



Tipton Academy COVID-19 Preparedness and Response Plan

Address of School District: 29205 Florence Street Garden City, Michigan 48135

District Code Number: 82754

Building Code Number(s): 02870; 01734

District Contact Person: Angela Gilbert

District Contact Person Email Address: angela@trgschools.com

Local Public Health Department: Wayne County

Local Public Health Department Contact Person Email Address: Sergio M. Dinaro, MBA
sdinaro@waynecounty.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Lake Superior State University

Date of Adoption by Board of Directors: August 12, 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 is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Daniel Grivicki
Daniel Grivicki (Aug 13, 2020 11:54 EDT)

President of the Board of Directors

08/13/2020

Date



Introduction and Overview

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

Tipton Academy Narrative:

Tipton is first and foremost a family and during this unprecedented time has made all efforts to make that our guiding force for all decisions. As a school rooted in our pillars of family and community engagement, equity and individualized academics, and high moral standards, we didn't hesitate to do all that we could to support our students, families, and community. Pre-emptive to the closure, we had canceled school for a day to put a plan in place to continue academics for our students. Our staff unanimously supported our efforts to provide continued new curriculum and instructional support to our students despite processes or training to do so. Our team committed to being innovative and creative to find ways to teach from their homes and provide daily visibility to their students through recorded and live virtual opportunities. We all agreed that providing school to home connection was the most important piece of ensuring that our students felt a sense of belonging and safety during a very uncertain and scary time. The emotional and developmental well being of our students has been our very first priority.

In our community, our team provided approximately 40,000 meals between March 16 and June 11th. The team masked up and volunteered to put themselves at risk in order to ensure that our families in need had meals 5-7 days a week. Our team didn't just extend this support to our own students, but provided it to the entire community. This amazing team even delivered meals directly to homes of families that were unable to come to the school to pick them up. Additionally, our team dropped off care packages to our families with front line workers including things such as masks, hand sanitizer, clorox wipes, and thank you cards.

Our staff participated in weekly virtual professional learning community meetings and/or staff meetings throughout the closure to ensure that we stayed connected and informed as a team as well as to help guide our planning moving forward. Our administrative team provided weekly Friday updates to parents as well as daily communication support through Classroom DOJO to all parents.

Special education services and 504 supports continued from day one of the closure as our team prepared for virtual live sessions to provide this support. Our team continued all special education services with the exception of psychological testing which was unable to be performed virtually.



While our emergency virtual education plan needed to be adjusted at times, as we moved forward, the pride in our team was expressed by staff, admin, families, and the community for the level of support that we provided without training and in unprecedented times. It was evident that our entire team believes in the mission of our school and exudes the essence of what it means for our students; Tipton Academy, in partnership with students, staff, parents and community members will challenge all students to realize their full potential by providing them with the highest quality educational program through individualized academic achievement, high morale standards, and strong family and community engagement.

As we persevered through the spring, our guiding principles were and continue to remain,

1. Maintaining the mental and physical health, wellness and safety of our students, staff, and families.
2. Providing a continuity of instruction through the rigorous and engaging content.
3. Meeting the needs of our families and school community.
4. Providing a high level of support to our parents, staff, and students through regular and transparent communication.

With these guiding principles continuing, we have performed multiple surveys to our families with over 80% participation to guide our planning. We have met virtually with our staff individually, in small groups, and as a staff to ensure staff voice is a paramount in the development of our plan. We have met with TRG, our educational service provider, LSSU, our authorizer, the board of directors, and school leaders around the state to research and seek resources in developing a successful plan.



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

Phase 1, 2, or 3 Safety Protocols

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

Tipton Academy Narrative:

*All Phase 3 “**required**” guidelines from the Governor’s Roadmap will be followed. The school building will be closed for in-person instruction and will not be utilized for child-care. The school building will be open to teachers and staff only, for the purpose of recording instructional videos, maintaining necessary daily office routines, and passing out meals.*

Instructional and Office Staff: Staff members will be permitted into the building with administrative approval. They will follow guidelines to have their temperature taken at the main entrance scanner station, complete a COVID 19 wellness survey, wear a face covering throughout the building, minimize interaction with any other staff members, go directly to their designated office or classroom, and only be in the building to conduct their necessary business and then promptly leave. They will maintain 6’ distancing, sanitize when entering and leaving new spaces, and wash hands periodically while in the building. They will use the teacher cleaning station to clean space within their classroom that they utilized while there.

Disinfecting: Common areas and office spaces will be disinfected twice, daily on days that any staff are present including all touch points of doorknobs, light switches, restrooms, etc.



Food Service: Meals will be provided on Monday between 9am-12pm with 3 breakfasts and 3 lunches and again on Wednesday between 9am-12pm with 4 breakfasts and 4 lunches. It will be contactless drive up trunk drop of meals. All meal service staff will wear face coverings and gloves, as well as temperature checks and wellness surveys completed before entering the food service area. Meals will be provided at the Tipton West Campus north entrance. Arrangements will be made as possible and within reason to provide meals to families unable to pick them up at the school.

Athletics: All athletics and bussing will be immediately suspended.

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

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

Tipton Academy Narrative:

All “strongly recommended” guidelines included on page 16 of the Roadmap will be followed. Below is a short summary of key points we are addressing with regard to mental health.

Mental Health Screening: Students will be provided a screener provided by our mental health partner Starfish. Parents will be provided information on the screener and provided the opportunity to opt out of their child participating in the screener. The results of the screener will be evaluated and services and supports deployed as appropriate and with parent permission based on students needs.

Teachers, support staff, behavior coach, school social worker, and/or Starfish partner in school therapist will continue to also utilize the school referral process for students they feel an immediate need for support.

Social Emotional Learning will be embedded into classroom curriculum.

Professional Development: Professional development will be provided to staff with an emphasis on mental health and wellness support for students. This will include topics on; social and emotional learning in the classroom, equity and culturally responsive leadership, mental health, wellness and self-care, etc

Crisis Management Plan: The crisis management team will review the plan and revise it to include components relevant to the school response to Covid- 19.



Comprehensive Lists of Wellness Resources: School social worker and Starfish onsite therapist will be responsible for developing and maintaining wellness resources for families and staff. This will be updated regularly, shared with families, and accessible remotely at all times.

Phase 1, 2, or 3 Instruction

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

Tipton Academy Narrative:

*All **“Strongly Recommended”** protocols included on page 17-18 of the Roadmap will be implemented.*

Alternative Modes of Instruction: Distance learning will be implemented for all students while in-person instruction is suspended.

Based upon the challenges we experiences during our spring closure and feedback from parents and teachers, we have worked diligently to improve the following 3 areas;

1. accessibility to dedicated school technology devices.
2. ease of access and organization of resources for students and parents.
3. continuity in the level of instruction and curriculum resources across grade levels and between teachers.

First, we have taken the necessary steps to purchase technology so that each student preK-8 has a dedicated electronic device that is adequate to complete extended periods of time working on virtual



curriculum and instruction assignments as well as participate in live instruction/support. This will especially assist those families with multiple children that had to share a device previously. These devices will be preloaded with the applications necessary for participation in educational programming.

Second, we have researched and procured a single sign-on management system that will assist students in being more independent with their school work and support parents in assisting their children for overall success. Through this system, teachers will assign resources into the student's virtual backpack, so that they are organized by subject and therefore more easily understood by students. Additionally, in order to assist the ease of use, we have prioritized the resources that can be assigned to students for each subject. This is in direct response to parent feedback that too many different resources were being used with multiple login credentials and it was very challenging to help their students keep track of it all. We believe these new changes will improve that experience of our students and families.

