



THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK

12360 Woodward Ave,
Highland Park, Michigan 48203

SPECIAL BOARD MEETING AGENDA

AUGUST 11, 2020

Zoom Video Conference

6:00 pm

BOARD MEMBERS

Janet White
President

Alexis Ramsey
Vice President

Lorne McGee
Treasurer

Shamayim Harris
Member

Cheryl Sanford
Member

Linda Wheeler
Secretary

Kevin A. Smith
Director of Operations

- **Call to Order**
- **Roll Call**
- **Communication**
- **Citizens Participation Agenda Items Only (2 minutes)**
- **Approve Board of Education Agenda**
- **Unfinished Business**
 - Marketing Plans, Budget, and Expenses
- **New Business**
 - BPA Preparedness Plan Presentation and Approval (Promise Schools)
 - HPPSAS BOD Performance Evaluation
 - Special Education Transportation Cost/DPSCD
 - BCBS Settlement
 - Bathroom Facilities Improvement
- **Board of Education Affairs**
- **Citizens Participation (3 minutes)**
- **Adjournment**



[Highland Park Public School Academy System - Barber Preparatory Academy]

COVID-19 Preparedness and Response Plan

Address of School District: 45 E. Buena Vista, Highland Park MI 48203

District Code Number: 82749

Building Code Number(s): 03228

District Contact Person: Domini Nailer

District Contact Person Email Address: dnailer@barbeprep.com

Local Public Health Department: Wayne County Department of Health, Human and Veterans Services

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: Wayne Resa ISD

Name of Authorizing Body: The School District of the City of Highland Park

Date of Adoption by Board of Directors: July 30, 2020

Assurances

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

President of the Board of Directors

Date

Introduction and Overview

During adversity and prosperity, we always keep our mission and values at the center of our decision making process. At **Barber Preparatory Academy** our mission is to prepare scholars through diversified experiences, to discover their potential, achieve readiness for college and careers, and succeed in a safe and caring environment. We do this by living our values of excellence, we hold a standard of high quality and greatness. Through achievement; we work hard to accomplish our goals. We are goal-oriented; we set objectives and focus on the task. Through leadership; we are prepared to move in the right direction. Empathy; we consider the feelings, thoughts and attitudes of others. and through support and cooperation; we work together to achieve our goals.

We strive to achieve our mission in all that we do, and that was especially true last year as our school transitioned to online learning to support our scholars through COVID-19 closures.

Although we were not completely prepared for the quick transition to virtual learning, our school team transitioned quickly, determined to do whatever we could do to maximize the learning, mental health, and food needs that our scholars have come to rely on over the years. We were able to offer 100% of families access to technology that wanted to participate in our virtual learning, while offering work packets to the remaining families through food pick up times, mailings, and home visits.

Consistent with the Michigan Safe Start Plan and MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap, our school will maintain as their first priority, the safety and health of their scholars, parents, teachers and staff. We have, and will continue to, make decisions based on the guidance of MDE, local health officials, and by listening to feedback from our families, staff, leaders, and Board members.

We have focused on three guiding principles to create our plans within each phase which are:

1. **Health and Safety:** Our design prioritizes adherence to health and safety guidelines and mandates presented by the Centers for Disease Control and Prevention and the State of Michigan, including distancing, hand-washing, and sanitizing. There are many stakeholders to consider: from immune-compromised students, to staff members with at-risk relatives at home. Prioritizing health and safety does **not** mean solving for or eliminating every risk for our community; however, it does mean making smart, feasible decisions that prioritize community safety. This includes offering families choices, investing in safety equipment, and creating multiple daily schedules.
2. **Joyful and Rigorous Curriculum:** Something we pride ourselves in is educating our scholars in our Big 3: academic hard skills, soft skills and mindsets, and identifying relevance and belonging. Each one of these three is pivotal to our scholars' development towards college graduation. We have designed assessments (instructional and mental

health) to identify areas of support while still focusing on our work of helping scholars know who they are and how they are relevant in our community. This will be delivered through the computer and during non-screen time to provide opportunities for scholars to still learn while not being in front of a screen.

3. **Build Adult Capacity:** What we were reminded of the most last spring was the incredible commitment and determination of our staff to provide scholars with the instructional, emotional, mental, and physical assistance they needed to maintain their education. For leaders, it will mean creating mechanisms to collect data and learn from bright spots, assess and evaluate needs quickly and continuously. For teachers, it will be to learn from PD, find best practices, and remain a continuous learner.

We anticipate a gradual return to the physical buildings and classrooms beginning at some point during the 2020-21 school year. This gradual return will take place in 6 phases consistent with the MI Safe Schools Roadmap, which in turn is consistent with the 6 phases of the MI Safe Start Plan. We are prepared to flexibly move in and out of these phases as COVID-19 circumstances may change throughout the 2020-21 school year:

- Phase 1-3: All Students Stay at Home (100% online learning)
- Phase 4: Scholar groups will attend campus and virtually on opposite days.
- Phase 5-6: 100% On site with increased safety guidelines.

For families that do not feel comfortable sending their scholars to school at all, we will offer a 100% Virtual option that families will elect to stay in on a quarterly basis and then given the opportunity at the end of each quarter to work with the school to determine if a transition to on-site learning is appropriate. This option will be called BARBER PREPARATORY ACADEMY Online. Scholars do not have to be a previous scholar at our school to be eligible for this option, but a plan will be created in collaboration with the school and family to ensure that this option can maximize the college going culture we have within our building

If we have learned anything from COVID-19, is that communication is key. Although this is not named as a specific guiding principle in creating this plan, stakeholder involvement was, and will continue to be, a top priority for us as we work through this school year. We will approach this document as a living document that will be improved upon as we receive feedback from stakeholders. We will consistently evaluate our program and work with all stakeholders towards improvement. If we need to make changes, it will be communicated effectively during both the design stage and an implementation stage.

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

Phase 1, 2, or 3 Safety Protocols

District and Building Implementation Plan:

During Phase 1-3, school will be closed for in-person instruction. The building will not be used by a licensed childcare provider. Only employees and contractors that are needed to conduct minimum basic school operations, including remote live instruction, will be permitted to enter the building. Staff members that support live instruction will only need to enter the school building if they need access to items within the building to conduct lessons. Otherwise, they will be working remotely. All social distancing guidelines will be followed by anyone that enters the building. All busing operations will be suspended, as well as, all extracurricular activities and athletics.

While the school building is closed for in-person instruction, we will continue to maintain our school buildings in good working order to prepare for the subsequent return of students including auditing necessary materials and supply chain for cleaning/disinfection supplies. Our facilities team will execute school cleaning and disinfection protocols according to the CDC guidelines. In addition, the custodial staff will wear surgical masks when performing the cleaning duties and follow all appropriate safety protocol. Our school will work with the local ISD to create a contingency plan to coordinate the use of school buildings for essential actions including (and only as appropriate) elections, food distribution and child care for essential workers.

