



# DISTINCTIVE COLLEGE PREP

## Distinctive College Prep | COVID-19 Preparedness and Response Plan

Address of School District:

Distinctive College Prep- 19360 Harper Avenue, Harper Woods, MI 48225

District Code Number:

DCP: 82763

Building Code Number(s):

DCP-HW: 03146

DCP-R: 03429

District Contact Person: Cassie Williams

District Contact Person Email Address:

[cwilliams@distinctiveschools.org](mailto:cwilliams@distinctiveschools.org) Local Public Health Department:

Wayne County Health Department Local Public Health Department

Contact Person Email Address:

Mary Roman [mroman@waynecounty.com](mailto:mroman@waynecounty.com)

Nnenna Wachuku

[nwachuku@waynecounty.com](mailto:nwachuku@waynecounty.com) Lukas Ayers

[layers@waynecounty.com](mailto:layers@waynecounty.com)

Name of Intermediate School District: Wayne Regional Educational Service Area

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 07/21/2020



August 13, 2020 [via email]

Ms. Camille Hibbler  
Distinctive College Prep  
19360 Harper Ave.  
Harper Woods, MI 48225

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

Dear Ms. Hibbler:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop  
Executive Director

cc: John Brown, Board President  
Scott Frauenheim, Board Corresponding Agent

Attachment:  
Approved COVID-19 Preparedness and Response Plan

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

Distinctive College Prep (the “Academy”)

A regular meeting of the Academy Board of Directors was held on the 21st day of July, 2020, at 4:00 p.m.

The meeting was called to order at 4:09 p.m. by Board Member Mike Brown:

Present: Mike Brown, Nicole Gaines, Alari Adams. Nikki Mariner

Absent: John Halo

The following preamble and resolution were offered by Board Member Nikki Mariner and supported by Board Member Nicole Gaines:

**BACKGROUND**

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

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

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

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

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

**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

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

Ayes: \_\_\_\_\_ 4 \_\_\_\_\_

Nays: \_\_\_\_\_ 0 \_\_\_\_\_

Resolution declared adopted.



Print Name: \_\_\_\_\_ Nikki Mariner \_\_\_\_\_

Nikki Mariner, Academy Board Secretary



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## Assurances

- Distinctive College Prep 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 Distinctive College Prep.
- Distinctive College Prep 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.
- Distinctive College Prep will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- Distinctive College Prep's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- Distinctive College Prep 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.
- Distinctive College Prep 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.
- Distinctive College Prep prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

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President, Board of Directors

Board approved: July 21, 2020

## **Introduction and Overview**

As a part of a network committed to equity, access, and culture, Distinctive Schools was uniquely positioned to transition to At-Home Learning. In the seventeen (17) weeks that our campuses provided remote learning, teachers, leaders, and students united in our mission to serve students in innovative, equitable, and consistent ways.

The Preparedness Plan was developed by district and network leaders with input from Distinctive College Preps principals. In planning for the upcoming school year we have surveyed staff and families and we have convened 35+ staff members representing each academy to begin planning what school will look like in the future. We are consistently monitoring current federal, state, and local regulations and evaluate the needs and opportunities revealed by the school building closure. Subcommittee groups formed to focus on specific content; groups participated in an empathy experience of students/staff/family to generate areas of potential risk/opportunity to consider while planning. Each subcommittee spent time developing *moonshots* for what reinvention might look like in their focus area.

These groups include:

- Health & Safety
- Teaching & Learning
- HR & Talent
- Technology
- Social & Emotional Learning
- Operations & Facilities
- Onboarding
- Health Office
- Community Partnerships
- Family Support & Partnership



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

### **Phase 1, 2, or 3 Safety Protocols**

During phases 1, 2 or 3 Distinctive College Prep is closed for in person instruction. During these phases the only persons with access to the building are Academy employees or contractors necessary to conduct basic school maintenance, to pick up and maintain mail and to distribute technology. A maximum of 4 staff members will have access to the building to prepare food for distribution to families. No more than 3 members of Distinctive College Prep's building maintenance team will have access to the building at a time. During Phases 1, 2 or 3 no more than 10 staff members will be present in the building simultaneously.

The maintenance team will complete daily cleaning of Distinctive College Prep, using Distinctive College Prep's housekeeping checklist. Special attention will be given to lunch distribution areas, and any restrooms used throughout the course of the day.

Distinctive College Prep will provide pre-packaged breakfast and lunch for pick up at no charge to all of our students during Phase 1, 2, and 3. In-person extracurricular activities and busing are suspended.

Distinctive College Prep will not serve as a child care provider during phases 1, 2 or 3.

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

Student emotional well-being, health, and safety continue to be Distinctive College Prep's first priority. In addition to academic instruction, each student/family will receive daily check-in from staff members. The check-ins promote a sense of security through seeing a familiar face and maintain a sense of connection to the school community. Teachers may select to do social and emotional check-ins during whole class community meetings and 1:1 mentor sessions using Google Meet, Zoom, and by telephone. The goal is that each student has a touchpoint each day from a familiar staff member.

The importance of student safety and security will be emphasized during daily staff meetings and in communication from district and school leadership with professional development provided as needed. School social workers and deans have been a critical partner during this time.

Student social, emotional, and academic engagement is being tracked daily in a common school-wide log. Distinctive College Prep's Principal, Assistant Principal, Dean of Students, and Social Worker review the engagement tracker multiple times per week to identify students who have not connected with staff members and identify tailored next steps to reach the family to support engagement in Academy related programming. Because family circumstances and context vary, a personalized plan is created to best meet the family's needs during this time. Additionally, Distinctive College Prep's Principal, Assistant Principal, Dean of Students, and Social Worker regularly meet with teachers to determine if any students or families are reporting any challenges at home that can be responded with school support.

