy teachers will maintain six feet of spacing between themselves and students as much as possible.
- Lighthouse Academy will post signage to indicate proper social distancing.
- Lighthouse Academy will post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering a Lighthouse Academy building will be screened for symptoms, wear a face covering, and wash/sanitize hands prior to entering. Lighthouse Academy will keep strict records, including date and time, of non-school employees or other visitors entering and exiting the building.

Lighthouse Academy-North and-South only:

- ○ Space desks six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements.
- ○ In order to maintain class sizes to a number in which spacing desks 6-feet apart can be maintained, staggered schedules will be offered to students.
- ○ Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- ○ Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
- ○ Provide social distancing floor/seating markings in waiting and receptions areas.
- ○ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

Food Service, Gathering, and Extracurricular Activities at Lighthouse Academy:

- Students, teachers, and cafeteria staff wash hands before and after every meal/event.
- All gatherings, including those that occur outdoors (e.g., graduations) will comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they will comply with transportation guidelines within this document, including mandatory facial covering.
- If possible, classrooms will be used for eating in place, taking into consideration food allergies.
- If cafeterias need to be used, meal times will be staggered to create seating arrangements with six feet of distance between students.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- If applicable, after school programs will continue with staff using facial coverings and students being strongly encouraged, but not required to wear facial coverings.

Excluded:

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks (we use an outside food service provider, so we have no jurisdiction over the cafeteria staff).

Athletics at Lighthouse Academy:

- Indoor spectator events will be limited to 50 people. Large scale outdoor spectator or stadium events will be limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event.
- All equipment will be disinfected before and after use.
- If applicable, buses will be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants will be maintained while indoors and sharing equipment will be avoided.
- Handshakes, fist bumps, and other unnecessary contact will not occur.

Lighthouse Academy Cleaning Protocols:

- Frequently touched surfaces including lights, doors, benches, and bathrooms will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach

solution.

- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Athletic equipment will be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each 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 such products.

Lighthouse Academy Busing and Student Transportation Protocols:

- Will strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear facial coverings while on the bus.
- The bus will be cleaned and disinfected regularly. Children will not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to routes.
- Lighthouse Academy will clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- Lighthouse Academy will create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they will not use group transportation to return home and should follow protocols outlined above.
- If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.

Lighthouse Academy and IES Protocols for Medically Vulnerable Students and Staff:

- Lighthouse Academy will systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- Lighthouse Academy will implement its process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and has a plan in place to address requests for alternative learning arrangements or work reassignments.

Phase 5 Mental & Social-Emotional Health

- All protocols included on page 45 of the Roadmap are identified as **"Recommended."** Using these protocols as a guide, describe to what extent the Academy will provide on-going mental and social-emotional health services for students.

Academy Narrative:

- Lighthouse Academy will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to the Building Network teams at each building.
- Lighthouse Academy will provide all staff with timely, responsive, and training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Lighthouse Academy has established and will continue ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Through its Trauma Informed Schools work, Lighthouse Academy has provided and will continue to provide resources for staff self-care, including resiliency, and community partners.
- Lighthouse Academy will continue to leverage MDE resources for student and staff mental health and wellness support.
- Lighthouse Academy (North and South only) will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

Phase 5 Instruction

- All of the protocols included on pages 46-48 of the Roadmap are identified as **"Recommended."** Outline the Academy's plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan.
- Using the protocols outlined on pages 46-48 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular emphasis on any differences from the Academy's plans during Phase 4 of the Michigan Safe Start Plan.

Academy Narrative:

Most Lighthouse Academy protocols for Instruction are the same for Phase 5 as are in Phase 4 of this Plan.

Governance

- Lighthouse Academy has a district Return to Instruction and Learning working group, called the District Advancement Network (DAN), as well as Building Network (BN) teams, with members from the building, leadership, and the management company.
- The DAN and BN has met during the implementation of the 2019-2020 COL Plan and will continue to meet during the 2020-2021 school year to review feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Based on this feedback, Lighthouse Academy will revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- In addition, the district's remote learning plan will be shared with all involved stakeholders in case of a return to remote learning.

Instruction

Wedgwood, Eagle Village, DAB St. John's, The Pier, Waalkes, North, South campuses:

Hybrid learning model pairing live instruction, or remote live instruction for skill recovery/honing and virtual instruction providing access to standards-aligned instruction.

- Remote live instruction will be paired with virtual learning when it is necessary due to an Executive Order and/or DHHS restrictions for residential, juvenile detention, and correctional facilities during Phase 4 of the Governor's reopening plan.

- District approved screening assessments and/or NWEA Map testing will be used to determine individual student areas of strength and growth.
- Development and implementation of Individualized Learning Plans based on student specific needs.
- For students receiving special education services, Contingency Plans will be written in MiPSE to provide support for remote learning in addition to IEP supports provided for in-person instruction.
- EDP development through Career Cruising
- Instruction will include social-emotional learning opportunities for students.

The Port (Part of North campus):

- Virtual Learning via Edgenuity
  - Students will have the option to work on-campus, as needed
- EDP development through Career Cruising
- Development and implementation of Individualized Learning Plans based on student specific needs.
- Contingency Plan will be written in MiPSE to provide support for virtual learning in addition to IEP supports provided for in-person instruction.
  - Instruction will include social-emotional learning opportunities for students.