We will ensure food distribution is available for our scholars during Phases 1-3. In partnership with our food service vendor, breakfast and lunch meals will be distributed. We will update all stakeholders regarding the food distribution schedule through our school messenger system, email, social media, and website postings on a regular basis. School team members may be reallocated to support food distribution as needed. We will also continue to update all stakeholders of the other available food distribution sites in the surrounding areas

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

All protocols included on page 16 of the Roadmap are “**Strongly Recommended**” will be implemented. Below you can find how are guiding principles applied to those recommendations.

Health and Safety: The physical and mental health of our students is paramount. We will be conducting scholar surveys that will help us identify scholars who could be struggling with mental health. We will use this data to identify scholars that need additional help and to inform and develop social emotional support for scholars and training for staff. We have also established a wellness team and wellness survey. This is family focused and will be used to identify families that need additional services and help us

identify any additional scholars that need assistance that may not have been identified in our scholar survey.

As situations arise school staff who are alerted to a concern reach out to instructional coaches, student advisors, and principals. The administrative team contacts our school specific supports who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families.

Joyful and Rigorous Curriculum: We understand that students and their families are experiencing significant disruption in their lives and that their child’s health and safety are paramount. So, as we continue to implement our virtual learning plan, we remain committed to teaching and learning and providing students a sense of normalcy, direction and purpose. At the same time, we do not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their virtual learning experience, parents are asked to, without hesitation, reach out to their child’s teacher. We have an advisory system that will focus on building and sustaining relationships with peers and the teacher. The survey referenced previously will be used to help teachers make informal and formal shifts to accommodate the specific needs of the scholars in the advisory.

Building Adult Capacity: We recognize that helping scholars through mental health is particularly difficult if staff are also struggling with mental health. Additional PD will be provided this year around destigmatizing mental health, including building upon our sessions last year on self compassion for educators. We have created a menu of resources for our staff to use that include online and community based assets. We have also established a Crisis Intervention Hotline through our partner GPS that is available for staff that is staffed with social workers and trained crisis counselors to handle a wide spectrum of interventions, and to coach our team through life’s challenges.

Phase 1, 2, or 3 Instruction

When our region is in Phase 1, 2, or 3, or when Leadership has identified a need to do so, we will conduct our virtual learning plan. There were many successes and learnings from our transition to virtual learning last Spring. We have used a range of surveys, focus groups, and committee work to review our plan from last year and improve upon it. We have used the base of that plan as our starting point for Fall planning, as we created that plan in collaboration with our Board and other stakeholders. Throughout last Spring we had regular meetings with our Board and staff to receive feedback and implemented that feedback throughout last Spring. All protocols included on page 16 of the Roadmap are “**Strongly Recommended**” will be implemented. Below you can find how are guiding principles applied to those recommendations.

Health and Safety: We will offer 100% of families access to technology that want to participate in our virtual learning, while offering work packets to the remaining families through food pick up times, mailings, and home visits. Our goal is to increase the percentage of scholars that will engage in learning through technology, with the hope of 100% participation, but we recognize

that special considerations for family specific needs should be prioritized. We feel that virtual learning is the safest experience for our families during a regional designation of Phase 1, 2, or 3 so that they can stay home as much as possible. We will follow all safety guidelines in the event that packets need to be delivered or picked up by families. All necessary safety and health guidelines will be followed for any onsite meeting or professional development.

Joyful and Rigorous Curriculum: In order to create a relevant curriculum that meets scholars where they are, we will assess scholars early and often to ensure grade level learning targets are being met and are scaffolded where needed. Leadership attended professional development this summer to create an equitable academic ready-to-learn plan that guards against the risk of over-remediation and gave them tools to leverage the shifting demands of teacher planning and instruction in order to create engaging learning environments that support students who have experienced interrupted schooling through COVID-19. Using MDE resources around power standards and learnings from that PD we have revised our curriculum pacing guides. A centrally located website will organize these documents, as well as other best practices from teachers and external resources.

Virtual grade level meetings, department meetings, and data team meetings will be held to review scholar data with teachers and create plans for re-teaching or acceleration where needed. Instructional delivery will be a combination of synchronous learning to ensure that scholars are delivered high quality grade level instruction, and asynchronous learning through projects and activities to support power standards while being able to work away from the computer. Virtual office hours will be utilized to help struggling scholars. Intervention programs will also be used as needed during asynchronous instructional time that will be tailored to the specific needs of the scholar. We will offer all of our previous courses virtually.

The Special Education team will conduct professional development for leaders and teachers around MDE guidance for this school year. Special education teachers and general education teachers will have additional planning time to review IEPs and create meaningful learning plans for each scholar that will be aligned with grade level curriculum maps and IEP goals.

Building Adult Capacity: Professional development will be provided for staff in the most appropriate setting (virtual or on-site) in August. We have robust PD that spans over multiple weeks and is designed to address the specific needs of our staff based on changes to our virtual plan, survey data from staff, and research based strategies to increase effectiveness of virtual instruction. PD will also be offered weekly and be based on school wide needs identified by leadership, scholar assessment and participation data, and survey data from staff. Additional staff development will occur around restorative support for teachers, equity and implicit bias, social-emotional learning, and culturally responsive teaching throughout the year.

On site and virtual workshops designed to help the parent/guardian and scholars maximize their use of technology during virtual instruction will be delivered at the beginning of the year, and then throughout the year as the need arises. Resources will be shared to help families create a schedule that works for the school and their specific family needs. Written and in person communication for our families will include our different schedules and when they will happen, protocols and procedures for arrival and dismissal, and information around our philosophy of bubbles. Feedback will be taken and used accordingly as the year progresses.

Phase 1, 2, or 3 Operations

Facilities

Strongly Recommended from the Michigan Return to School Roadmap

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Continue to maintain schools in good working order to prepare for the subsequent return of students.
3. Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
4. Custodial staff are recommended to wear surgical masks when performing cleaning duties.
5. ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.
6. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.

District and Building Implementation Plan

While the school building is closed for in-person instruction, we will continue to maintain our school buildings in good working order to prepare for the subsequent return of students including auditing necessary materials and supply chain for cleaning/disinfection supplies. Our facilities team will execute school cleaning and disinfection protocols according to the CDC guidelines. In addition, the custodial staff will wear surgical masks when performing the cleaning duties and follow all appropriate safety protocols. Our school will work with the local ISD to create a contingency plan to coordinate the use of school buildings for essential actions including (and only as appropriate) elections, food distribution and child care for essential workers.

Technology

Strongly Recommended from the Michigan Return to School Roadmap

To support remote learning, our district assures the following:

1. We have surveyed families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
2. We have assigned our school's Dean of Operations as the point of contact to plan and communicate with district technology teams.
3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
4. Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
6. 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."
7. Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - [Sanitizing the devices](#) prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
8. Identify an asset tracking tool.
9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
12. Develop a technology support plan for families.
13. Continue to monitor device usage and compliance with online learning programs.
14. Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.