Third, we have planned for more continuity in the instruction provided to students between teachers and across grade levels by planning for virtual education in all classrooms. Our plan is for all teachers to utilize the three main resources Google Classroom, Lincoln Learning, and Flipgrid in addition to regular classroom resources. Google Classroom will be used for recorded daily messages from teachers, additional assignments, written responses, and supplemental instruction. Additionally, teachers will customise the Lincoln Learning curriculum aligning to our instructional pacing guides, adding their own recorded instructional videos, assigning lessons to students and differentiating for individual students, adding hands on activities, etc. Flipgrid will be used to create and engage students peer to peer visual and educationally relevant discussions. Teachers will assign these resources through Classlink and provide a "Week at a Glance" for students to have an overview of what they will be doing each day of the week. All teachers will create their classroom virtually. This will provide continuity for all of our students whether they are in the classroom in person and then abruptly out, are sick or quarantined, our school has to move into a closure, etc. All students whether in person or 100% virtual will then have access to the same quality of education and personalized with our amazing Tipton teachers. Students that additionally attend some level of in person instruction will receive this same instructional access, but may be provided it whole class and with socialization and in person support from their teacher.

Student with Disabilities: The Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services. As we did during the spring closure, we will continue to provide virtual support to all students with disabilities including speech and language services, occupational therapy services, resource room services, social work services, and physical therapy services. We will also work to consider recovery services for students with disabilities beginning with those that did not participate in distance learning during the spring closure. We will work with our IEPT to update Contingency Plans and provide amendments as necessary.



Additional supports: We have selected resources that have some ability to translate into the languages spoken at our students homes and have when possible accessibility such as font changes to best meet the needs of our students.

Student Materials: Students will need daily access to a dedicated electronic device that can support the educational platforms we are utilizing. Students may need headphones that connect to the electronic device or a relative quiet workspace that they can complete their school work. They will need access to paper and pencils. Students may need basic age appropriate math manipulatives for those that need hands on and not digital materials. We would also prefer for students to have a local library membership card to sync with our digital reading application for access to free independent reading materials. Students may need basic art materials when participating in art. Students may need some household science materials for basic experiments.

Communication: All parents/families will utilize Classroom DOJO for direct and consistent communication with their child's teacher and the admin team. Classroom DOJO has the ability to translate messages into the parent's preferred language. For additional school communication phone, email, and facebook will be utilized. If an alternate mode of communication is necessary for a particular parent or situation, where reasonable, it will be offered and applied.

Additionally, training opportunities will be scheduled with parents/families to provide an understanding of the resources used by their students. At any time parents are also encouraged to seek help from their child's teacher or the administration to guide them on the use of resources or strategies and ways to help their child at home. Live meetings through ZOOM or Google Meets are able to be scheduled to provide this level of support.

Professional Development: Training has been scheduled to provide teachers support and knowledge of curriculum, distance learning strategies, utilization of resources, mental health for students, self-care, social and emotional learning, culturally relevant teaching, equity in teaching, crisis prevention training, among others. Ongoing training and coaching has been scheduled with monthly access to continue the level of support to teachers to provide instruction in new, alternative, and engaging ways for students.

Assessment and Monitoring: Teachers will monitor access and connectivity through daily communication and assessment of learning for lessons. If students are inactive for an entire day, the teacher will check in with the parent through Classroom DOJO. If access is a repeated issue, the teacher will notify the admin team who will follow up with the parent. Additionally an engagement two way communication log will be kept to monitor attendance determined by participation and the level of engagement. Grading will be based on mastery of standards in learning and not on participation and be assigned based on our traditional grade scale.

Phase 1, 2, or 3 Operations



- All protocols included on page 19-20 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will manage operations and technology.
- Specifically highlight the level of access to digital devices your students and families have, how you know this information, and how you will ensure equitable access to learning, as needed, through the use of technology.
- Describe the specific ways staff will be redeployed to meet the needs of the Plan.
- Specifically identify which protocols on page 19-20 that are identified as “**Strongly Recommended**” that the Academy will not implement.

Tipton Academy Narrative:

*All “**Strongly Recommended**” protocols included on page 19-20 of the Roadmap will be implemented except providing public contact information for our technology process leader, building technology leaders designated.*

Facilities: All facilities will continue to be maintained during the closure so that we can readily move back into the school for in-person instruction. While the cleaning will not demand the same level as in-person instruction it will continue per CDC guidelines in food service, commonly used, and designated areas as necessary. Facility checks will take place of systems to ensure that the building is safe for re-entry as necessary. The building will be utilized as necessary and approved to provide essential services such as food distribution to the community.

Technology: Based on surveys of technology needs, 1:1 technology has been purchased to provide regular and consistent daily access to technology devices for students. If connectivity is an issue the admin team will work with families to ensure this is resolved. Teachers will be the first point of contact for connectivity and device issues and they will contact the admin team for additional support to families as necessary. The district will consider a help desk for technology issues if reasonably possible and develop procedures for assignment and collection of devices. When possible the district will have available a triage of devices to limit down time due to maintenance of devices.

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

Phase 4 Safety Protocols

- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Personal Protective Equipment protocols identified as “**Required**” on page 22 of the Roadmap, including when and where staff and students are required to wear facial



coverings. Identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements.

- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Hygiene protocols identified as **“Required”** on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.
- Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.
- While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, if the Academy decides to offer in-person instruction, describe which, if any, practices the Academy will implement.
- Describe the Academy’s plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as **“Required”** on page 26.
- Describe the Academy’s plans to ensure compliance with Athletic and Cleaning protocols identified as **“Required”** on page 27.
- Describe how the Academy will comply with each of the Transportation protocols identified as **“Required”** protocols on page 28.
- Specifically identify which protocols on pages 22-28 that are identified as **“Strongly Recommended”** that the Academy will not implement.

Tipton Academy Narrative:

*All **“Required and Strongly Recommended”** protocols included on page 22 and exceptions on page 28 will be implemented.*

Facial Coverings: Signs will be placed in the school to reinforce the requirement of face coverings. All Tipton Academy staff, contracted staff, and any other person entering the facility will be required to be wearing a face covering and continue wearing for the entire duration they are inside the building with the exception of during meals. During meals persons should be appropriately distanced from others when removing facial covering to eat. Staff members will be provided with facial coverings and can choose to wear their own personal one. Any homemade mask should be washed daily and any disposable mask should be disposed of daily. If a person is medically unable to wear a face covering they will comply with the guidelines and provide medical documentation. They are required to keep 6’ distancing from all other persons at all times. (Exempted individuals will be recorded in a master document and issued a sticker to display on their student or staff ID indicating this exemption.) Any noncompliance of any individual will be brought to the administration and they will be removed from the building. Staff who are capable of



wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination. Guests or staff that may have forgotten a face covering will be provided a disposable mask as appropriate. In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

All K-8th grade students will be required to wear a face covering to enter the building, in all common areas, and in the classroom. They must wear their face covering when traveling to and from PE, the restroom, the office, and the cafeteria or designated place for meals. They may remove their face covering once seated at their table to eat their meal and must replace the face covering to get up from the table. At recess if they are appropriately distanced they may remove the face covering. Students showing patterns of non-compliance will be removed from the school building and placed into virtual 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 virtual instruction with the student being banned from coming to the school site. For K-5 students, teachers may incorporate face covering breaks into their classroom space only when students are sitting at their desks at minimum 6' from others and stationary for short durations of time.

All PreK/GSRP students will be required to wear a face covering to enter the building and in all common areas. Inside the classroom, face shields are encouraged, but are not required.

Hygiene: Signs will be placed throughout the school to reinforce proper hygiene. During the first days of school and reviewed as necessary, teachers will review the safety protocols, help reinforce the importance, and teach proper handwashing techniques including 20 seconds with soap and water. All classrooms will be equipped with height appropriate wall mount hand sanitizer. All students, staff, guests will be required to sanitize when entering and exiting the classroom. All students will be required to wash hands every two-three hours. When in classroom sinks are available the teacher will dismiss students in an appropriate fashion to keep distanced and have students wash hands inside the classroom. When classroom sinks or portable sinks are not available, teachers will take the class to the restroom and supervise a process for student handwashing. Additional contactless hand sanitizer stations will be placed by the main entrances and to be used by anyone entering the facility outside of students who will sanitize as they enter their classrooms.

During the first days of school and reviewed as necessary, teachers will teach/review the technique of safely coughing or sneezing into their elbow, shirt, or to cover with a tissue and then immediately throw away and wash/sanitize as necessary.

Students will be assigned their own space and materials whenever possible. If materials are to be shared, they will be properly sanitized between students.