Distinctive College Prep is adopting the Move This World video library-based social-emotional learning (SEL) curriculum for grades K-6 that will provide developmentally appropriate lessons and activities to students, staff and families as well as establishing common language to discuss feelings. Curriculum training for staff will focus on remote modifications and extension exercises to tailor their teaching



learning plans based on student assessment. In partnership with the curriculum, staff will use the SELweb competency assessment over to ascertain what SEL skills can be retaught to help students become well equipped to navigate the complex and rapidly changing realities of life.

Distinctive College Prep will distribute an optional screening questionnaire for all students and families through the School Social Worker's Office. The questionnaire will be compliant with HIPAA and FERPA policies transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. The School Social Worker will use this questionnaire as an initial referral method for support from Distinctive College Prep's Student Support Team and, when requested by the family, referral to appropriate outside community mental health services. In addition, the School Social Worker has an established internal teacher referral and training program to encourage rapid referral of at risk students to Distinctive College Prep's Student Support Team throughout the course of the year.

Distinctive College Prep staff will be trained at the start of the school year as well as receive ongoing weekly training with timely, responsive, and ongoing professional development. Distinctive College Prep staff will also be provided tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Training will include MDE resources for mental health and wellness support.

Distinctive College Prep has an established comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed. In support of student and staff needs, the Student Support Team will maintain an updated comprehensive list of wellness resources available to both staff and students that can be provided in conjunction with referral processes.

Distinctive College Prep utilizes a Family and Partnerships Manager, who in partnership with Distinctive Schools, School Principals and School Social Workers will work across the school, local public health agencies, and community partners to grow community partnerships and supports tailored to Distinctive College Prep's needs.

Distinctive College Prep will continue to communicate with families with the most up to date information and will provide educational materials regarding understanding normal behavioral response to crises, talking through trauma with children, positive self-care strategies that promote health and wellness, and destigmatize cases of COVID-19.

Strongly recommended practices summary:

- Mental and Social- Emotional Health: *all recommendations will be implemented*

### **Phase 1, 2, or 3 Instruction**

Distinctive Schools and Distinctive College Prep leadership have learned a great deal during the spring launch of emergency remote learning. In June, teachers and leaders reflected on the spring implementation and were surveyed about successes and opportunities for improvement for improvement. The spring implementation was essentially crisis teaching with a switch to remote learning happening



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overnight.

## Successes from Spring Remote Learning:

- Focused on social and emotional well-being for students and staff to create a community and sense of belonging
- Engaged students in daily social and emotional check-in during whole class huddles, mentor meetings, or 1:1 with staff member
- Prioritized standards and pacing guides with flexibility of tools
- Integrated teacher autonomy to create virtual setting and schedule that meets the needs of students
- Adjusted work hours to support social, emotional, and developmental needs of students
- Kicked off each day with a staff huddle to create community, sense of belonging, and provide opportunity to share feelings, ask questions, and solve problems
- Designed Tech Tuesday professional development sessions

## Challenges of Spring Remote Learning:

- Providing high quality instruction and feedback for students without internet access
- Engaging families who felt that school “didn’t count” without a formal grading process
- Delays in the mail to deliver paper packets
- Lack of a school wide master schedule (grade level teams created individual schedules)
- Change in communication of assignments and frequency while developing routines
- Lack of access to internet for some staff members
- Need of a consistent communication and learning tool for families, especially for K-1 students who require more adult support.
- Heard that remote learning was very difficult for most families

Distinctive College Prep had the gift of reflection and the use of staff and family surveys on the spring experience to guide fall reopening plans. To that end, Distinctive College Prep has designed the following plan for Phase 1-3.

**Remote Learning Environment:** The child engages in a fully-remote learning experience five days per week. A combination of live and recorded instruction, remote whole class and small group work, independent work time, remote/telephone teacher-student check-ins, office hours, digital tools and some print materials while working from home. Students will have daily interaction with Academy teachers. Teachers will use Zoom

**Take-Home Devices:** Students kept district owned devices over the summer to participate in formal and informal learning opportunities. Students will continue to have access to the district take-home device and new students/families will have opportunities to for device pick-up.

**Hot Spots:** The district has purchased hotspots with data packages for families without internet access so that students have access to instruction and digital programs. A process for requesting Hot Spots is available and opportunities for pick-up will be made available.

**Paper & Pencil Materials:** Print instructional materials will be made available as needed for students without internet access or hot spots.

A core tenet of Distinctive College Prep's instructional model is personalized learning providing all students with access to grade level standards supported by targeted skill instruction to close learning gaps. Whole group, small group, and teacher directed and self-directed independent learning opportunities are also included in the learning process. Digital programs are used to complement the learning and provide a personalized path of lessons and skills for each child. Additionally, teachers use screen-recording tools to record mini-lessons for students to watch independently with an opportunity for follow-up office hours with the teacher. All teachers and staff have access to the full Google Suite of tools. Teachers will use set learning platforms depending on grade levels to support organization. Core tools are Seesaw/ Classroom Dojo for K-1, Google Classroom for 2-5, and Summit Learning Platform for 6-8. Enrichment/arts teachers will utilize the same grade level tools.

A variety of print and digital materials will be used in remote learning. Core programs for math, literacy/social studies, and science remain the same to provide consistency for students and teachers including EngageNY, Benchmark Advance, Mystery Science and Summit Learning Program. All K-6 students will have access to the Move this World social and emotional learning curriculum. Digital programs used during the school year have been made available for home use. These provide personalized paths of targeted skill instruction and practice for each child. Kindergarten - 5th Grade available programs are ST Math, IXL, Core5, and i-Ready. The district team determined priority standards for math and literacy for each grade level. Opportunities for formative and summative assessments will be used to inform small group instruction, pacing, and student needs.