15. Ensure that students can submit assignments and be evaluated accordingly.
16. Schedule ongoing staff training on platforms and tools.
17. 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.
18. Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

District and Building Implementation Plan

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended from the Michigan Return to School Roadmap

1. Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
2. Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
3. Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
4. Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
5. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

District and Building Implementation Plan

- Our staff and students will be supplied with the appropriate instructional resources and materials no later than August 28, 2020.
- Human Resources will continue to work with MDE regarding flexibility with hiring and coordinate with school leaders on a plan to hire virtually to fill vacancies as necessary.
- The school food service director and/or business manager is coordinating with our food service vendor to ensure student meals are provided. If our food service vendor is unable to accommodate, we will ensure our school families are supplied with a list of alternative food service sites.
- The school food service director and/or business manager will have

- completed food service processes, device distribution, delivery sites and communication plans prepared by August 15, 2020 in preparation for Phase 1-3 if necessary.
- Add attendance expectations.

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

Phase 4 Safety Protocols

Our school is committed to reopening our buildings for in-person instruction with the following protocols to ensure our students and staff can return to school safely. For Phase 4, we will ensure the following:

- that our school preparedness and response activities continue and we will conduct ongoing surveillance and execute all mitigation measures;
- our schools are prepared to implement social distancing measures;
- we are prepared for short-term dismissals and the suspension of extracurricular activities; and
- we will work in partnership with our local health department and ISD for guidance.

Our schools will be prepared to receive scholars based on the approved instructional plan whether that be full in-person instruction, a hybrid virtual/in-person model, or fully virtually. In the event we have scholars return, even if for a limited time, the following safety protocols will be adhered to.

Personal Protective Equipment

Requirements from the Michigan Return to School Roadmap

1. Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a

facial covering. Staff will be offered a face shield as long as it is medically tolerable to wear one.

- PreK-5 and special education teachers should consider wearing clear masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
2. Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Staff or students will be offered a face shield as long as it is medically tolerable to wear one. Those students will be offered a face shield as long as it is medically tolerable to wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 3. Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Students will be offered a face shield as long as it is medically tolerable to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facing coverings must be disposed of at the end of each day.
 4. Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Students will be offered a face shield as long as it is medically tolerable to wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
 5. All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Strongly Recommended from the Michigan Return to School Roadmap

1. Students in grades K-5 and students with special needs will wear facial coverings in classrooms.
2. Pre-K students and students with special needs will wear face coverings in hallways and common areas.

District and Building Implementation Plan

- The expectations for the wearing of face coverings including the face coverings maintenance procedures will be included in staff training, student handbooks, and parent communications. Staff and students will be offered a face shield as an alternative if they

are unable to wear one due to a medical condition.

- Students, parents and staff will be required to sign-off on their awareness of the policies before the first day of school.
- Building, grounds, and transportation signage will be prominent throughout all school facilities.
- Two fabric face coverings will be ordered and provided to every student and staff member before the first day of school. Disposable masks will be provided in the event a staff member or student do not have their fabric face covering.
- Fabric and clear face coverings will be provided to preK-5 teachers with the requirement to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose.
- Students who claim medical exemption will need to provide medical documentation to the main office. Exempted individuals will be recorded in PowerSchool and issued a sticker to display on their student or staff ID indicating this exemption.
- Staff that require medical exemption will be required to provide medical documentation to HR.
- PreK-5 students will not be required to wear a face covering once they are situated in the classroom unless the classroom activity places them in close proximity (2 feet or less) to other students.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration, Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by HR and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene

Requirements from the Michigan Return to School Roadmap

1. Provide adequate supplies to support healthy hygiene behaviors (including soap,

hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).

2. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Strongly Recommended from the Michigan Return to School Roadmap

1. Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
2. Systematically and frequently check and refill soap and hand sanitizers.
3. Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
4. Limit sharing of personal items and supplies such as writing utensils.
5. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
6. Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
7. Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

District and Building Implementation Plan

- Every classroom will be supplied hand sanitizer for regular use.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will be required to contact the school's main office immediately if supplies run low during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated regularly in newsletters, school messenger, signage throughout the building, website, etc. It will include the classroom's hand washing schedule and the room and materials cleaning schedule.
- Teachers will instruct students (and reinforce as necessary) the following:
 - Proper handwashing
 - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families. Parents and caregivers will be asked to review and reinforce these techniques with the students.
- The operations and business staff will ensure the school is equipped with enough supplies including:

- soap
- hand sanitizer
- paper towels
- Supplies will be ordered on a quarterly basis.
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course.

Spacing, Movement and Access

Strongly Recommended from the Michigan Return to School Roadmap

1. Desks will be spaced six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
2. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
3. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
4. Teachers should maintain six feet of spacing between themselves and students as much as possible.
5. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
6. Signage will be posted to indicate proper social distancing.
7. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
8. Social distancing floor/seating markings will be placed in waiting and reception areas.
9. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
10. Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

District and Building Implementation Plan

- Facility staff will inventory the number of desks, tables, and measure each building space to determine the building capacity with physical distance recommendations by July 15, 2020.
- Hallways, cafeteria, entry, and sidewalks will be marked in 6-foot increments by August 20, 2020.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the social distancing requirement.
- Visitor policy will be updated to reflect screening requirements for building visitors. The building will be limited to essential visitors only and adjusted protocol for

- parent/guardian student pick up.
- Plexiglass has been installed in the main office.

Screening Students and Staff

Requirements from the Michigan Return to School Roadmap

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Strongly Recommended from the Michigan Return to School Roadmap

1. The school has designated a quarantine area and a staff person to care for students who become ill at school
2. Students who become ill with symptoms of COVID-19 will be placed in the quarantine area with a surgical mask until they can be picked up. Any staff that interacts with these students will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
3. Symptomatic students sent home from school are required to stay home until they can present a negative test results or have completely recovered according to CDC guidelines.
4. Staff are required 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 should stay home

District and Building Implementation Plan

- Our school will work with the local health department to ensure we are following the appropriate protocol for screening students and staff.
- The school will identify a remote and secluded room, no smaller than 100 square feet to serve as an isolation area. The room will have appropriate PPE including surgical masks, N95 Masks, gloves, and sanitizing wipes.
- Each building will have an identified and trained staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and the staff member will understand that they are to leave their regular assignment to monitor the isolation area.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer. A log entry will be entered into PowerSchool immediately to note the time placed in the isolation area as well as the pick up time.
- The main office will communicate with the parent/guardian with specific directions on where and how to pick up the student and additional next steps.
- The main office will contact the student/family each day after removal until negative COVID-19 test results are provided and verified before the student can return to school.

- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health screening questionnaire at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their own temperature.
- If the Google form is not available, the team member will be required to complete a paper health screening questionnaire as soon as they are on site.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report to the school leader. Appropriate follow up with the staff member will be completed.

Testing Protocols for Students and Staff and Responding to Positive Cases

Requirements from the Michigan Return to School Roadmap

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Strongly Recommended from the Michigan Return to School Roadmap

1. Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance (if clinically unstable), for off-site testing.
2. Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and sent for off-site testing.
3. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
4. 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.
5. In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

District and Building Implementation Plan

TBD based on the county's health department recommendations.