Cleaning supplies will be provided to each teacher to provide emergency cleaning as well as routine cleaning. An Aqueous Ozone cleaner has been purchased to provide high level sanitation that is chemical free, CDC approved to kill the COVID 19 virus, and requires no PPE for users. This will help to protect the health and safety of our students and staff and limit the amount of the toxic chemicals used in their immediate environment throughout the school day. For any toxic chemical that requires PPE, all staff will wear PPE and no students will participate.

Spacing and Movement: Signs will be placed throughout the school to reinforce physical distancing. Whenever possible 6' distancing will be implemented. Some furniture has been removed from classrooms to allow for more distancing between students. Desks will be facing in one direction and students sitting at tables will be limited to ensure physical distancing. Kindergarten appropriate desks have been purchased to replace tables in our two small classrooms. Tables remain in our double sized kindergarten classroom. A blended learning schedule as well as a virtual option will be available to reduce the number of students in the classrooms at one time. This allows for a safer and more comfortable classroom environment for all.

No family members or guests will be permitted into the facility except under extenuating circumstances or for designated school business such as substitute teaching as approved by the admin team. Any person approved to enter the building must be properly screened with a temperature check, wellness survey, and must be logged for contact tracing include date, time, and location in the facility.

Hallways will have a designated traffic pattern and signage to reinforce 6' distancing. The procedures will be taught to students during the first days of school with review as necessary. Students will remain in their classrooms for technology, drama, and art. They will go outside whenever weather permits for physical education and to the gym or south building for indoor PE. Grades K-5 may remove their face coverings for PE only under conditions that they are maintaining 6' distancing. PE curriculum will be adjusted to include non-contact activities. If equipment is used, it will be sanitized between students or classes. Students will go to the cafeteria for breakfast and lunch. The area will be sanitized in between students and students will have designated spacing during meal times. Students in grades K-5 will be provided recess. Recess will be outside whenever possible and will be reinforced to include no contact activities. If there is more than one class outside, the classes shall wear face coverings. We will try to schedule recess for only one class in a space at a time by utilizing multiple outdoor spaces.

Arrival and dismissal procedures for students have been adjusted to account for separation of students and screening protocols. Parents/families will be provided a map designating the grade level entrance door, which may be different from in past years. Students will be taught how to line up at arrival and dismissal to ensure proper distancing is in place. When students enter the building they must follow the traffic patterns to get to their classroom. They will go directly to their classroom, NOT to their lockers. They will take their belongings into the classroom and remove their materials needed for class for the day. Teachers will dismiss students in a fashion to limit the number of students and the spacing between them to place things in their lockers. For example, the teacher may call students in lockers 1, 6, and 12 so that they are spaced apart at their lockers. Students will then return to their seat and the teacher will proceed with the



next set of students 2, 7, 13. This will limit the numbers of students in the hallways at one time and in a congested area surrounding the lockers. The teacher can have the rest of the class working on a “do now” or other independent activity, so this time is still utilized.

Screening Students and Staff: All students, staff, and guests will be screened before or upon entering the facility. A fever of 100.4 will prohibit entry into the school building. Staff members will be assigned to posts outside at arrival to check student temperatures. Additionally, the Wayne County Health Department has provided a wellness screening checklist for parents to review each morning before sending their student to school. It will be provided to parents in their back to school informational packet. All guests will be provided a wellness check survey to complete upon entry to the building.

If students are found to be sick during the school day, a quarantine space has been designated at each building near the main office. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines. Families are encouraged to check their child’s temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases:

*All “**required and strongly recommended**” testing protocols will be followed and All quarantine procedures will follow the Wayne County Health Department guidelines.*

Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

School staff members who are unable to report to work due to COVID-19 symptoms will be monitored on a spreadsheet and will be asked to get tested and show negative testing results, prior to returning to work. Positive tests for staff members will result in a required quarantine away from school until a negative test result is obtained. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

Assemblies, Food Service, Extracurricular, Gatherings:

Assemblies: All in person student assemblies will be suspended.

Meal Time: Cafeterias and gym areas (and possible classrooms) will be utilized to ensure students are distanced during meal times. Weather-permitting, the outside courtyard at the West campus may also be used. Students will be dismissed to the lunchroom in a staggered fashion to discourage long waiting lines. Floor graphics will be placed to designate six foot distancing as students wait in line to enter the cafeteria and/or to receive their meal.



All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Athletics: We will comply with all MHSAA and/or Wayne County Health Department guidelines. We will not offer any large-scale indoor athletic events. All indoor athletic events will be limited to participating athletes, coaches, and immediate family members only. Extended family members and non-participating students will be prohibited from attending. All attending persons must properly social distance 6' apart in the stands, as well as wear a face covering. This is for both home and away fans. Our Tipton families must adhere to and respect all guidelines at away game locations designated by them.

All equipment will be disinfected before and after use for both games and practices. Personal equipment, such as water bottles, will be individually marked and not shared.

Bussing to athletic events:

All “required” and “strongly recommended” bussing guidelines will be followed.

Masks and hand sanitizer will be required prior to boarding the bus. A temperature check will be required prior to boarding the bus. Any student with a fever of 100.4 or higher will not be allowed to board. Parents will be required to be with children if children are under the age of 12, in case that student is not allowed to board. Buses will be disinfected between runs. One student to a seat, maximum. Students will sit staggered seats when possible. A meeting will be held with district and contracted transportation company to review the criteria required for Phase 4 and discuss concerns or issues arising. Contracting bus company will sign an assurance statement, verifying that they can and will comply with the items required. Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus

Medically Vulnerable Students and Staff: We will implement the following recommended protocols; We will survey in our school selection form to allow for parents to identify students that may be medically vulnerable. We will work with those families to determine ways to minimize risk.

We will survey staff to identify staff that may be medically vulnerable. We will work with them to determine ways to minimize risk.

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



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

Tipton Academy Narrative:

All “strongly recommended” guidelines included on page 29 of the Roadmap will be implemented. Below is a short summary of key points we are addressing with regard to mental health.

Mental Health Screening: Students will be provided a screener provided by our mental health partner Starfish. Parents will be provided information on the screener and provided the opportunity to opt out of their child participating in the screener. The results of the screener will be evaluated and services and supports deployed as appropriate and with parent permission based on students needs.

Teachers, support staff, behavior coach, school social worker, and/or Starfish partner in school therapist will continue to also utilize the school referral process for students they feel an immediate need for support.

Social Emotional Learning will be embedded into classroom curriculum.

Professional Development: Professional development will be provided to staff with an emphasis on mental health and wellness support for students. This will include topics on; social and emotional learning in the classroom, equity and culturally responsive leadership, mental health, wellness and self-care, etc

Crisis Management Plan: The crisis management team will review the plan and revise it to include components relevant to the school response to Covid- 19.

Comprehensive Lists of Wellness Resources: School social worker and Starfish onsite therapist will be responsible for developing and maintaining wellness resources for families and staff. This will be updated regularly, shared with families, and accessible remotely at all times.

Phase 4 Instruction

- All protocols included on pages 30-32 of the Roadmap are “**Strongly Recommended.**”
- Outline the Academy’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider describing results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will



offer in-person instruction, remote learning options, hybrid approaches and/or rotating in-person schedules.

- When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy’s plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.
- Using the protocols outlined on pages 30-32 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning. As all of the protocols in this section are identified as “**Strongly Recommended,**” list any that the Academy will not implement.

Tipton Academy Narrative:

All “strongly recommended” protocols included on pages 30-32 of the Roadmap are being implemented.

Governance: Tipton’s Return to Learning working group consists of school superintendent, principal, vice-principal, Dean of Intervention/Director of Tipton Virtual. Additional voice and input has been collected from SIP representatives, Summer Program staff, TRG staff, network colleagues, PTO representatives, staff dialogue, and parent surveys. This data has been collected by the work group and analyzed to make decisions following our guiding principles and founded in our school pillars.

Instruction: Tipton will provide a hybrid learning program at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrating synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. We will do this by offering options, using compassion and flexibility, and rooting all educational programming in a virtual format.