Students with disabilities will have instruction, supports, accommodations, and auxiliary services that are consistent with the individualized education plans in remote learning environments. Related services for students with IEP services will be provided by remote tele-therapy. Students will continue to receive education in the least restrictive environment in accordance with federal and state laws. Special Education Lead Teachers, in partnership with the Distinctive Schools Regional Director of Student Services will review student IEPs and get feedback from families and staff regarding possible adjustments needed in each student's Individualized Education Plan. Distinctive College Prep will adhere to timelines for annual IEP meetings and required evaluations.

English Language Learners Schools are provided with support that mirror the supports received during regular classroom instruction. Students are provided with multiple ways to demonstrate knowledge and understanding based upon student English proficiency levels.

Maintaining strong home-school communication is a priority for Distinctive College Prep. During Phases 1, 2, and 3 a weekly email from the district will be sent to parents/guardians highlighting important information regarding school closures and at-home learning. Key updates have been posted on social media platforms including Facebook, Instagram and Twitter to further reach parents. At minimum, weekly communication will be sent to parents regarding schedules, learning tools, assignments, and general information about learning from the classroom teacher(s).

A Reopening Teaching and Learning Playbook will provide clear guidance on standard curriculum, instruction, assessment, intervention, feedback, and social emotional learning for staff. This tool will



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guide standard prioritization, pacing recommendations, methods for formative assessments, intervention blocks, and tools to support differentiation and personalization in the various learning models. Strategies for connecting with students, engaging learners, and classroom design will also be included. The Playbook will also include guidance for attendance and ensure high engagement for all students.

Professional learning opportunities for staff will be key in the successful implementation of Phases 1-3 such as tech tools, standard prioritization, engaging students in remote learning, developing a community of care, formative assessments, and providing equitable experiences for students. Distinctive College Prep has a variety of structures to support teacher professional development and collaboration. An early release schedule provides opportunities for professional learning, collaborative planning, technology training, data analysis, and ways to develop deep relationships with students and families. Health and safety protocols, measures, and practices will be provided during teacher in-service days prior to the start of the school year and throughout the year as needed. Grade level data and planning meetings provide time for teams to co-plan with grade level colleagues multiple times per week. On-demand, asynchronous learning opportunities, such as Google Classroom, engaging students remotely, formative assessment tools, will be made available for teachers to deepen understanding on self-selected topics.

Distinctive College Prep will implement the following “strongly recommended” practices:

- Governance: *all recommendations will be implemented*
- Instruction: *all recommendations will be implemented*
- Communications and Family Supports: *all recommendations will be implemented*
- Professional Learning: *all recommendations will be implemented*
- Monitoring: *all recommendations will be implemented*

## **Phase 1, 2, or 3 Operations**

During phases 1, 2 or 3 Distinctive College Prep is closed for in-person instruction. During these phases the only persons with access to the building are Academy employees or contractors necessary to conduct basic school maintenance, to pick up and maintain mail and to distribute technology. A maximum of 4 staff members will have access to the building to prepare food for distribution to families. No more than 3 members of Distinctive College Prep’s building maintenance team will have access to the building at a time. During phases 1, 2 or 3 no more than 10 staff members will be present in the building simultaneously.

All Distinctive College Prep families who indicate a need will be offered the opportunity to borrow an Academy device and/or internet hotspot for use during Phases 1, 2, and 3. Distinctive College Prep offers 1:1 devices to students and all devices will be distributed to families during phases 1, 2 and 3. Frequent family surveys will let us know the need for devices and connectivity and will allow Distinctive College Prep to order additional devices as well as hotspots for families in need. To support families and staff with technology needs during Phases 1, 2 and 3 staff and families will be granted access to the ticket system, allowing them to request specific support, and “Tech Tuesday,” a weekly virtual support program will be offered for those needing assistance.

New and replacement devices will be available for pick up by families during regular food distribution or at a mutually agreed to time for parents. Distinctive College Prep Administrator and or an approved



Designee and Distinctive College Prep Technology coordinator will be deployed to coordinate food and technology distribution for families.

Distinctive College Prep will implement the following “strongly recommended” practices:  
*All recommendations will be implemented*

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

#### **Phase 4 Safety Protocols**

When school resumes on September 8, the Distinctive College Prep will offer remote learning only and will not offer in-person instruction in phase 4. The Community Care Plan is a remote learning plan that outlines how the academy will prioritize health and safety, engage family partnership, and continue providing high-quality instruction for all students this fall. All students will begin the year in Remote Learning. This change brings upon challenges for some families. We are committed to providing access to Wi-Fi and a safe place to engage in remote learning at Community Care Sites within the school building. This plan is based on a state reopening plans and is subject to change with any increased restrictions or roll back reopening guidelines as well as any graduation to broader reopening plans.

While in the building, all staff and students will be required to wear face masks. Face coverings may be removed for brief periods of time under certain circumstances (such as lunch). However, when face coverings are removed, students must remain physically distant from one another (at least six feet). Students who refuse to wear face coverings will not be permitted to participate in the school-based remote learning option. If students have a pre-existing condition (like asthma) making wearing a face coverings detrimental, then reasonable accommodations may be implemented if a physician note is provided. Such accommodations will not put others at increased risk but may allow the student to be in school at times without a face covering as long as other distancing requirements are followed. We will work collaboratively with parents to ensure they understand the importance of face coverings, but since all instruction will be provided remotely, students will not be treated differently or excluded from learning. We plan to provide family orientation to mask wearing with students so they know the expectations of our mask wearing process. We also included much of this information in our reopening communications and videos posted to our reopening website. Staff members that are unable to wear a mask, must provide a medical doctor’s note indicating they cannot wear a mask and they must strictly adhere to 6 feet of social distancing. Staff and students that are able to wear a mask and refuse to do so, will not be allowed to enter the school building and there will be disciplinary actions in accordance with the staff and family handbook.

Distinctive College Prep will fully comply with all requirements and recommendations listed in the Hygiene and Spacing, Movement and Access sections. Additional cleaning supplies, hand sanitizer and soap will be provided to staff and students to ensure and encourage proper hygiene. Additionally, floors and hallways will be marked with directional signs and markings to designate directional flow, where to stand to ensure 6 feet of distance and CDC guidelines will be posted at the entrance/exits as well as the main office.