Responding to Positive Tests Among Staff and Students

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommended from the Michigan Return to School Roadmap

1. Notify Public Health - Wayne County/Detroit, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
2. Public Health - Wayne County/Detroit will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
 - a. Public Health - depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
 - b. Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
3. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Muskegon County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
4. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

5. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

District and Building Implementation Plan

TBD based on the county’s health department recommendations.

Food Service, Gathering, and Extracurricular Activities

Required from the Michigan Return to School Roadmap

1. Prohibit indoor assemblies that bring together students from more than one classroom.

Recommended from the Michigan Return to School Roadmap

1. Large scale assemblies of more than 50 students are suspended.
2. Off-site field trips that require bus transportation to an indoor location are suspended.

District and Building Implementation Plan

- The school prohibits all indoor assemblies.
- The school prohibits off-site field trips that require bus transportation to an indoor location.

Athletics-Dean at Campus

Required from the Michigan Return to School Roadmap

1. Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
2. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
3. All equipment must be disinfected before and after use.
4. Inter-school competitions may be held provided facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

5. Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
7. Handshakes, fist bumps, and other unnecessary contact must not occur.
8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
9. Large scale indoor spectator events are suspended.
10. 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.

District and Building Implementation Plan

- All requirements will be added to the school's Athletic Manual.
- All coaches and student athletes will be trained on the updated safety protocol in advance of any athletic season.

Cleaning

Required from the Michigan Return to School Roadmap

1. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
2. Libraries, computer labs, arts, and other hands- on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.
5. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
6. Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

District and Building Implementation Plan

- The school's Facility Manager will meet with the school custodial teams to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory will be conducted by the Facility Manager and custodial vendor related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Cleaning and disinfection products will be stored in secure storage closets.
- All classrooms will be provided disinfecting wipes, spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Custodial staff will walk the building wiping all high frequency usage areas every four hours. Staff will note the time and date and initials on a chart that is kept daily.
- Classroom teachers will wipe down the students' desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Staff will be expected to wipe down their work area every two hours as necessary.
- A deep clean of the building will occur every Wednesday based on the proposed instructional calendar.
- Playground equipment will be cleaned twice a week.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Busing and Student Transportation

Required from the Michigan Return to School Roadmap

1. Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, must 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.
3. Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to

afternoon routes.

5. Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. 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.
8. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

District and Building Implementation Plan

- Contact will be made with all transportation companies that support the school to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School Road Map.
- A meeting will be held with the school contracted transportation vendor to review the criteria required.
- Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet including language around the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- The school will work with the transportation vendor to ensure the busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
- Transportation vendors will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- Develop and communicate a policy that will be included in the Student Handbooks to families related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering."
- We will request that the transportation vendor provides training to all bus drivers that includes:
 - Appropriate use of face covering
 - Policies regarding face covering
 - Policies regarding hand sanitizing
 - Policies and methods for cleaning and disinfecting

- Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus both en route and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.

Medically Vulnerable Students and Staff

Strongly Recommended from the Michigan Return to School Roadmap

1. Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
2. 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.

District and Building Implementation Plan

- Identify all health care plans, IEPs, IFSPs, and 504 plans and ensure appropriate tags are assigned in PowerSchool.
- Special Education staff will review plans to identify those that require additional accommodations related to COVID-19.
- Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student's specialized plans; revise those plans based on parent feedback. (Complete by August 15th.)
- Any staff member identifying as medically vulnerable will be required to schedule a meeting with their school leader and Human Resources by August 7, 2020 to discuss options for reasonable accommodation.

Phase 4 Mental & Social-Emotional Health

All protocols included on page 29 of the Roadmap are “**Strongly Recommended**” will be implemented. Below you can find how are guiding principles applied to those recommendations.

Health and Safety: The physical and mental health of our students is paramount. We will be conducting scholar surveys that will help us identify scholars who could be struggling with mental health. We will use this data to identify scholars that need additional help and to inform and develop social emotional support for scholars and training for staff. We have also established a wellness team and wellness survey. This is family focused and will be used to identify families that need additional services and help us identify any additional scholars that need assistance that may not have been identified in our scholar survey.

As situations arise school staff who are alerted to a concern reach out to instructional coaches, student advisors, and principals. The administrative team contacts our school specific supports who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families.

Joyful and Rigorous Curriculum: We understand that students and their families are experiencing significant disruption in their lives and that their child’s health and safety are paramount. So, as we continue to implement our virtual learning plan, we remain committed to teaching and learning and providing students a sense of normalcy, direction and purpose. At the same time, we do not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their virtual learning experience, parents are asked to, without hesitation, reach out to their child’s teacher. We have an advisory system that will focus on building and sustaining relationships with peers and the teacher. The survey referenced previously will be used to help teachers make informal and formal shifts to accommodate the specific needs of the scholars in the advisory.

Building Adult Capacity: We recognize that helping scholars through mental health is particularly difficult if staff are also struggling with mental health. Additional PD will be provided this year around destigmatizing mental health, including building upon our sessions last year on self compassion for educators. We have created a menu of resources for our staff to use that include online and community based assets. We have also established a Crisis Intervention Hotline through our partner GPS that is available for staff that is staffed with social workers and trained crisis counselors to handle a wide spectrum of interventions, and to coach our team through life’s challenges.

Phase 4 Instruction

All protocols included on page 30-32 of the Roadmap that are “**Strongly Recommended**” will be implemented. Below you can find how are guiding principles applied to those recommendations.

When our Region is in Phase 4, or when leadership has identified a need to do so, we will conduct our hybrid learning plan. This plan relies on each classroom being divided into 2 cohorts and are assigned different days to attend campus, while working virtually on the other days. 1 day a week will be completely virtual for scholars while including professional development and extended planning time for staff in the most appropriate setting (virtual or on campus) as determined by leadership. A deep school wide cleaning will also take place on Wednesday to ensure that each cohort of scholars begins their onsite instruction with a safe environment that will never be mixed with the other cohort of scholars.

Health and Safety: All MDE, CDC, and regional health and safety guidelines, including masks for everyone in the buildings, 6ft social distancing, and regular hand washing will be followed. Class schedules have been created to create inclusive bubbles (cohorts of scholars and adults that will not mix with any other people during the day). Our belief is that by maintaining the integrity of these bubbles, we can track attendance to monitor an increase in absenteeism. Additional bubbles will be created to monitor, including classrooms in a given hallway, scholars riding a specific bus, and any clubs or sports that are engaging during that time. If any bubble has a significant dip in attendance, that entire bubble will switch to 100% virtual learning, giving leadership time to evaluate further. Research indicates that a quick response to a bubble’s decrease in attendance can be as effective as closing the entire school. School wide procedures (arrival, dismissal, lunch, recess) have all been adapted to maintain the integrity of these bubbles. All necessary safety and health guidelines will be followed for any onsite meeting or professional development.