Based on survey data from over 80% of our families designating the desire of approximately 75% of our families to participate in a blended or fully virtual program with approximately 25% of our families designating the desire to have fully in person attendance at school, we realize that we need to have options for our families as well as a safe environment for all students and staff. Additionally with direct feedback from staff, we heard their desire to be back at school with their students and also their concerns for the safety of themselves, their families, and their students. We also realize the need for flexibility and therefore the need for programming that allows for both in school and out of school instruction at any time. We believe we have done our best to promote the highest level of safety while offering some in person options for our students and the continuity of high quality education no matter what uncertainty the coming school days hold.



We have developed a plan that roots all of our classrooms in a virtual setting. Each class will be designed by our high quality Tipton teachers utilizing a similar daily structure of content, recorded message videos, recorded and live virtual lessons, games, hands on activities, assessments, and peer to peer discussions. We have taken the feedback directly from parent surveys and staff input to select resources that will improve the quality and access and ease of use for all of our families, students, and staff. All students no matter which option they choose will be provided the same level of curriculum, instruction, assessment. Students that choose a level of in-person instruction will receive additional in person support. Designing our educational program in this fashion allows for individual students who may be quarantined to continue access to their schooling from home and at all times. It also provides our 100% virtual students the same high quality and personalized instructional program as the rest of our students while offering them the opportunity to participate in any Tipton events, athletics, etc. whether virtual or in person. It provides all of our students the same access to the level of support from our admin team and support teams such as specials and special education. In the following section we outline the aspects of our Phase 4 instructional program:

First and foremost, in order to ensure the utmost safety of our staff, students, and families, we are encouraging our families that if they have the opportunity to choose the 100% Virtual or the Blended Learning options that they choose one of those two options. We are offering the option of an In-Person Full Week Schedule, but we would like to reserve that for those that absolutely need it in order to keep our classroom sizes as small as possible. Parents will be provided a School Schedule Selection Form to select their preferences with a first and second choice for each child. Additionally, each family will have an option to select a preference if they would like all of their children on the same schedule or an opposite schedule.

100% Virtual Learning Option:

If the student numbers support, all 100% virtual students will be assigned a Tipton Academy teacher. If they do not for any particular grade level based upon a minimum number of student interest, those students will be enrolled with a Michigan Certified teacher into the Learning Learning Virtual Program. The students will be provided a Tipton Academy technology device, training and support to know how to use the device and the applications that will be used to provide education programming. They will be expected to log into their Classlink application everyday and to follow the general sample schedule provided below. The teachers will provide a “Week at a Glance” agenda every Monday by 7:30am that will be found in the student’s Classlink application. It will be a guide of what the week looks like and include links to documents and other applications as necessary. Students will be expected to participate in academic learning about 45 minutes per subject per day, however it may not all be on the computer and include hands-on activities assigned by their teacher. There will be short instructional videos both recorded by their teacher and also selected from the quality digital Lincoln Learning curriculum library. For some lessons, the teacher may include parent guides from the Lincoln Learning library to assist parents in supporting their students at home. Teachers will be accessible for support during regular school hours by phone and through Classroom DOJO. Teachers can make reasonable accommodations to schedule time to support students and parents outside of regular school hours for extenuating circumstances. A 30minute ZOOM support session will be scheduled daily in small groups and/or the whole class. Students will be expected to participate in Flipgrid peer to peer discussions daily. This



encourages the social interaction and development of our students. We realize it can be uncomfortable at first, but it is extremely important that we continue the visual social interaction of our students daily.

Curriculum components: We are reducing the number of resources utilized with our students until our students and families have a solid and successful grasp on moving through our virtual program. Below are the primary resources we will be using to begin our year.

Classlink: Our teachers will utilize Classlink as the single sign on interface which allows students to login to each program the first time and then stores their login credentials, so they only have to log into Classlink and all other resources and applications work without additional parent support. It also tracks time on task for our pupil accounting purposes and ensures that students are accessing safe and selected applications while doing school work. In classlink each student will be provided an individual “backpack” for their applications. When the student goes to their backpack it will have each subject of the school day and the resources that may be used while completing their lessons.

Google Classroom: Our teachers will utilize Google Classroom to communicate with students about assignments, feedback on assignments and lessons, supplemental resources, etc. All students in grades preK-8 will have a Google Classroom set up for their students. It is important that our students only access it by going through Classlink first.

GSRP students will utilize Google Classroom and Classroom DOJO to assign developmentally appropriate curriculum rooted in the HighScope curriculum program. They will also supplement as necessary with the Lincoln Learning Digital Library. Also note that GSRP students will follow the schools M,T, Th, F academic schedule where assigned.

Lincoln Learning: Our teachers will utilize Lincoln Learning and their digital curriculum library. Lincoln Learning is an established digital curriculum platform that includes standards based lessons, activities, assessments, parent guides, and more for prek-12th grade learning in all subjects including specials. We have purchased this digital curriculum to help our teachers ensure the highest quality content delivery for every standard that still gives them the opportunity to differentiate for individual students, customize their classroom and add their own recorded lessons and hands on activities to the instructional delivery for our students. Additionally, SEL, social and emotional learning is available in the Lincoln Learning library and will be integrated into the planned instructional program.

Flipgrid: Our teachers will utilize Flipgrid to engage students in visual peer to peer discussions. This free resources allows our teachers to set up school based topics with their own recorded discussion starter video and then have students reply in video to the topic and each other. We want to ensure that students are respectful, open, and learning the social aspect of conversation, open-mindedness, and social interaction. They will be able to respond in meaningful ways and fun ways by choosing to add stickers, filters, and even text to their video.

Sora: Our teachers in grades 3-8 will utilize Sora to assign our novels and chapter books digitally for our students to access. Students will be able to choose translation into their primary language, take notes in the sidelines, change font for accessibility needs, provide immediate definitions of unknown words, and more.



Additionally, we encourage all of our students to get a membership card at their local library and Sora will be available for all prek-8 grade levels to check out digital books for free on the Sora app through their local library.

Lastly, our teachers will use access to digital licenses for our current curriculum resources, Envision Math, Reading Street, EBLI, Do the Math, Science Dimensions, as well as for intervention or enrichment at home our students will still have access to MobyMax.

Virtual students with disabilities, Section 504, ELL, and other special needs:

All students will be provided virtual access to the resources and support they need consistent with the Office of Special Education guidance and according to the IDEA and Office of Civil Rights. Where in all cases virtual supports are appropriate we will offer those and provide our best faith effort to find ways to implement all services. Meetings about recovery services, contingency learning plans, and amendments will be conducted to ensure we are doing our best to meet the needs of these learners.

Below is a sample schedule for our 100% Virtual Learning students:

Note: This is a guide, so we have offered a sample of what an even schedule might look like in your home. Again, this is just a general sample.

Virtual Days Daily Guided Agenda	AM Option	PM Option
Science	8:00-8:45am	3:15-4:00pm
Brain Break	8:45-9:00am	4:00-4:15pm
ELA	9:00-9:45am	4:15-5:00pm
Brain Break	9:45-10:00am	5:00-5:15pm
SS	10:00-10:45am	5:15-6:00pm
Brain Break	10:45-11:00am	6:00-6:15pm
Lunch/RECESS/Dinner	11:00-12:00pm	6:15-7:15pm
Math	12:00-12:45pm	7:15-8:00pm
Read Aloud/Silent Independent Reading	12:45-1:00pm	8:00-8:15pm



Special a weekly Zoom session will be scheduled	1:00-1:45pm	8:15-9:00pm
Brain Break	1:45-2:00pm	9:00-9:15pm
ZOOM Check In	2:00-2:30pm	2:00-2:30pm
Intervention, SEL, or Catch Up	2:30-3:15pm (K-3)	2:30-3:15pm (K-3)
Intervention, SEL, or Catch Up	2:30-3:20 (MS)	2:30-3:20 (MS)
Intervention, SEL, or Catch Up	2:30-3:30 (4-5)	2:30-3:30 (4-5)

Blended Learning Option:

Our blended learning option is rooted in the need for a level of in-person support, but still allows us to keep our numbers small and our staff and students safe. Students selecting this option will be assigned an A schedule or a B schedule. For all intents and purposes we will do our best to honor siblings on the same schedule or opposite schedules based on parent requests.