Ensuring the health and safety of all those that enter the building is our number one priority. Distinctive College Prep will cooperate with the Wayne County/Detroit Health Department regarding implementing our protocols for screening students and staff. The following steps will be put in place to address screening and reporting protocols:

- Employees and students experiencing fever or other COVID-19 symptoms shall promptly send a confidential email to [covid19@distinctiveschools.org](mailto:covid19@distinctiveschools.org) and notify their designated building leader. If symptoms are experienced at home, employees and students should exercise caution and stay home and stay away from the workplace. Staff are also encouraged to promptly seek medical attention.
- **Self-screening:** Employees and students will be required to self-screen (temp check, symptom check) before commuting to the workplace, and will be subjected to required on-site temperature checks by Distinctive Schools.
- **Isolation and Safe Building Exit:** When an employee or student exhibits COVID-19 symptoms (persistent cough, fever above 99.5, sore throat, respiratory difficulty) either through an on-site temperature check or otherwise, the employee or student will be isolated in a predetermined location until they can remove themselves from the building in a socially-distanced manner.
  - The employee or student will be provided with information on how to obtain free medical attention or obtain a free COVID-19 test.
  - Employees or students experiencing symptoms outside of work must inform their designated supervisor or teacher.
- **Telework if feasible:** If feasible, a symptomatic employee or student may telework. Symptomatic employees and students are encouraged to seek medical attention as soon as possible.
- **PTO Guidelines:** If a symptomatic employee cannot telework, then days spent off site will be deducted from the employee's PTO bank unless medical attention is sought (e.g. clinic, physician, COVID-19 test). Once the employee discloses documentation showing they are seeking medical attention and COVID-19 consultation, days away from work will be governed by the Distinctive Schools Emergency Sick Leave Policy.
- **Ongoing Communication:** Symptomatic employees or students are required to communicate with designated staff regarding resolution of symptoms, health care sought and other relevant information prior to returning to work. Communication will be confidential.
- **Return to Work:** Even if a negative test result is obtained, employees or students exhibiting COVID-19 symptoms must stay home until they are free of symptoms for:
  - a) at least 7 days since their symptoms first appeared; and
  - b) at least 3 days (72 hours) since recovery defined as no fever (without using fever-reducing medications) and improvement in symptoms
- **Test Positive:** If an employee tests or student positive for COVID-19, they must follow guidance from their medical professional and may not return to work until cleared by a medical doctor

Distinctive College Prep will offer unitized breakfast and lunch in the classroom instead of the cafeteria. Teachers will support students with handwashing before and after meals. To the extent possible, recess will be held outside to allow students to move and have access to fresh air. During phase 4, there will be no assemblies, large gatherings or field trips. Athletics will also be suspended during this time to ensure the health and safety of staff and students.

All required and recommended cleaning protocols will be implemented. Electrostatic machines and solutions have been purchased and staff have received training on the proper use of the equipment. Additionally, cleaning schedules and checklists have been developed to ensure hard surfaces are wiped down frequently, bathrooms are cleaned every four hours and high touch surfaces are wiped down consistently and visible cleaning schedules will be posted in common areas. All cleaning supplies and equipment are secured within the building and students do not have access to janitor closets.

Maintaining cleanliness of buses will be essential to ensure students arrive safely to school. Buses will be cleaned after each route and a nightly deep cleaning will also occur. Students, staff and bus drivers will be required to wear face masks and use hand sanitizer before entering the bus. If a student becomes sick during the day, the student will not be permitted to ride the bus home, instead a parent/guardian will need to pick up the student from school.

Distinctive College Prep will implement the following “strongly recommended” practices:

- Personal Protective Equipment: *all recommendations will be implemented*
- Hygiene: *Students and teachers must have scheduled handwashing every 2-3 hours with soap and water.*
  - Instead students and teachers must have scheduled handwashing every 2-3 hours with hand sanitizer.
- Spacing, Movement and Access: *all recommendations will be implemented*
- Screening Students and Staff: *all recommendations will be implemented*
- Professional Learning: *all recommendations will be implemented*
- Testing Protocols for Students and Staff and Responding to Positive Cases: *all recommendations will be implemented*
- Medically Vulnerable Students and Staff: *all recommendations will be implemented*

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

Student emotional well-being, health, and safety continue to be our first priority. In addition to academic instruction, each student/family is receiving daily check-in from staff members. The check-ins promote a sense of security through seeing a familiar face and maintain a sense of connection to the school community. Teachers may select to do social and emotional check-ins during whole class community meetings and 1:1 mentor sessions using Google Meet, Zoom, and by telephone. The goal is that each student has a touchpoint each day from a familiar staff member.

The importance of student safety and security will be emphasized during daily staff meetings and in communication from district and school leadership with professional development provided as needed. School social workers and deans have been a critical partner during this time.

Student social, emotional, and academic engagement is being tracked daily in a common school-wide log. Distinctive College Prep's Principal, Assistant Principal, Dean of Students, and Social Worker will review the engagement tracker multiple times per week to identify students who have not connected with staff members and identify tailored next steps to reach the family to support engagement in Academy related programming. Because family circumstances and context vary, a personalized plan is created to best meet the family's needs during this time. Additionally, Distinctive College Prep's Principal, Assistant Principal, Dean of Students, and Social Worker regularly meet with teachers to determine if any students or families are reporting any challenges at home that can be responded with school supports.

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Distinctive College Prep will distribute an optional screening questionnaire for all students and families through the School Social Worker's Office. The questionnaire will be compliant with HIPAA and FERPA policies with transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. The School Social Worker will use this questionnaire as an initial referral method for support from Distinctive College Prep's Student Support Team and, when requested by the family, referral to appropriate outside community mental health services. In addition, the School Social Worker has an established internal teacher referral and training program to encourage rapid referral of at-risk students to Distinctive College Prep's Student Support Team throughout the course of the year.