Joyful and Rigorous Curriculum: In order to create a relevant curriculum that meets scholars where they are, we will assess scholars early and often to ensure grade level learning targets are being met and are scaffolded where needed. Leadership attended professional development this summer to create an equitable academic ready-to-learn plan that guards against the risk of over-remediation and gave them tools to leverage the shifting demands of teacher planning and instruction in order to create engaging learning environments that support students who have experienced interrupted schooling through COVID-19. Using MDE resources around power standards and learnings from that PD we have revised

our curriculum pacing guides. A centrally located website will organize these documents, as well as other best practices from teachers and external resources.

Virtual or onsite grade level meetings, department meetings, and data team meetings will be held to review scholar data with teachers and create plans for re-teaching or acceleration where needed. Equitable grading practices will be communicated to staff and families, while being monitored by leadership to ensure they are being followed and our plan is having the desired outcome that we have outlined. Instructional delivery will be a combination of synchronous learning to ensure that scholars are delivered high quality grade level instruction while on site, and asynchronous learning through projects or through our online platform to support power standards while being able to work off site. Virtual and/or on site office hours will be utilized to help struggling scholars. Intervention programs will also be used as needed during asynchronous instructional time that will be tailored to the specific needs of the scholar.

The Special Education team will conduct professional development for leaders and teachers around MDE guidance for this school year. Special education teachers and general education teachers will have additional planning time to review IEPs and create meaningful learning plans for each scholar that will be aligned with grade level curriculum maps and IEP goals. Leadership will leverage on-site small group work for Special Education scholars or Tier 2 and 3 scholars on our 100% Virtual Wednesday when appropriate.

Building Adult Capacity: Professional development will be provided for staff in the most appropriate setting (virtual or on-site) in August. We have robust PD that spans over multiple weeks and is designed to address the specific needs of our staff based on our hybrid model, survey data from staff, and research based strategies to increase effectiveness of virtual and onsite instruction. PD will be offered weekly and be based on school wide needs identified by leadership, scholar assessment and participation data, and survey data from staff. Additional staff development will occur around restorative support for teachers, equity and implicit bias, social-emotional learning, and culturally responsive teaching.

On site and virtual workshops designed to help the parent/guardian and scholars maximize their use of technology during virtual instruction will be delivered at the beginning of the year, and then throughout the year as the need arises. Resources will be shared to help families create a schedule that works for the school and their specific family needs. Written and in person communication for our families will include our different schedules and when they will happen, protocols and procedures for arrival and dismissal, and information around our philosophy of bubbles. Feedback will be taken and used accordingly as the year progresses.

Phase 4 Operations

For Phase 4 Operational planning, our schools will prepare our facilities, adjust budget planning, food service, enrollment, and transportation while closed for in-person instruction in accordance with the strongly recommended items listed in the Return to School Roadmap as detailed below. In addition, we are prepared to conduct all of the strongly recommended items detailed in the Return to School Roadmap in preparation to receive scholars for in-person instruction as detailed below.

Facilities

Strongly Recommended Before Schools Reopen for In-Person Instruction

1. Our school facility and custodial teams have audited necessary materials and supply chain for cleaning and disinfection supplies.
2. Our school has coordinated with the [Local Emergency Management Programs](#) (LEMP) and ISD for support with procurement of cleaning and disinfection supplies.
3. We currently do not have access to any additional facilities that could be used for learning.
4. School team members will be trained on the [guidance for cleaning and disinfecting all core assets](#) including buildings and playgrounds as well as their responsibilities in cleaning frequently touched surfaces. Custodial teams responsibilities in these areas have also been reviewed and ongoing training will be conducted.
5. We will 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.
6. Custodial and facilities staff have met to review and make actionable district guidance regarding cleaning and disinfection.
7. Advanced training has been conducted for custodial staff.
8. Custodial staff have continued deep cleaning over the summer.
9. The following audits have been completed as of July 17, 2020
 - a. How many classrooms are available;
 - b. The size of each classroom;
 - c. Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - d. The ventilation in each classroom.
10. An audit of school security protocols has been completed to decide if any process changes need to be implemented.
11. School security staff will follow CDC protocols if interacting with the general public.
12. Maintain facilities for in-person school operations.
 - a. Check HVAC systems at each building to ensure that they are running efficiently.
 - b. Air filters should be changed regularly.
 - c. Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - d. Signage about frequent [handwashing, cough etiquette, and nose blowing](#)

should be widely posted, disseminated, and encouraged through various methods of communication.

- e. Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
13. School leaders should 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.
14. The school Business Managers are procuring level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs. Expected delivery no later than the week of August 24, 2020.
15. Our custodial vendors have procured level-1 surgical masks for cleaning and janitorial staff.

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

1. Activate school cleaning and disinfection protocols according to the CDC guidelines. Custodial staff will wear surgical masks when performing cleaning duties.
2. Maintain facilities for resumption of school operations.
 - a. All HVAC systems have been checked in the building to ensure that they are running efficiently.
 - b. Air filters are changed regularly.
 - c. Custodial staff will ensure the distribution of 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.
 - d. Signage about frequent [handwashing](#), [cough etiquette](#), and [nose blowing](#) are posted throughout the school building and will be included in the updated Student Handbook and regular newsletters.
 - e. Custodial staff are following guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
3. School leaders will conduct a facility walk-through with the Facility Manager no later than August 15, 2020 to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
4. The school Business Managers are procuring level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs. Expected delivery no later than the week of August 24, 2020.
5. Our custodial vendors have procured level-1 surgical masks for cleaning and janitorial staff.

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

1. Activate school cleaning and disinfection protocols according to the CDC guidelines. Custodial staff should wear surgical masks when performing cleaning duties.
2. Maintain facilities for resumption of school operations.

District and Building Implementation Plan

Additional details surrounding the implementation of the above are included in the Safety Protocol section can be found [here](#).

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended Before Schools Reopen for In-Person Instruction

1. 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).
2. Support schools in conducting staff and student outreach to understand who is coming back.
 - a. For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc
 - b. 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).
 - c. For students, this should include those with preexisting conditions who may need a remote learning environment.
3. Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
4. 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.
5. Recruit, interview and hire new staff.
6. Consider redeploying underutilized staff to serve core needs.
7. Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
8. Communicate any student enrollment or attendance policy changes with school staff and families.
9. Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
10. Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
11. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.

12. Inventory how many substitute teachers are available.
13. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
14. 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.
15. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
16. Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars
17. Work with school leaders to orient new school staff to any operational changes.
18. 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.
19. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

District and Building Implementation Plan

- Revised arrival and dismissal procedures will be developed no later than August 24, 2020 to support social distancing. The information regarding the revised procedures will be distributed to families in advance of the first day of school.
- Staff are to communicate with their school leader and Human Resources if they have determined they will not return or require special accommodations.
- Parents/guardians have been instructed to contact the main office in the event their child has any preexisting conditions that would require a remote learning environment. The main office is maintaining a record of those students by assigning the appropriate tag in PowerSchool and entering a log entry.
- Human Resources will continue to work with school leaders to assess new positions as necessary including supporting the reallocation of various positions as necessary, training, hiring, etc.
- Student enrollment and attendance policy changes will be distributed to families and staff no later than August 24, 2020.
- Staff recruitment has been virtual since March 2020 and will continue as necessary.
- The management networks Chief Financial Officer has received guidance and resources on the use of CARES Act funding.
- We are continuing partnerships with substitute vendors.
- Communications are going out regularly throughout the summer regarding the next school year.
- Legal counsel has been consulted as it relates to liability concerns.
- The management network's Chief Financial Officer will be monitoring any changes to funding that will impact the school's budget and working with school leaders and the board as appropriate.