Students will need to bring and take home daily their assigned technology device.

In our blended learning program students will participate and access all of the same educational components outlined in the 100% virtual program offering, plus receive additional in person support and facilitation two days a week. This will ensure that our students are able to be fluid in and out of the classroom as necessary and also receive the same level of high quality instruction without feeling overwhelmed if changes need to occur. Below is a sample of the schedule, it may change per classroom in terms of the order and time of day, but is a general outline of what will be offered. Lunch, breaks, etc. will change based on teacher assignment.

Blended Learning In-Person Days Daily Guided Agenda	Schedule A is M/T Schedule B is Th/F	Blended Learning Virtual Days Daily Guided Agenda	AM Option	PM Option
Science	8:00-8:45am	Science	8:00-8:45am	3:15-4:00pm



Brain Break	8:45-9:00am	Brain Break	8:45-9:00am	4:00-4:15pm
ELA	9:00-9:45am	ELA	9:00-9:45am	4:15-5:00pm
Desk, materials, hand washing	9:45-10:00am	Brain Break	9:45-10:00am	5:00-5:15pm
ELA Intervention/Small Group	10:00-10:45am	SS	10:00-10:45am	5:15-6:00pm
Brain Break	10:45-11:00am	Brain Break	10:45-11:00am	6:00-6:15pm
Lunch/RECESS/Dinner	11:00-12:00pm	Lunch/RECESS/Dinner	11:00-12:00pm	6:15-7:15pm
SS	12:00-12:45pm	Math	12:00-12:45pm	7:15-8:00pm
Read Aloud/Silent Independent Reading	12:45-1:00pm	Read Aloud/Silent Independent Reading	12:45-1:00pm	8:00-8:15pm
Special	1:00-1:40pm	Special	1:00-1:45pm	8:15-9:00pm
Desk, materials, hand washing	1:45-2:00pm	Brain Break	1:45-2:00pm	9:00-9:15pm
Math	2:00-2:45pm	ZOOM Check In	2:00-2:30pm Wednesday 2-3pm	2:00-2:30pm Wednesday 2-3pm
Math Intervention/Small Group	2:45-3:15pm (K-3)	Intervention, SEL, or Catch Up	2:30-3:15pm (K-3)	2:30-3:15pm (K-3)
Math Intervention/Small Group	2:45-3:20 (MS)	Intervention, SEL, or Catch Up	2:30-3:20 (MS)	2:30-3:20 (MS)
Math Intervention/Small Group	2:45-3:30 (4-5)	Intervention, SEL, or Catch Up	2:30-3:30 (4-5)	2:30-3:30 (4-5)



Blended Learning students with disabilities, Section 504, ELL, and other special needs:

All students will be provided reasonable and appropriate access to the resources and support they need consistent with the Office of Special Education guidance and according to the IDEA and Office of Civil Rights. Where in all cases virtual supports are appropriate we will offer those and provide our best faith effort to find ways to implement all services. We will offer a blend of in-person and virtual support to students with these qualifications and consistent with their needs. Meetings about recovery services, contingency learning plans, and amendments will be conducted to ensure we are doing our best to meet the needs of these learners.

Full Week In-Person Schedule:

We realize that in some cases parents need children to attend 5 days a week to support their families. We encourage families that do not absolutely need this option to choose either the Blended Learning or 100% Virtual option. This will help us to keep our classroom sizes small and our teachers and students safe. Students will need to bring and take home daily their assigned technology device.

Families who choose this option will be provided the same virtual classroom environment designed and led by our Tipton teachers, but will be assigned and attend a classroom schedule 5 days a week. They will follow the blended learning in person schedule of their assigned classroom teacher Monday, Tuesday, Thursday, and Friday. On Wednesdays they will be assigned a schedule to work with either their classroom teacher and/or an interventionist to work through their virtual classroom work and receive additional instructional support. Below is a sample of the schedule, it may change per classroom in terms of the order and time of day, but is a general outline of what will be offered. Lunch, breaks, etc. will change based on teacher assignment.

FULL WEEK In-Person Days Daily Guided Agenda	M,T, Th, F	WEDNESDAY follows a virtual day schedule at school	WEDNESDAY
Science	8:00-8:45am	Science	8:00-8:45am
Brain Break	8:45-9:00am	Brain Break	8:45-9:00am
ELA	9:00-9:45am	ELA	9:00-9:45am
Desk, materials, hand washing	9:45-10:00am	Brain Break	9:45-10:00am
ELA Intervention/Small Group	10:00-10:45am	SS	10:00-10:45am
Brain Break	10:45-11:00am	Brain Break	10:45-11:00am



Lunch/RECESS/Dinner	11:00-12:00pm	Lunch/RECESS	11:00-12:00pm
SS	12:00-12:45pm	Math	12:00-12:45pm
Read Aloud/Silent Independent Reading	12:45-1:00pm	Read Aloud/Silent Independent Reading	12:45-1:00pm
Special	1:00-1:40pm	Special	1:00-1:45pm
Desk, materials, hand washing	1:45-2:00pm	Brain Break	1:45-2:00pm
Math	2:00-2:45pm	ZOOM Check In	2:00-2:30pm Wednesday 2-3pm
Math Intervention/Small Group	2:45-3:15pm (K-3)	Intervention, SEL, or Catch Up	2:30-3:15pm (K-3)
Math Intervention/Small Group	2:45-3:20 (MS)	Intervention, SEL, or Catch Up	2:30-3:20 (MS)
Math Intervention/Small Group	2:45-3:30 (4-5)	Intervention SEL, or Catch Up	2:30-3:30 (4-5)

Full Week In-Person students with disabilities, Section 504, ELL, and other special needs:

All students will be provided reasonable and appropriate access to the resources and support they need consistent with the Office of Special Education guidance and according to the IDEA and Office of Civil Rights. Where in all cases virtual supports are appropriate we will offer those and provide our best faith effort to find ways to implement all services. We will offer a blend of in-person and virtual support to students with these qualifications and consistent with their needs.

Communication with Families: All parents/families will utilize Classroom DOJO for direct and consistent communication with their child’s teacher and the admin team. Classroom DOJO has the ability to translate messages into the parent’s preferred language. For additional school communication phone, email, website and facebook will be utilized. If an alternate mode of communication is necessary for a particular parent or situation, where reasonable, it will be offered and applied.

Upon completion of our readiness plans, families will be informed of the components and school offerings and regular communication will be provided to parents regarding changes or updates. We believe communication is the key to success and will make every effort to communicate often and with transparency. Our families and staff are partners in all that we do and it is necessary to also receive feedback from them and make adjustments as necessary and reasonable. We will continue to survey our



families and dialogue with our staff for opportunities to improve and better meet the needs of our entire school community.

Training and Professional Development: It will be essential for the success of our school year to provide training to parents, students, and staff on all our educational digital resources. We are planning to train our teachers on these platforms beginning as soon as possible and follow up with training for parents and then students at the start of the school year. At any time parents are also encouraged to seek help from their child’s teacher or the administration to guide them on the use of resources or strategies and ways to help their child at home. Live meetings through ZOOM or Google Meets are able to be scheduled to provide this level of support.

Training has been scheduled to provide teachers support and knowledge of curriculum, distance learning strategies, utilization of resources, mental health for students, self-care, social and emotional learning, culturally relevant teaching, equity in teaching, crisis prevention training, among others. Ongoing training and coaching has been scheduled with monthly access to continue the level of support to teachers to provide instruction in new, alternative, and engaging ways for students.

Assessment and Monitoring: Teachers will monitor access and connectivity through daily communication and assessment of learning for lessons. If students are inactive for an entire day, the teacher will check in with the parent through Classroom DOJO. If access is a repeated issue, the teacher will notify the admin team who will follow up with the parent. Additionally an engagement two way communication log will be kept to monitor attendance determined by participation and the level of engagement. Grading will be based on mastery of standards in learning and not on participation and be assigned based on our traditional grade scale.