Distinctive College Prep staff will be trained at the start of the school year as well as receive ongoing weekly training with timely, responsive, and ongoing professional development. Distinctive College Prep staff will also be provided tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Training will include MDE resources for mental health and wellness support.

Distinctive College Prep has an established comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed. In support of student and staff needs, the Student Support Team will maintain an updated comprehensive list of wellness resources available to both staff and students that can be provided in conjunction with referral processes.

Distinctive College Prep utilizes a Family and Partnerships Manager, who in partnership with Distinctive Schools, School Principals and School Social Workers will work across the school, local



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public health agencies, and community partners to grow community partnerships and supports tailored to Distinctive College Prep's needs.

Distinctive College Prep will continue to communicate with families with the most up to date information and will provide educational materials regarding understanding normal behavioral response to crises, talking through trauma with children, positive self-care strategies that promote health and wellness, and destigmatize cases of COVID-19.

Strongly recommended practices summary:

- Mental and Social- Emotional Health: *all recommendations will be implemented*

## Phase 4 Instruction

Parent partnership and communication is important in Fall readiness planning. Throughout the summer, push-communication and social media posts were sent and shared with parents to maintain strong lines of communication. Many parents reached out to the principal to share information, feelings, and preferences. An interest survey was shared with families in early July to gauge comfort and interest in a variety of learning scenarios. Distinctive College Prep received a small number of responses at the time of this plan development.

During Phase 4, *All Distinctive College Prep students will participate in Remote Learning using online tools to access instruction.* This spring the Academy proved how well-prepared it was to make the switch to at-home, remote learning. The remote classroom structures and models will grow stronger this fall through personalized learning and a focus on the habits of success. The Academy will launch a comprehensive Social Emotional Learning curriculum and will continue to prioritize the mental health of students, while providing a challenging curriculum to promote growth and achievement regardless of location.

- Remote learning will take place through 9/30, pending legislation that may allow the Academy to continue through 10/29.
- **Schedules:** Distinctive College Prep will create structured schedules for Remote Instructional Learning. All students can count on 5 hours of daily core academic instruction, and 3 hours of self-directed learning, digital programs, enrichment, break/lunch, recess, etc.
  - On-site Community Care will operate during regular school hours. For the first quarter, the Academy will *not* provide on-site before school care or after school care/clubs.
- **Food Distribution:** Food service will be provided for all students who participate in on-site Community Care; we will provide additional updates regarding food service options for at-home learners.

**WHAT IS COMMUNITY CARE?** Families have expressed a variety of needs for the fall. The reopening plan aims to provide families with flexible options to continue learning and growing while addressing the unique needs and challenges we are each facing during the Covid-19 pandemic. Every Distinctive College Prep student will be part of a remote classroom, and families who need a safe space for remote learning during the day will have the option to send their child(ren) to school buildings to join an on-site community.



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Families may need options for a safe space for remote learning during the day. Distinctive College Prep will provide on-site supervision of remote learning by Community Leads.

- Families who are in need of a safe space for remote learning during the school day will have the option to have their student(s) join a *community* at one of our campus buildings.
- *Community Care Leads* will create a safe, joyful place for students to be during regular school hours. They will maintain safety guidelines and protocols, communicate with families, track attendance, and supervise the community while students are engaged in remote learning activities.

**WHAT MIGHT CHANGE?** There are external factors that determine our ability to provide Community Care in our school building. As the public health situation continues to evolve, our options will adapt to changing conditions. All plans are subject to change, for example if we are able to move to phase 5 of the state reopening plan, we will be able to return to classrooms, or if we regress to phase 3, we will not be able to provide on-site Community Care.

Parents will continue to receive communication via email, social media, recorded videos, and remote opportunities for parents to ask questions and learn about Distinctive College Prep plan throughout the summer.

The remote learning environment will provide an experience that ensures that every student has access to standards-aligned, grade level instruction, diagnostic and formative assessments to determine readiness and identify skill gaps and competencies, and scaffolds and supports to meet a child's diverse academic, social, and emotional needs. Traditional grading practices will be implemented. Additionally, each option provides opportunities to build community, create a sense of belonging, and develop student-student and student-teacher relationships through intentional social-emotional learning instruction.

All Academy K-6 students will have access to a take-home device to support remote learning. Hot spots will be provided to support families without internet access. All students will utilize a digital platform (e.g., Seesaw, Google Classroom, Summit Learning Platform, Flip Grid, etc.) to organize class assignment, daily agenda, assignment completion, and provide feedback on a regular basis. The digital platforms provide consistency for students and families in the event that Michigan should re-enter Phases 1-3.

Students in the remote-environment will have access to the same curricular materials, course textbooks, pacing guides, and learning tools used in in-person learning. Distinctive College Prep has selected instructional materials that support both in-person and remote instruction. This intentional planning provides students with a consistent learning experience in the event that Michigan re-enters Phases 1-3. For example, K-6 students will have math workbooks and exit slips that provide formative assessment and evidence of mastery. For English language arts, K-6 students have access to print consumable materials with the unit's stories for annotation and phonics/word study work. Middle school students will all utilize the same online platform to organize the learning materials, complete assignments and opportunities for feedback in science, social studies, math, and English language arts. Art, music and PE would be modified to meet health and safety guidelines. Distinctive College Prep team has a variety of intervention materials that can be used to support students' individual needs as appropriate.

Students with disabilities will have instruction, supports, accommodations, and auxiliary services that are consistent with the individualized education plans in the remote learning environment. Related services for students with IEP services will be provided by remote tele-therapy during remote learning. Students will continue to receive education in the least restrictive environment in accordance with federal and state laws. Special Education Lead Teachers, in partnership with the Distinctive Schools Regional Director of Student Services will review student IEPs and get feedback from families and staff regarding possible adjustments needed in each student's Individualized Education Plan. Distinctive College Prep will adhere to timelines for annual IEP meetings and required evaluations.