Technology

Strongly Recommended Before Schools Re-open for In-Person Instruction

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
2. Designate a single point of contact in each school to plan and communicate with district technology teams.
3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
4. Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
6. 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).
7. Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - a. Safely bagging devices collected at schools
 - b. [Sanitizing the devices](#) prior to a repair or replacement evaluation;
 - c. Ordering accessories that may be needed over the summer; and
 - d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
8. Identify an asset tracking tool.
9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
12. Develop a technology support plan for families.

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

1. Deploy digital learning devices and move to virtual learning.
2. Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
 - a. Safely bagging devices collected at schools;

- b. Transporting them to a central location;
 - c. [Sanitizing the devices](#) prior to a repair or replacement evaluation; and
 - d. Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
3. Ensure that school and community access points and wired network devices are functional.

Strongly Recommended When Schools Reopen for In-Person Instruction

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

Building Implementation Plan

- Surveys were distributed to families in March 2020 to determine which families required a device and/or had internet connectivity issues.
- Additional surveys will be distributed in advance of the start of the school year.
- The school's Dean of Operations and technology vendor will support the implementation of the technology plan and distribution as necessary.
- To support families and their students during remote learning, the district has established the following avenues to access help desk services:
 - We have developed district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures 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.
 - School devices are logged in our inventory by Model, Serial Number, and Purchase Date.
 - When a staff or student issued device requires service, a time will be established for the person to bring the device to a designated location at school to exchange it for a replacement device.
 - The device will be disinfected, diagnosed, and repaired or put out of service as deemed appropriate. The original device will be returned as assigned if required (i.e., Grant requirement), otherwise it will be returned to inventory for

reassignment through this process.

- Our school's technology vendor will use network monitoring tools to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.

Transportation

Strongly Recommended Before Schools Re-open for In-Person Instruction

1. 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:
 - a. How many buses are or could be made available in the district?
 - b. How much variation is there in the size and maximum capacity of buses in the district?
 - c. How have the buses been currently or historically used (i.e. transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
 - d. How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
2. Assess whether any bus contractor have been impacted by COVID-19 (i.e. closed or opt-out from current routes)
3. Inventory bus drivers to understand the extent of high risk populations.
4. Finalize bus procedures for bus drivers and students that are informed by public health protocols.
5. Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

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

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

Building Implementation Plan

- The school's Dean of Operations will ensure coordination with the school's transportation vendor to assess buses, drivers, and any potential issues in preparation for the school year.
- The roadmap will be shared with the transportation vendor to ensure compliance with the plan.

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

Phase 5 Safety Protocols

Our school intends to implement the majority of the Phase 4 Safety Protocols in Phase 5 to ensure our scholars and staff remain safe as they return to in-person instruction. Below we have outlined any deviations from our Phase 4 programming in each area.

PPE

Our school will implement all PPE requirements and recommendations previously indicated in our Phase 4 PPE response.

Hygiene

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Hygiene response.

Spacing, Movement and Access

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Spacing, Movement and Access response except for the six foot distancing requirement.

Screening Students, Staff and Guests

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Screening Students, Staff and Guest response.

Testing Protocols for Students and Staff and Responding to Positive Cases

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Testing Protocols for Students and Staff and Responding to Positive Cases response.

Responding to Positive Tests Among Staff and Students

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Responding to Positive Tests Among Staff and Students response.

Food Service, Gatherings, and Extracurricular Activities

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Food Service, Gatherings, and Extracurricular Activities response. In addition, we will also implement the following strongly recommended protocol:

Strongly Recommended

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors should comply with current and future executive orders that set caps on congregations of people.
- We do not plan on allowing field trips during Phase 5.

Athletics

Strongly Recommended

1. Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
2. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
3. All equipment must be disinfected before and after use.
4. Buses must be cleared and disinfected before and after every use, as detailed in the subsequent “Busing and Transportation” section.
5. Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Building Implementation Plan

- The school’s Athletic Manual will be updated to include the Phase 5 requirements.
- All coaches and student athletes will be trained on the Phase 5 protocol.

Cleaning

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Cleaning response.

Busing and Student Transportation

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Busing and Student Transportation response.

Medically Vulnerable Students and Staff

Our school will implement all requirements and recommendations previously indicated in our Phase 4 Medically Vulnerable Students and Staff response.

Phase 5 Mental & Social-Emotional Health

All protocols included on page 45 of the Roadmap are “**Strongly Recommended**” will be implemented. Below you can find how are guiding principles applied to those recommendations.

Health and Safety: The physical and mental health of our students is paramount. We will be conducting scholar surveys that will help us identify scholars who could be struggling with mental health. We will use this data to identify scholars that need additional help and to inform and develop social emotional support for scholars and training for staff. We have also established a wellness team and wellness survey. This is family focused and will be used to identify families that need additional services and help us identify any additional scholars that need assistance that may not have been identified in our scholar survey.

As situations arise school staff who are alerted to a concern reach out to instructional coaches, student advisors, and principals. The administrative team contacts our school specific supports who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families.

Joyful and Rigorous Curriculum: We understand that students and their families are experiencing significant disruption in their lives and that their child's health and safety are paramount. So, as we continue to implement our virtual learning plan, we remain committed to teaching and learning and providing students a sense of normalcy, direction and purpose. At the same time, we do not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their virtual learning experience, parents are asked to, without hesitation, reach out to their child's teacher. We have an advisory system that will focus on building and sustaining relationships with peers and the teacher. The survey referenced previously will be used to help teachers make informal and formal shifts to accommodate the specific needs of the scholars in the advisory.

Building Adult Capacity: We recognize that helping scholars through mental health is particularly difficult if staff are also struggling with mental health. Additional PD will be provided this year around destigmatizing mental health, including building upon our sessions last year on self compassion for educators. We have created a menu of resources for our staff to use that include online and community based assets. We have also established a Crisis Intervention Hotline through our partner GPS that is available for staff that is staffed with social workers and trained crisis counselors to handle a wide spectrum of interventions, and to coach our team through life's challenges.

Phase 5 Instruction

When our Region is in Phase 5 we will conduct our standard learning plan with increased safety and health measures, unless leadership has identified a need to still be virtual or hybrid. Our guiding principles still apply as we would want to be prepared at anytime to institute one of our different plans as needed.