Phase 4 Operations

- All protocols included on pages 33-36 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.
- Specifically highlight the level of access to digital devices the Academy’s students and their families have, how the Academy has collected this information, and how the Academy will ensure equitable access to learning, as needed, through the use of technology.
- Address operational plans in the event that the Academy is required to close for in-person instruction, including the deployment of digital learning devices and transitioning to a fully remote learning environment.



- Specifically identify which protocols on pages 33-36 of the Roadmap, all of which are identified as “**Strongly Recommended**” that the Academy will not implement.

Tipton Academy Narrative:

All “strongly recommended” protocols included on pages 33-36 will be implemented except providing public contact information for our technology process leader, building technology leaders designated.

Facilities: All facilities will continue to be maintained with constant touch point and deep cleaning multiple times during the day. Cleaning will follow all CDC guidelines in food service, commonly used, classroom, restrooms, and office areas as necessary. Facility checks will take place of systems to ensure that the building is safe for re-entry daily. Classrooms will be cleaned twice per day during the day with a deep cleaning as designated and weekly.

Budget provisions have been made, and will continue to be made, to allow for the acquisition of all needed PPE, cleaning supplies, or other specialized needs.

Enrollment will follow safe spacing guidelines. Once our in-person space is filled in order to keep classroom sizes smaller, in-person may be full, but families will still have the option for virtual learning within our enrollment guidelines. Families opting for Virtual will be expected to remain in Virtual for the school year unless space is available in the physical classroom.

Staff, contracted staff, and guests will be permitted into the building with administrative approval. They will follow guidelines to have their temperature taken at the main entrance scanner station, complete a COVID 19 wellness survey as appropriate, wear a face covering throughout the building. They shall minimize common area interaction with others and can have small group meetings with appropriate protocols in place. They can eat and work in the designated work room and should refrain from congregating in the staff lounge. They will maintain 6’ distancing, sanitize when entering and leaving new spaces, and wash hands periodically while in the building. They will use the teacher cleaning station to clean space within their classroom that they utilized while there aside from nightly cleaning and weekly deep cleaning.

Before and after school care programs will be provided for students that are attending in-person school options in both Phase 4 and Phase 5. They will need to follow all the same safety protocols as being in school during regular school hours including face coverings, social distancing, and hygiene.

Surveys will continue to be conducted to gauge comfort levels and satisfaction levels with processes that have been implemented. Safety procedures may be increased, if necessary.

A quarantine room has been designated in both buildings to separate potentially ill students. Cleaning processes have been designed to ensure that our facilities consistently maintained and a safe place to work



and go to school. Personal protective equipment including contactless thermometers, hand sanitizing stations, visual signages, traffic patterns, arrival and dismissal procedures, and a blend of non-chemical based CDC approved and disinfectant based cleaning agents procured, as well as portable air scrubbers to utilize in the cafeterias, as well as high risk or designated spaces potentially exposed.

Technology: Based on surveys of technology needs, 1:1 technology has been purchased to provide regular and consistent daily access to technology devices for students. If connectivity is an issue the admin team will work with families to ensure this is resolved. Teachers will be the first point of contact for connectivity and device issues and they will contact the admin team for additional support to families as necessary. The district will consider a help desk for technology issues if reasonably possible and develop procedures for assignment and collection of devices. When possible the district will have available a triage of devices to limit down time due to maintenance of devices.

Food Service: Meals will be provided in partnership with our food service vendor either on Monday between 1pm-3pm with 3 breakfasts and 3 lunches and again on Wednesday between 1pm-3pm with 2 breakfasts and 2 lunches. These will be consistent with NSLP requirements and only available to Tipton Academy students.

It will be contactless drive up trunk drop of meals. All meal service staff will wear face coverings and gloves, as well as temperature checks and wellness surveys completed before entering the food service area. Meals will be provided at the Tipton West Campus north entrance. Arrangements will be made as possible and within reason to provide meals to families unable to pick them up at the school.

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

Phase 5 Safety Protocols

- All of the protocols listed on pages 38-44 of the Roadmap are listed as either “**Strongly Recommended**” or “**Recommended.**” Using these protocols as a guide, and incorporating other best practices, describe the Academy’s plans during Phase 5 of the Michigan Safe Start Plan for each of the following areas: Personal Protective Equipment; Hygiene; Spacing, Movement and Access; Screening Students, Staff, and Guests; Testing Protocols for Students and Staff and Responding to Positive Cases; and Responding to Positive Tests Among Staff and Students; Food Service, Gatherings, and Extracurricular Activities; Athletics; Cleaning; Busing and Student Transportation; and Medically Vulnerable Students and Staff.
- Highlight specific examples of how the Academy’s Plan for Operating during Phase 5 of the Michigan Safe Start Plan is different from its Plan for Operating during Phase 4 of the Michigan Safe Start Plan.



- Specifically identify which protocols on pages 38-44 that are identified as “**Strongly Recommended**” that the Academy will not implement.

Tipton Academy Narrative:

All “strongly recommended” protocols included on pages 38-44 will be implemented.

Facial Coverings: Signs will be placed in the school to reinforce the requirement of face coverings. All Tipton Academy staff, contracted staff, and any other non-student entering the facility will be required to be wearing a face covering and continue wearing for the entire duration they are inside the building with the exception of during meals. During meals persons should be appropriately distanced from others when removing facial covering to eat. Staff members will be provided with facial coverings and can choose to wear their own personal one. Any homemade mask should be washed daily and any disposable mask should be disposed of daily. If a person is medically unable to wear a face covering they will comply with the guidelines and provide medical documentation. They are required to keep 6’ distancing from all other persons at all times. (Exempted individuals will be recorded in a master document and issued a sticker to display on their student or staff ID indicating this exemption.) Any noncompliance of any individual will be brought to the administration and they will be removed from the building. Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination. Guests or staff that may have forgotten a face covering will be provided a disposable mask as appropriate. In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

All K-8th grade students will be required to wear a face covering to enter the building and in all common areas. Face coverings while sitting in their classroom socially distanced are not required during Phase 5. They must wear face coverings while traveling to and from their classroom and within the cafeteria. They may remove their face covering once seated at their table to eat their meal and must replace the face covering to get up from the table. At recess if they are appropriately distanced they may remove the face covering. If there is more than one class intermingling with them, the classes shall wear face coverings. Students showing patterns of non-compliance will be removed from the school building and placed into virtual 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 virtual instruction with the student being banned from coming to the school site.

All PreK/GSRP students will be required to wear a face covering to enter the building and in all common areas. Inside the classroom face coverings are not required during Phase 5. Desk shields will be used where appropriate.



Hygiene: Signs will be placed throughout the school to reinforce proper hygiene. During the first days of school and reviewed as necessary, teachers will review the safety protocols, help reinforce the importance, and teach proper handwashing techniques including 20 seconds with soap and water. All classrooms will be equipped with height appropriate wall mount hand sanitizer. All students, staff, guests will be required to sanitize when entering and exiting the classroom. All students will be required to wash hands every two-three hours. When in classroom sinks are available the teacher will dismiss students in an appropriate fashion to keep distanced and have students wash hands inside the classroom. When classroom sinks or portable sinks are not available, teachers will take the class to the restroom and supervise a process for student handwashing. Additional contactless hand sanitizer stations will be placed by the main entrances and to be used by anyone entering the facility outside of students who will sanitize as they enter their classrooms.

During the first days of school and reviewed as necessary, teachers will teach/review the technique of safely coughing or sneezing into their elbow, shirt, or to cover with a tissue and then immediately throw away and wash/sanitize as necessary.

Students will be assigned their own space and materials whenever possible. If materials are to be shared, they will be properly sanitized between students.

Cleaning supplies will be provided to each teacher to provide emergency cleaning as well as routine cleaning. An Aqueous Ozone cleaner has been purchased to provide high level sanitation that is chemical free, CDC approved to kill the COVID 19 virus, and requires no PPE for users. This will help to protect the health and safety of our students and staff and limit the amount of the toxic chemicals used in their immediate environment throughout the school day. For any toxic chemical that requires PPE, all staff will wear PPE and no students will participate.