A Reopening Teaching and Learning Playbook will provide clear guidance on standard curriculum, instruction, assessment, intervention, feedback, and social emotional learning for staff. This tool will guide standard prioritization, pacing recommendations, methods for formative assessments, intervention blocks, and tools to support differentiation and personalization in the various learning models. Strategies for connecting with students, engaging learners, and classroom design will also be included. The Playbook will also include guidance for attendance and ensure high engagement for all students.

Professional learning opportunities for staff will be key in the successful implementation of Phase 4. Distinctive College Prep has a variety of structures to support teacher professional development and collaboration. An early release schedule provides opportunities for professional learning, collaborative planning, technology training, data analysis, and ways to develop deep relationships with students and families. Health and safety protocols, measures, and practices will be provided during teacher in-service days prior to the start of the school year and throughout the year as needed. Grade level data and planning meetings provide time for teams to co-plan with grade level colleagues multiple times per week.

On-demand, asynchronous learning opportunities, such as Google Classroom, engaging students remotely, formative assessment tools, will be made available for teachers to deepen understanding on self-selected topics. Last, but certainly not least, professional learning opportunities on equitable practices, anti-racist classrooms, culturally responsive instruction, and inclusion will be offered to staff throughout the year.

Because this is a multi-faceted project, multiple work groups have been established to ensure that operations, facilities, health and wellness, and instructional plans are unified and consistent. Distinctive College Prep principal sits on the Stay Ready Task Force charged with brainstorming ideas, questions, considerations, and reimagining school. This team met throughout the spring in preparation for summer planning and continues to meet on a regular basis. The Executive Director of Michigan Region is a member of the DS Senior Leadership which meets multiple times per week to design the team regional district plan, creates parameters for Distinctive College Prep, seeks feedback from Distinctive College Prep principal, and coordinates regional response. Additionally, a smaller regional district team meets multiple times per week to implement all elements of the school reopening plans and communicate to all stakeholders. Distinctive College Prep 's teachers will provide insights and feedback during weekly staff Professional Development, implementation surveys, and other less casual forms of communication.

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Distinctive College Prep will implement the following “strongly recommended” practices in Phase 4:

- Governance: all Phase 4 “strongly recommended” practices will be implemented
- Instruction: *“Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support”*
  - Distinctive College Prep is committed to providing in-person before and after school programming for families who select an in-person learning environment option. The regional team is in the process of engaging community partners to determine programming that can honor and maintain student cohorts used during the school day. Distinctive College Prep is willing to provide these opportunities when it is possible to meet local and state recommendations to ensure the safety of all students and staff members. At the time of this plan’s submission, a finalized plan for afterschool programming was not available.

## **Phase 4 Operations**

Distinctive College Prep will implement all required items identified in the Michigan Safe Schools Roadmap along with the strongly recommended guidelines. Distinctive College Prep has had a limited staff over the summer, but has maintained deep cleaning procedures all summer. During the summer, school leadership worked closely with maintenance to identify all possible classrooms that can be used for instruction and to ensure 6 feet of social distancing. Checklists have been created to ensure that a schedule is followed to ensure the facility is cleaned on a continual basis and ensuring all cleaning recommendations on the roadmap are followed.

Distinctive College Prep implements a 1:1 personalized learning curriculum, which means there are devices for all students to take home. Distinctive College Prep will allow students to take the school issued device home daily in case of a last-minute shutdown. Distinctive College Prep continuously surveys parents to understand access to devices and access to internet connectivity. In the event of a shutdown, Distinctive College Prep School budgets have been developed to ensure additional resources are set aside for cleaning and purchasing of replacement devices. Priorities have been placed to ensure staff have access to necessary resources as well as ensuring smaller class sizes and an emphasis on social emotional learning when buildings reopen.

Distinctive College Prep will implement the following “strongly recommended” practices in Phase 4:

- Operations: all Phase 4 “strongly recommended” practices will be implemented, including:
  - Personal Protective Equipment (PPE)
  - Hygiene
  - Spacing, Movement and Access
  - Screening Students and Staff
  - Testing Protocols for Student and Staff and Responding to Positive Cases
  - Responding to Positive Tests Among Staff and Students
  - Food Service, Gathering, and Extracurricular Activities
  - Athletics
  - Cleaning



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- Busing and Transportation
- Medically Vulnerable Students and Staff

The following recommendations will not be implemented:

- Facilities: Audit any additional facilities that the district may have access to that could be used for learning.
  - Distinctive College Prep does not have additional facilities to access for learning.

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

**Phase 5 Safety Protocols**

While in the building, all staff and students will be required to wear face masks. Face coverings may be removed for brief periods of time under certain circumstances (such as lunch). However, when face coverings are removed, students must remain physically distant from one another (at least six feet). Students who refuse to wear face coverings will not be permitted to participate in the school-based remote learning option. If students have a pre-existing condition (like asthma) that make wearing a face coverings detrimental, then reasonable accommodations may be implemented if a physician note is provided. Such accommodations will not put others at increased risk but may allow the student to be in school at times without a face covering as long as other distancing requirements are followed. We will work collaboratively with parents to ensure they understand the importance of face coverings, but since all instruction will be provided remotely, students will not be treated differently or excluded from learning. We plan to provide family orientation to mask wearing with students so they know the expectations of our mask wearing process. We also included much of this information in our reopening communications and videos posted to our reopening website. Staff members that are unable to wear a mask, must provide a medical doctor's note indicating they cannot wear a mask and they must strictly adhere to 6 feet of social distancing. Staff and students that are able to wear a mask and refuse to do so, will not be allowed to enter the school building and there will be disciplinary actions in accordance with the staff and family handbook.