Health and Safety: All MDE, CDC, and regional health and safety guidelines, including masks for everyone in the buildings and regular handwashing, but social distancing would not be utilized. Class schedules would be maintained to ensure inclusive bubbles but classes would travel to elective classes. Our belief is that by maintaining the integrity of these bubbles, we can still track attendance to monitor an increase in absenteeism. Additional bubbles will still be monitored, including classrooms in a given hallway, scholars riding a specific bus, and any

clubs or sports that are engaging during that time. If any bubble has a significant dip in attendance, that entire bubble will switch to 100% virtual learning, giving leadership time to evaluate further. Research indicates that a quick response to a bubble's decrease in attendance can be as effective as closing the entire school. School wide procedures (arrival, dismissal, lunch, recess) have all been adapted to maintain the integrity of these bubbles. All necessary safety and health guidelines will be followed for any onsite meeting or professional development.

Joyful and Rigorous Curriculum: In order to create a relevant curriculum that meets scholars where they are, we will assess scholars early and often to ensure grade level learning targets are being met and are scaffolded where needed. Leadership attended professional development this summer to create an equitable academic ready-to-learn plan that guards against the risk of over-remediation and gave them tools to leverage the shifting demands of teacher planning and instruction in order to create engaging learning environments that support students who have experienced interrupted schooling through COVID-19. Using MDE resources around power standards and learnings from that PD we have revised our curriculum pacing guides. A centrally located website will organize these documents, as well as other best practices from teachers and external resources.

Onsite grade level meetings, department meetings, and data team meetings will be held to review scholar data with teachers and create plans for re-teaching or acceleration where needed. Instructional delivery would be on site 100% of the day with technology being used for at home work or in class to ensure scholars and staff remain flexible in the case of a downgrade of phases regionally or a school based issue. Virtual and/or on site office hours will be utilized to help struggling scholars. Intervention programs will also be used as needed during and after the school day that will be tailored to the specific needs of the scholar.

The Special Education team will conduct professional development for leaders and teachers around MDE guidance for this school year. Special education teachers and general education teachers will have additional planning time to review IEPs and create meaningful learning plans for each scholar that will be aligned with grade level curriculum maps and IEP goals.

Building Adult Capacity: Professional development will be provided for staff in the most appropriate setting (virtual or on-site) in August. We have robust PD that spans over multiple weeks and is designed to address the specific needs of our staff based on our hybrid model, survey data from staff, and research based strategies to increase effectiveness of virtual and onsite instruction. PD will be offered weekly and be based on school wide needs identified by leadership, scholar assessment and participation data, and survey data from staff. Additional staff development will occur around restorative support for teachers, equity and implicit bias, social-emotional learning, and culturally responsive teaching.

On site and virtual workshops designed to help the parent/guardian and scholars maximize their use of technology during virtual instruction will be delivered at the beginning of the year, and then throughout the year as the need arises. Resources will be shared to help families create a schedule that works for the school and their specific family needs. Written and in person communication for our families will include our different schedules and when they will happen, protocols and procedures for arrival and dismissal, and information around our philosophy of bubbles. Feedback will be taken and used accordingly as the year progresses.

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 Here] (Delete the guidance table above)

Phase 5 Operations

Our school will follow all of the recommendations and requirements set forth in our Phase 4 response as it concerns operations including each sub-section:

- Facilities
- Budget
- Food Service
- Enrollment and Staff
- Technology
- Transportation

BPA Return to School Plan One Pager

Consistent with the Michigan Safe Start Plan and MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap, our school will maintain as their first priority, the safety and health of their scholars, parents, teachers and staff. We have, and will continue to, make decisions based on the guidance of MDE, local health officials, and by listening to feedback from our families, staff, leaders, and Board members. We have focused on three guiding principles to create our plans within each phase which are:

1. **Health and Safety:** Our design prioritizes adherence, to health and safety guidelines and mandates presented by the Centers for Disease Control and Prevention and the State of Michigan, including distancing, hand-washing, and sanitizing. There are many stakeholders to consider: from immune-compromised students, to staff members with at-risk relatives at home. Prioritizing health and safety does **not** mean solving for or eliminating every risk for our community; however, it does mean making smart, feasible decisions that prioritize community safety. This includes offering families choices, investing in safety equipment, and creating multiple daily schedules.
2. **Joyful and Rigorous Curriculum:** Something we pride ourselves in is educating our scholars in our Big 3: academic hard skills, soft skills and mindsets, and identifying relevance and belonging. Each one of these three is pivotal to our scholars' development towards college graduation. We have designed assessments (instructional and mental health) to identify areas of support while still focusing on our work of helping scholars know who they are and how they are relevant in our community. This will be delivered through the computer and during non-screen time to provide opportunities for scholars to still learn while not being in front of a screen.
3. **Build Adult Capacity:** What we were reminded of the most last spring was the incredible commitment and determination of our staff to provide scholars with the instructional, emotional, mental, and physical assistance they needed to maintain their education. For leaders, it will mean creating mechanisms to collect data and learn from bright spots, assess and evaluate needs quickly and continuously. For teachers, it will be to learn from PD, find best practices, and remain a continuous learner. For families, it will mean technology workshops and focus groups around our educational delivery

We anticipate a gradual return to the physical buildings and classrooms beginning at some point during the 2020-21 school year. This gradual return will take place in 6 phases consistent with the MI Safe Schools Roadmap, which in turn is consistent with the 6 phases of the MI Safe Start Plan. We are prepared to flexibly move in and out of these phases as COVID-19 circumstances may change throughout the 2020-21 school year:

- Phase 1-3: All Students Stay at Home (100% online learning)
- Phase 4: Scholar groups will attend campus and virtually on opposite days.
- Phase 5-6: 100% On site with increased safety guidelines.

For families that do not feel comfortable sending their scholars to school at all, we will offer a 100% Virtual option that families will elect to stay in on a quarterly basis and then given the opportunity at the end of each quarter to work with the school to determine if a transition to on-site learning is appropriate.

If we have learned anything from COVID-19, is that communication is key. Although this is not named as a specific guiding principle in creating this plan, stakeholder involvement was, and will continue to be, a top priority for us as we work through this school year. We will consistently evaluate our program and work with all stakeholders towards improvement. If we need to make changes, it will be communicated effectively during both the design stage and an implementation stage.

Start of the School Year: Within the Roadmap guidelines, schools have the autonomy to select their plans despite local designation of Phase from the State. We have surveyed staff and families, and at this time our community is most comfortable starting the school year 100% virtual, which will model our Phase 1, 2, 3 plan. We will continue to survey our stakeholders during Quarter 1 to determine if perspectives on being 100% virtual have shifted, and we will then determine if a change to hybrid is needed.