Spacing and Movement: Signs will be placed throughout the school to reinforce physical distancing. Whenever possible 6' distancing will be implemented. Some furniture has been removed from classrooms to allow for more distancing between students. Desks will be facing in one direction where possible and students sitting at tables will be limited to ensure physical distancing. Kindergarten appropriate desks have been purchased to replace tables in our two small classrooms. Tables remain in our double sized kindergarten classroom. Desk/table shields have been purchased for all and will be used where needed to reinforce safety between students within the building. A blended learning schedule as well as a virtual option will be available to reduce the number of students in the classrooms at one time. This allows for a safer and more comfortable classroom environment for all.

No family members or guests will be permitted into the facility except under extenuating circumstances or for designated school business such as substitute teaching as approved by the admin team. Any person approved to enter the building must be properly screened with a temperature check, wellness survey, and must be logged for contact tracing including date, time, and location in the facility.



Hallways will have a designated traffic pattern and signage to reinforce 6' distancing. The procedures will be taught to students during the first days of school with review as necessary. Students will remain in their classrooms for technology, drama, and art. They will go outside whenever weather permits for physical education and to the gym or south building for indoor PE. Grades K-8 *are not required* to wear face coverings while participating in PE if maintaining 6' distancing. They will need to wear them traveling back and forth from their classroom. PE curriculum will be adjusted to include non-contact activities. If equipment is used, it will be sanitized between students or classes. Students will go to the cafeteria for breakfast and lunch. They will need to wear face coverings traveling back and forth from their classroom. The area will be sanitized in between students and students will have designated spacing during meal times. Students in grades K-5 will be provided recess. Recess will be outside whenever possible and will be reinforced to include no contact activities. If there is more than one class intermingling with them, the classes shall wear face coverings. We will try to schedule recess for only one class in a space at a time by utilizing multiple outdoor spaces.

Arrival and dismissal procedures for students have been adjusted to account for separation of students and screening protocols. Parents/families will be provided a map designating the grade level entrance door, which may be different from in past years. Students will be taught how to line up at arrival and dismissal to ensure proper distancing is in place. When students enter the building they must follow the traffic patterns to get to their classroom. They will go directly to their classroom, NOT to their lockers. They will take their belongings into the classroom and remove their materials needed for class for the day. Teachers will dismiss students in a fashion to limit the number of students and the spacing between them to place things in their lockers. For example, the teacher may call students in lockers 1, 6, and 12 so that they are spaced apart at their lockers. Students will then return to their seat and the teacher will proceed with the next set of students 2, 7, 13. This will limit the numbers of students in the hallways at one time and in a congested area surrounding the lockers. The teacher can have the rest of the class working on a "do now" or other independent activity, so this time is still utilized.

Screening Students and Staff: All students, staff, and guests will be screened before or upon entering the facility. A fever of 100.4 will prohibit entry into the school building. Staff members will be assigned to posts outside at arrival to check student temperatures. Additionally, the Wayne County Health Department has provided a wellness screening checklist for parents to review each morning before sending their student to school. It will be provided to parents in their back to school informational packet. All guests will be provided a wellness check survey to complete upon entry to the building.

If students are found to be sick during the school day, a quarantine space has been designated at each building near the main office. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines. Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.



Testing Protocols for Students and Staff and Responding to Positive Cases:

All “required and strongly recommended” testing protocols will be followed and All quarantine procedures will follow the Wayne County Health Department guidelines.

Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

School staff members who are unable to report to work due to COVID-19 symptoms will be monitored on a spreadsheet and will be asked to get tested and show negative testing results, prior to returning to work. Positive tests for staff members will result in a required quarantine away from school until a negative test result is obtained. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

Assemblies, Food Service, Extracurricular, Gatherings:

Assemblies:

All in person student assemblies will be suspended and/or comply with executive orders defining indoor gathering allowances limiting to 50 otherwise determined. When virtual assemblies can take place they will.

After School Clubs:

After school clubs can begin to resume with required face covering, social distancing, and adhering to indoor capacity and safety requirements.

Cafeterias and gym areas (and possible classrooms) will be utilized to ensure students are distanced during meal times. Weather-permitting, the outside courtyard at the West campus may also be used. Students will be dismissed to the lunchroom in a staggered fashion to discourage long waiting lines. Floor graphics will be placed to designate six foot distancing as students wait in line to enter the cafeteria and/or to receive their meal. All cafeteria workers will wear masks, face shields and gloves when handling food items. Desk/table shields have been purchased for all and will be used where needed to reinforce safety between students within the building. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Athletics:

We will comply with all MHSAA and/or Wayne County Health Department guidelines.

We will not offer any large-scale indoor athletic events and follow the guidance in executive orders and/or limited to 50 spectators. All indoor athletic events will be limited to participating athletes, coaches, and immediate family members only. Extended family members and non-participating students



will be prohibited from attending. All attending persons must properly social distance 6' apart in the stands, as well as wear a face covering. This is for both home and away fans. Our Tipton families must adhere to and respect all guidelines at away game locations designated by them.

All equipment will be disinfected before and after use for both games and practices. Personal equipment, such as water bottles, will be individually marked and not shared.

Bussing to athletic events:

All “required” and “strongly recommended” bussing guidelines will be followed.

Masks and hand sanitizer will be required prior to boarding the bus. A temperature check will be required prior to boarding the bus. Any student with a fever of 100.4 or higher will not be allowed to board. Parents will be required to be with children if children are under the age of 12, in case that student is not allowed to board. Buses will be disinfected between runs. One student to a seat, maximum. Students will sit staggered seats when possible. A meeting will be held with the district and contracted transportation company to review the criteria required for Phase 4 and discuss concerns or issues arising. Contracting bus company will sign an assurance statement, verifying that they can and will comply with the items required. Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus.

Medically Vulnerable Students and Staff: We will implement the following recommended protocols;

We will survey in our school selection form to allow for parents to identify students that may be medically vulnerable. We will work with those families to determine ways to minimize risk.

We will survey staff to identify staff that may be medically vulnerable. We will work with them to determine ways to minimize risk.

Phase 5 Mental & Social-Emotional Health

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

Tipton Academy Narrative:

All “recommended” guidelines included on page 45 of the Roadmap will be followed. Below is a short summary of key points we are addressing with regard to mental health.



Mental Health Screening: Students will be provided a screener provided by our mental health partner Starfish. Parents will be provided information on the screener and provided the opportunity to opt out of their child participating in the screener. The results of the screener will be evaluated and services and supports deployed as appropriate and with parent permission based on students needs.

Teachers, support staff, behavior coach, school social worker, and/or Starfish partner in school therapist will continue to also utilize the school referral process for students they feel an immediate need for support.

Social Emotional Learning will be embedded into classroom curriculum.

Professional Development: Professional development will be provided to staff with an emphasis on mental health and wellness support for students. This will include topics on; social and emotional learning in the classroom, equity and culturally responsive leadership, mental health, wellness and self-care, etc

Crisis Management Plan: The crisis management team will review the plan and revise it to include components relevant to the school response to Covid- 19.

Comprehensive Lists of Wellness Resources: School social worker and Starfish onsite therapist will be responsible for developing and maintaining wellness resources for families and staff. This will be updated regularly, shared with families, and accessible remotely at all times.

Phase 5 Instruction

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

Tipton Academy Narrative:

All “recommended” protocols included in pages 46-48 of the Roadmap are being implemented.



Governance: Tipton’s Return to Learning working group consists of school superintendent, principal, vice-principal, Dean of Intervention/Director of Tipton Virtual. Additional voice and input has been collected from SIP representatives, Summer Program staff, TRG staff, network colleagues, PTO representatives, staff dialogue, and parent surveys. This data has been collected by the work group and analyzed to make decisions following our guiding principles and founded in our school pillars.

Instruction: In Phase 5 our current plan based on the information we have is to offer two choices for families. We will offer the 100% Virtual Learning option and we will offer Full Week In-Person Learning option. Our data shows that approximately 50% of families would select virtual and 50% would select in-person in Phase 5.