Distinctive College Prep will fully comply with all requirements and recommendations listed in the Hygiene and Spacing, Movement and Access sections. Additional cleaning supplies and hand sanitizer and soap will be provided to staff and students to ensure and encourage proper hygiene. Additionally, floors and hallways will be marked with directional signs and markings to designate directional flow, where to stand to ensure 6 feet of distance and CDC guidelines will be posted at the entrance/exits as well as the main office.

Ensuring the health and safety of all those that enter the building is our number one priority. Distinctive College Prep will cooperate with the Wayne County/Detroit Health Department regarding implementing our protocols for screening students and staff. The following steps will be put in place to address screening and reporting protocols:

- Employees and students experiencing fever or other COVID-19 symptoms shall promptly send a confidential email to [covid19@distinctiveschools.org](mailto:covid19@distinctiveschools.org) and notify their designated building leader. If symptoms are experienced at home, employees and students should exercise caution and stay home and stay away from the workplace. Staff are also encouraged to promptly seek medical attention.
- **Self-screening:** Employees and students will be required to self-screen (temp check, symptom check) before commuting to the workplace, and will be subjected to required on-site temperature checks by Distinctive Schools.
- **Isolation and Safe Building Exit:** When an employee or student exhibits COVID-19



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symptoms (persistent cough, fever above 99.5, sore throat, respiratory difficulty) either through an on-site temperature check or otherwise, the employee or student will be isolated in a predetermined location until they can remove themselves from the building in a socially-distanced manner.

- The employee or student will be provided with information on how to obtain free medical attention or obtain a free COVID-19 test.
- Employees or students experiencing symptoms outside of work must inform their designated supervisor or teacher.
- **Telework if feasible:** If feasible, a symptomatic employee or student may telework. Symptomatic employees and students are encouraged to seek medical attention as soon as possible.
- **PTO Guidelines:** If a symptomatic employee cannot telework, then days spent off site will be deducted from the employee's PTO bank unless medical attention is sought (e.g. clinic, physician, COVID-19 test). Once the employee discloses documentation showing they are seeking medical
- **Ongoing Communication:** Symptomatic employees and students are required to communicate with designated staff regarding resolution of symptoms, health care sought and other relevant information prior to returning to work. Communication will be confidential.
- **Return to Work:** Even if a negative test result is obtained, employees and students exhibiting COVID-19 symptoms must stay home until they are free of symptoms for:
  - a) at least 7 days since their symptoms first appeared; and
  - b) at least 3 days (72 hours) since recovery defined as no fever (without using fever-reducing medications) and improvement in symptoms
- **Test Positive:** If an employee or student tests positive for COVID-19, they must follow guidance from their medical professional and may not return to work until cleared by a medical doctor

Distinctive College Prep will offer breakfast and lunch in the cafeteria. Teachers will support students with handwashing before and after meals. To the extent possible, recess will be held outside to allow students to move and have access to fresh air. During phase 5, assemblies and athletics will be conducted keeping safe distance protocols.

All required and recommended cleaning protocols will be implemented. Electrostatic machines and solutions have been purchased and staff have received training on the proper use of the equipment. Additionally, cleaning schedules and checklists have been developed to ensure hard surfaces are wiped down frequently, bathrooms are cleaned every four hours and high touch surfaces are wiped down consistently. All cleaning supplies and equipment are secured within the building and students do not have access to janitor closets.

Maintaining cleanliness of buses will be essential to ensure students arrive safely to school. Buses will be cleaned after each route and a nightly deep cleaning will also occur. If a student becomes sick during the day, the student will not be permitted to ride the bus home, instead a parent/guardian will need to pick up the student from school.



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Distinctive College Prep will implement the following “strongly recommended” practices:

- Personal Protective Equipment: *all recommendations will be implemented*
- Hygiene: *all recommendations will be implemented*
- Spacing, Movement and Access: *all recommendations will be implemented*
- Screening Students and Staff: *all recommendations will be implemented*
- Professional Learning: *all recommendations will be implemented*
- Testing Protocols for Students and Staff and Responding to Positive Cases: *all recommendations will be implemented*

## **Phase 5 Mental & Social-Emotional Health**

Student emotional well-being, health, and safety continue to be our first priority. In addition to academic instruction, each student/family is receiving daily check-in from staff members. The check-ins promote a sense of security through seeing a familiar face and maintain a sense of connection to the school community. Teachers may select to do social and emotional check-ins during whole class community meetings and 1:1 mentor sessions using Google Meet, Zoom, and by telephone. The goal is that each student has a touchpoint each day from a familiar staff member.

The importance of student safety and security will be emphasized during daily staff meetings and in communication from district and school leadership with professional development provided as needed. School social workers and deans have been a critical partner during this time.

Student social, emotional, and academic engagement is being tracked daily in a common school-wide log. Distinctive College Prep’s Principal, Assistant Principal, Dean of Students, and Social Worker review the engagement tracker multiple times per week to identify students who have not connected with staff members and identify tailored next steps to reach the family to support engagement in Academy related programming. Because family circumstances and context vary, a personalized plan is created to best meet the family’s needs during this time. Additionally, Distinctive College Prep’s Principal, Assistant Principal, Dean of Students, and Social Worker regularly meet with teachers to determine if any students or families are reporting any challenges at home that can be responded with school supports.

Distinctive College Prep is adopting the Move this World video library-based SEL curriculum for grades K-6 that will provide developmentally appropriate lessons and activities to students, staff and families as well as establishing common language to discuss feelings. Curriculum training for staff will focus on remote modifications and extension exercises to tailor their teaching learning plans based on student assessment. In partnership with the curriculum, staff will use the SEL web competency assessment over to ascertain what SEL skills can be retaught to help students become well equipped to navigate the complex and rapidly changing realities of life.