Mental & Social-Emotional Health Overview

- **Health and Safety:** We will establish a wellness team including the Development Center Inc.(DCI), to provide surveys to identify the needs for mental health from the results of COVID-19. This includes offering support to our families and staff to ensure that we are supporting and identifying additional needs that were not captured during surveys.
- **Joyful and Rigorous Curriculum:** We have designed assessments (instructional and mental health) to identify areas of support while still focusing on our work of helping scholars know who they are and how they are relevant in our community. We have an advisory system that will focus on building and sustaining relationships with peers and the teacher.
- **Build Adult Capacity:** We will address the needs of all stakeholders through survey results based on things that did or did not work well to provide support through best practices, professional development and training. Additional PD will be provided this year around destigmatizing mental health, including building upon our sessions last year on self compassion for educators. We have created a menu of resources for our staff to use that include online and community based assets. We have also established a Crisis Intervention Hotline through our partnership with (Global Professional Services) GPS

Instruction Overview

- **Health and Safety:** We will offer 100% of families access to technology that want to participate in our virtual learning, while offering work packets to the remaining families through food pick up times, mailings, and home visits. Creating and maintaining the integrity of bubbles (cohorts of scholars) so we can track attendance to monitor an increase in absenteeism, and require virtual delivery when warranted
- **Joyful and Rigorous Curriculum:** We will assess scholars early and often to ensure grade level learning targets are being met and are scaffolded where needed, we have revised our curriculum pacing guides based on MDE recommendations, and we will review data to create plans for re-teaching or acceleration where needed. The Special Education team will conduct professional development for leaders and teachers around MDE guidance for this school year.
- **Build Adult Capacity:** Professional Development is designed to address the needs of our staff based on changes to our plan, survey data from staff, and research based strategies to increase effectiveness of virtual instruction. On site and virtual workshops are designed to help families maximize their use of technology and will be delivered at the beginning of the year, and then throughout the year as the need arises.



**The School District of the City of Highland Park
Board of Education**

Public School Academy - Board of Directors Performance Evaluation

2019 – 2020 School Year

4 = Exceeded expected performance levels; completed responsibilities at high levels of proficiency and/or had participation levels of 100% in said responsibility

3 = Met expected performance levels; completed responsibilities at an acceptable level of proficiency and/or had participation levels of 75% in said responsibility

2 = Partially Met expected performance levels; completed responsibilities at a moderate level of performance or possibly violated Board Policies and/or had participation levels of 50% in said responsibility

1 = Did Not Meet expected performance levels; did not complete some responsibilities at all or clearly violated Board Policies and/or had participation levels of below 50% in said responsibility

Insert a '✓' under the number that best describes the board's performance in the categories below.

		4 Exceeded	3 Met	2 Partially Met	1 Did Not Meet
1	The Board has remained focused on the mission and vision.				
2	The Board as a whole has maintained a commitment to The School District of the City of Highland Park's educational mission, vision and core values.				
3	Each individual Director has actively participated in the overall direction of The Highland Park Public School Academy System including committee work and involvement in pressing situations that require work to be done outside of the board meetings.				
4	Directors have demonstrated a clear understanding of their role and have not tried to become unduly involved in the day-to-day management of the school.				
5	The Board has effectively used the strategic plan to guide its activities and priorities throughout the year.				
6	The Board has met the deadlines and goals as outlined in the Educational Strategic Plan.				
7	All meetings have adhered to the Open Public Meetings Act.				
Board Meetings have:					
		4 Exceeded	3 Met	2 Partially Met	1 Did Not Meet
8	Started on time.				
9	Had all Directors present.				
10	Remained focused on the agenda.				
11	Not included discussions which were not pertinent to the agenda.				
12	Equitably represented the opinions and questions of all Directors.				
13	Ended in a timely fashion.				



Throughout this year, the Board of Directors has:					
		4 Exceeded	3 Met	2 Partially Met	1 Did Not Meet
14	Been a driving force in the continued development of the Academy.				
15	Dealt effectively with crisis situations when they arose.				
16	Developed a positive relationship with the Administration and the Operator.				
17	Represented the school as a whole instead of individual interests.				
Throughout this year, Directors have:					
		4 Exceeded	3 Met	2 Partially Met	1 Did Not Meet
18	Divided responsibilities equitably between all Directors as much as possible.				
19	Submitted reports for board meetings in a timely fashion.				
20	Supported and encouraged one another.				
21	Present at the Board of Education Regular Meetings.				
22	Come to board meetings well prepared.				
23	Demonstrated a professional demeanor at all board meetings.				
24	Rate the Board's effectiveness at following its own policies and procedures.				
25	Rate the overall performance of the Board of Directors this year.				
(A) Total number of ✓'s in each column					
(B) Multiply total ✓'s by the column by the value (4, 2, 3, or 1)					
(C) Add totals to calculate your Board Performance Rating /100		/100			

COMMENTS:

HPSD Board of Education Member: _____



Blue Cross
Blue Shield
of Michigan

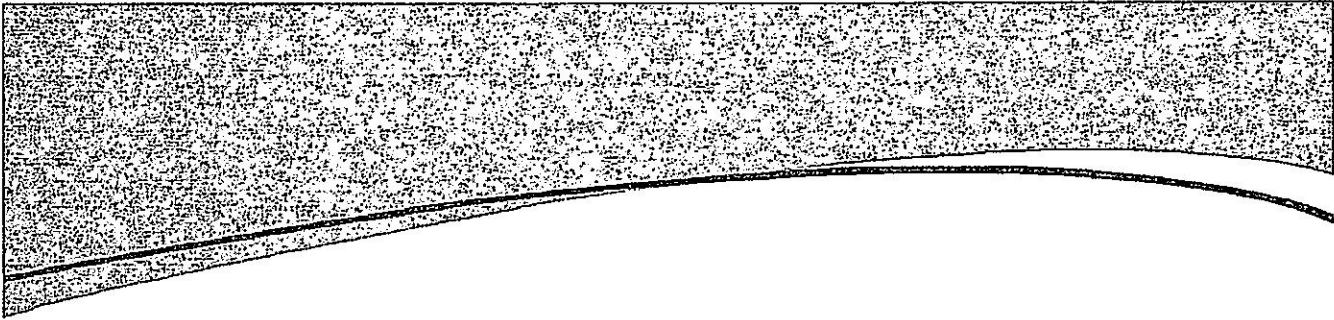
A nonprofit corporation and independent licensee
of the Blue Cross and Blue Shield Association

138216 Highland Park Board of Education

Final ASC Settlement

ASC Balance as of December 31, 2014	(\$24,587)
Customer Savings Refunds	\$5,347
Ending ASC Balance as of June 30, 2020	(\$19,240)
Interest Due	(\$996)
Total Balance Held through June 30, 2020	(\$20,236)

| *Ken A. Smith*
Director of Operations
7/28/20



This mutual final settlement is made among BCBSM, Group and the group health plan and fully and finally settles, releases and discharges each party from any and all claims that are known, unknown, liquidated, non-liquidated, incurred-but-not-reported (IBNR), adjustments, recoupments, receivables, recoveries, rebates, hospital settlements, and other sums of money due and owing between the parties and arising under the administrative services contract and arrangement.

BCBSM

23-Jul-2020

Marketing

Date _____



Nonprofit corporations and independent licensees
of the Blue Cross and Blue Shield Association

Highland Park Board of Education

Sign Kevin A. Smith

Print Kevin A. Smith

Title Director of Operations

Date 7/29/20