- Lighthouse Academy will remain connected with MDE about policies and guidance.
- Lighthouse Academy has developed (during implementation of the COL Plan) and will continue to implement a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communication and Family Supports

- Daily communication kept with students, community partner staff, caseworkers, agency staff, and family members, as applicable.
- Cultural Liaisons available to communicate with students and families whose primary language is one other than English
- Regular meetings with community partners/agency staff and school staff
- Training documents for accessing online content and instruction will be provided to families and/or agency partner staff.

Professional Development

- Daily teacher preparation time.
- Weekly Building Network Meetings agenda including student needs.
- All staff will participate in the Trauma Informed Schools (TISC) Online Academy
- Google Classroom course on essential digital school systems (i.e. G Suite, Edgenuity, Zoom, etc…) for school staff.
- Completion of Michigan Assessment Consortium video series, "Creating and Implementing Online Learning Lessons with Student Engagement in Mind" with facilitated discussion groups by teacher leaders. A pre- and post-survey will be given to teachers for school leaders to address any questions

and/or areas needing improvement. In addition, the aggregate data will be reviewed to identify any follow up professional development or other support needed.

- All staff will receive training on diversity, inclusion, and equity in education.

Hybrid Instruction

- Adaptive implementation of Standards-based Grading and MTSS in Reading and Mathematics
- Data reporting on Standards, Credits, and MAP Growth
- Data reviewed regularly in Building Network Meeting

- Connectivity and Access:
  - Chromebooks, Desktops, and Laptops available for students and provided in the facility or at home, whichever is applicable.
  - Lighthouse Academy assures that all students have or are provided safe and secure access to the internet in the facility or at home, whichever is applicable.
  - If the student is on restriction from internet/device access and/or is not able to secure this access, they will be given access to one of the spots in the school building (keeping all masks and 6-feet or more apart at all times)
    to use school computers and internet in the building and/or they will be given packet work to continue their course work.

- Monitoring:
  - Attendance taken by establishing two-way communication established about instruction and progress made in at least on course and logged in PowerSchool weekly by caseload teacher/mentor daily.
  - Student work will be:
    - recorded in the PowerTeacher gradebooks weekly, including:
      - current grade in the course; and
      - indication of progress made.
  - Teachers/staff will provide verbal feedback during regular communication, as needed, and will be reviewed with the supervisor regularly in coaching.

Virtual Learning:

- Approved Virtual Learning platform (such as Edgenuity)
- Space and time provided for on-site access and academic support
- Data reporting on progress made and credits attempted/earned.
- Connectivity and Access:
  - Chromebooks, Desktops, and Laptops available for student and provided in the facility or at home (upon request), which is applicable.
  - Lighthouse Academy assures that all students have, or are provided, safe and secure access to the internet at the facility.
- Monitoring:
  - Attendance will be taken according to the requirements of 5-O-D section of the Pupil Accounting Manual:
    - Two-way communication established and logged in PowerSchool.
  - Student work will be graded through the virtual learning platform and recorded in the teacher of records PowerTeacher gradebook.

Grades and progress made updated weekly.

Phase 5 Operations

- All protocols included on pages 49-52 of the Roadmap are **"Recommended."** Using these protocols as a guide, describe how the Academy will manage each of the following sub-sections: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation, with particular emphasis on any differences from the Academy's plans during Phase 4 of the Michigan Safe Start Plan.

Academy Narrative:

Most Lighthouse Academy protocols for Instruction are the same for Phase 5 as are in Phase 4 of this Plan.

Facilities

Before Schools Reopen for In-Person Instruction, Lighthouse Academy-North (along with The Port) and –South, will: (Note: Lighthouse Academy-Waalkes, The Pier, St. John's, Eagle Village facilities are managed by the agency partners, so the Lighthouse Academy leadership will coordinate with the agency leadership to assure these protocols are implemented)

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- As applicable, Lighthouse Academy's management company, IES, will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning. ɑ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
  - Encourage schools to provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.

- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Air filters will be changed regularly.
  - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.

  - Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Lighthouse Academy has procured level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.

Budget, Food Service, Enrollment, and Staffing

Before Schools Reopen for In-Person Instruction, Lighthouse Academy will:

- Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
- For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
- Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
- For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- In collaboration with IES, recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- In collaboration with IES, 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 staff and families.
- In collaboration with IES, provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- 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.
- In collaboration with IES, inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance (only applicable to LA-North and –South; all other sites, the agency partner provides food to students).

Technology

Before Schools Reopen for In-Person Instruction, Lighthouse Academy will:

- Survey families/community partners/agency partners to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with the Kent ISD, the district technology contracted support.
- Continue to implement the developed district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom (see professional development section above).
- Identify a device and/or general technology support lead for each school.
- Lighthouse Academy's technology process leader, Kent ISD's contact information has been communicated to all school staff.
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures will include:
    - Safely bagging devices collected at schools;
    - Sanitizing the devices prior to a repair or replacement evaluation;
    - Ordering accessories that may be needed over the summer; and
    - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Lighthouse Academy and IES will continue to use their asset tracking tool.
- Lighthouse Academy and IES will continue to have Kent ISD assist with processing, returning, and maintaining devices, if needed.
- Lighthouse Academy and IES will continue to have on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Lighthouse Academy and IES will continue the Infrastructure Evaluation process. Every WiFi access point and wired network device will be tested before the school year begins.
- Lighthouse Academy and IES will continue to use their technology support plan for families/community partners/agency partners.
- Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.

Transportation

Before Schools Reopen for In-Person Instruction, Lighthouse Academy will:

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
    - How many buses are or could be made available in the district?

  - How much variation is there in the size and maximum capacity of buses in the district?
  - How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Finalize bus procedures for students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.