Distinctive College Prep will distribute an optional screening questionnaire for all students and families through the School Social Worker’s Office. The questionnaire will be compliant with HIPAA and FERPA policies transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. The School Social Worker will use this questionnaire as an initial referral method for support from Distinctive College Prep’s Student Support Team and, when requested by the family, referral to appropriate outside community mental health services. In addition, the School Social Worker has an established internal teacher referral and training program to encourage rapid referral of



at-risk students to Distinctive College Prep’s Student Support Team throughout the course of the year.

Distinctive College Prep staff will be trained at the start of the school year as well as ongoing training weekly training with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

Training will include MDE resources for mental health and wellness support.

Distinctive College Prep has an established comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed. In support of student and staff needs, the Student Support Team will maintain an updated comprehensive list of wellness resources available to both staff and students that can be provided in conjunction with referral processes.

Distinctive College Prep utilizes a Family and Partnerships Manager, who in partnership with Distinctive Schools, School Principals and School Social Workers who will work across the school, local public health agencies, and community partners to grow community partnerships and supports tailored to Distinctive College Prep’s needs.

Distinctive College Prep will continue to communicate with families with the most up to date information and will provide educational materials regarding understanding normal behavioral response to crises, talking through trauma with children, positive self-care strategies that promote health and wellness, and destigmatize cases of COVID-19.

Strongly recommended practices summary:

- Mental and Social- Emotional Health: *all recommendations will be implemented*

### **Phase 5 Instruction**

In Phase 5, Distinctive College Prep will be open for in-person instruction with the recommended minimal required safety protocols.

- **In-Person Learning Environment:** The child travels to the school building for in-person instruction five days per week with appropriate safety measures and assurances in place. Students experience whole class, small group, and independent work time, student check-ins or mentor sessions, digital tools, and print materials.

The major difference between Phases 4 and 5 is the elimination of the remote learning option for families. All students, who are safe to do so, will participate in in-person instruction within the Distinctive College Prep buildings. A remote learning environment will only be offered to students with a positive test response or who have had close contact with a confirmed case. In these cases, students will participate in remote learning while self-quarantining and/or infectious.

All Academy K-6 students will have access to a take-home device to support both remote and in-person learning. Hot spots will be provided to support families without internet access. All students will utilize a digital platform (e.g., Seesaw, Google Classroom, Summit Learning Platform, Flip Grid, etc.) to organize class assignment, daily agenda, assignment completion, and provide feedback on a regular basis. The digital platforms provide consistency for students and families in the event that Michigan should re-enter Phases 1-4.

Similar to Phase 4, the in-person learning environment will provide an experience that ensures that every student has access to standards-aligned, grade level instruction, diagnostic and formative assessments to determine readiness and identify skill gaps and competencies, interventions as needed, and scaffolds and supports to meet a child's diverse academic, social, and emotional needs. Additionally, each option provides opportunities to build community, create a sense of belonging, and develop student-student and student-teacher relationships through intentional social-emotional learning instruction. Distinctive College Prep anticipates an increase from Phase 4 in enrichment courses and opportunities in the weekly schedule. At minimum, students will continue to have access to the same curricular materials, pacing guides, interventions, and learning tools used in Phase 4. Distinctive

College Prep has selected instructional materials that support both in-person and remote instruction. This intentional planning provides students with a consistent learning experience in the event that Michigan re-enters Phases 1-4. Professional Development will be designed to support teachers with the transition to Phase 5 and continue supports for engagement strategies, determining student competencies, partnering with families, and anti-racist classroom strategies.

Students with disabilities will have instruction, supports, accommodations, and auxiliary services that are consistent with the individualized education plans in both the remote and in-person learning environments. Students will continue to receive education in the least restrictive environment in accordance with federal and state laws. Distinctive College Prep will adhere to timelines for annual IEP meetings and required evaluation. Special Education Lead Teachers, in partnership with the Distinctive Schools Regional Director of Student Services will review student IEPs and get feedback from families and staff regarding possible adjustments needed in each student's Individualized Education Plan and will adjust student meeting timelines to address areas of need as they are identified

The multiple work groups from Phases 1- 4 will continue during Phase 5 to respond to changes, revise plans as needed, gather feedback from stakeholders, and communicate successes, updates, and changes. The Reopening Teaching & Learning Playbook will include Phase 5 recommendations and requirements of standard curriculum, instruction, assessment, feedback, and social emotional learning for all grade levels.

Distinctive College Prep will implement the following “strongly recommended” practices:

- Governance: *all recommendations will be implemented*
- Instruction: *all recommendations will be implemented*
- Communications and Family Supports: *all recommendations will be implemented*
- Professional Learning: *all recommendations will be implemented*

## **Phase 5 Operations**

Distinctive College Prep will implement all strongly recommended and recommended items identified in the Michigan Safe Schools Roadmap. Distinctive College Prep has had a limited number of staff in the building over the summer, but has maintained deep cleaning procedures all summer. During the summer, school leadership worked closely with maintenance to identify all possible classrooms that can be used for instruction and to ensure 6 feet of social distancing. Checklists have been created to ensure that a schedule is followed to ensure the facility is cleaned on a continual basis and ensuring all recommendations the roadmap are followed.

Distinctive College Prep implements a 1:1 personalized learning curriculum, which means there are devices for all students to take home. Distinctive College Prep will allow students to take the school issued device home daily in case of a last-minute shutdown. Distinctive College Prep continuously surveys parents to understand access to devices and access to internet connectivity. In the event of a shutdown, Distinctive College Prep School budgets have been developed to ensure additional resources are set aside for cleaning and purchasing of replacement devices. Priorities have been placed to ensure staff have access to necessary resources as well as ensuring smaller class sizes and an emphasis on social emotional learning when buildings reopen.

## Van Atten-Densmore, Amy Sue

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**From:** COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>  
**Sent:** Thursday, August 13, 2020 3:12 PM  
**To:** Van Atten-Densmore, Amy Sue  
**Subject:** [External] COVID-19 Preparedness and Response Plan Submission Complete



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