In the same fashion as in Phase 4, our teachers will design their curriculum, instruction, and assessment through a virtual classroom environment. We will do this to be able to be fluid and provide high quality continuous learning for all students with the understanding that Phases can shift backward or a classroom or student can be quarantined at any time. The main difference is in Full Week In-Person Instruction, so we will begin there.

Full Week In-Person Instruction: While the 100% virtual option looks the same in Phase 5 as it does in Phase 4 (please refer to that section for details), the Full Week In-Person option will be slightly different. All resources will be the same, but the schedule will be consistent all 5 days of the week. The school day will still consist of the same elements except for Wednesday, which will follow the same pattern and students will be with their regular teacher on Wednesdays as well. Below is a sample of the schedule, it may change per classroom in terms of the order and time of day, but is a general outline of what will be offered. Lunch, breaks, etc. will change based on teacher assignment.

GSRP will maintain their regular 4 day schedule consistent with the days that had been implemented within that school year either Wednesday off or Friday off.

FULL WEEK In-Person Days Daily Guided Agenda	M,T, W, Th, F
Science	8:00-8:45am
Brain Break	8:45-9:00am
ELA	9:00-9:45am
Desk, materials, hand washing	9:45-10:00am
ELA Intervention/Small Group	10:00-10:45am
Brain Break	10:45-11:00am



Lunch/RECESS/Dinner	11:00-12:00pm
SS	12:00-12:45pm
Read Aloud/Silent Independent Reading	12:45-1:00pm
Special	1:00-1:40pm
Desk, materials, hand washing	1:45-2:00pm
Math	2:00-2:45pm
Math Intervention/Small Group	2:45-3:15pm (K-3)
Math Intervention/Small Group	2:45-3:20 (MS)
Math Intervention/Small Group	2:45-3:30 (4-5)

100% Virtual Learning Option:

If the student numbers support, all 100% virtual students will be assigned a Tipton Academy teacher. If they do not for any particular grade level, students will be enrolled with a Michigan Certified teacher into the Learning Learning Virtual Program. The students will be provided a Tipton Academy technology device, training and support to know how to use the device and the applications that will be used to provide education programming. They will be expected to log into their Classlink application everyday and to follow the general sample schedule provided below. The teachers will provide a “Week at a Glance” agenda every Monday by 7:30am that will be found in the student’s Classlink application. It will be a guide of what the week looks like and include links to documents and other applications as necessary. Students will be expected to participate in academic learning about 45 minutes per subject per day, however it may not all be on the computer and include hands on activities assigned by their teacher. There will be short instructional videos both recorded by their teacher and also selected from the quality digital Lincoln Learning curriculum library. For some lessons, the teacher may include parent guides from the Lincoln Learning library to assist parents in supporting their students at home. Teachers will be accessible for support during regular school hours by phone and through Classroom DOJO. Teachers can make reasonable accommodations to schedule time to support students and parents outside of regular school hours for extenuating circumstances. A 30minute ZOOM support session will be scheduled in small groups and/or whole class daily. Students will be expected to participate in Flipgrid peer to peer discussions daily. This encourages the social interaction and development of our students. We realize it can be uncomfortable at first, but it is extremely important that we continue the visual social interaction of our students daily.



Curriculum components: We are reducing the number of resources utilized with our students until our students and families have a solid and successful grasp on moving through our virtual program. Below are the primary resources we will be using to begin our year.

Classlink: Our teachers will utilize Classlink as the single sign on interface which allows students to login to each program the first time and then stores their login credentials, so they only have to log into Classlink and all other resources and applications work without additional parent support. It also tracks time on task for our pupil accounting purposes and ensures that students are accessing safe and selected applications while doing school work. In classlink each student will be provided an individual “backpack” for their applications. When the student goes to their backpack it will have each subject of the school day and the resources that maybe used while completing their lessons.

Google Classroom: Our teachers will utilize Google Classroom to communicate with students about assignments, feedback on assignments and lessons, supplemental resources, etc. All students in grades K-8 will have a Google Classroom set up for their students. It is important that our students only access it by going through Classlink first.

GSRP students will utilize Google Classroom and Classroom DOJO to assign developmentally appropriate curriculum rooted in the HighScope curriculum program. They will also supplement as necessary with the Lincoln Learning Digital Library. Also note that GSRP students will follow the schools M,T, Th, F academic schedule where assigned.

Lincoln Learning: Our teachers will utilize Lincoln Learning and their digital curriculum library. Lincoln Learning is an established digital curriculum platform that includes standards based lessons, activities, assessments, parent guides, and more for prek-12th grade learning in all subjects including specials. We have purchased this digital curriculum to help our teachers ensure the highest quality content delivery for every standard that still gives them the opportunity to differentiate for individual students, customize their classroom and add their own recorded lessons and hands on activities to the instructional delivery for our students. Additionally, SEL, social and emotional learning is available in the Lincoln Learning library and will be integrated into the planned instructional program.

Flipgrid: Our teachers will utilize Flipgrid to engage students in visual peer to peer discussions. This free resources allows our teachers to set up school based topics with their own recorded discussion starter video and then have students reply in video to the topic and each other. We want to ensure that students are respectful, open, and learning the social aspect of conversation, open-mindedness, and social interaction. They will be able to respond in meaningful ways and fun ways by choosing to add stickers, filters, and even text to their video.

Sora: Our teachers in grades 3-8 will utilize Sora to assign our novels and chapter books digitally for our students to access. Students will be able to choose translation into their primary language, take notes in the sidelines, change font for accessibility needs, provide immediate definitions of unknown words, and more.



Additionally, we encourage all of our students to get a membership card at their local library and Sora will be available for all prek-8 grade levels to check out digital books for free on the Sora app through their local library.

Lastly, our teachers will use access to digital licenses for our current curriculum resources, Envision Math, Reading Street, EBLI, Do the Math, Science Dimensions, as well as for intervention or enrichment at home our students will still have access to MobyMax.

Virtual students with disabilities, Section 504, ELL, and other special needs:

All students will be provided virtual access to the resources and support they need consistent with the Office of Special Education guidance and according to the IDEA and Office of Civil Rights. Where in all cases virtual supports are appropriate we will offer those and provide our best faith effort to find ways to implement all services. Meetings about recovery services, contingency learning plans, and amendments will be conducted to ensure we are doing our best to meet the needs of these learners.

Below is a sample schedule for our 100% Virtual Learning students:

Note: This is a guide, so we have offered a sample of what an even schedule might look like in your home. Again, this is just a general sample.

Virtual Days Daily Guided Agenda	AM Option	PM Option
Science	8:00-8:45am	3:15-4:00pm
Brain Break	8:45-9:00am	4:00-4:15pm
ELA	9:00-9:45am	4:15-5:00pm
Brain Break	9:45-10:00am	5:00-5:15pm
SS	10:00-10:45am	5:15-6:00pm
Brain Break	10:45-11:00am	6:00-6:15pm
Lunch/RECESS/Dinner	11:00-12:00pm	6:15-7:15pm
Math	12:00-12:45pm	7:15-8:00pm
Read Aloud/Silent Independent Reading	12:45-1:00pm	8:00-8:15pm



Special a weekly Zoom session will be scheduled	1:00-1:45pm	8:15-9:00pm
Brain Break	1:45-2:00pm	9:00-9:15pm
ZOOM Check In	2:00-2:30pm	2:00-2:30pm
Intervention, SEL, or Catch Up	2:30-3:15pm (K-3)	2:30-3:15pm (K-3)
Intervention, SEL, or Catch Up	2:30-3:20 (MS)	2:30-3:20 (MS)
Intervention, SEL, or Catch Up	2:30-3:30 (4-5)	2:30-3:30 (4-5)

All other portions of Phase 4 Instruction will apply to Phase 5 Instruction including Communications and Family Supports, Professional Learning, and application to students with disabilities, section 504, ELL, and other student needs, but are listed below.

Virtual and Full Week In-Person students with disabilities, Section 504, ELL, and other special needs:

All students will be provided reasonable and appropriate access to the resources and support they need consistent with the Office of Special Education guidance and according to the IDEA and Office of Civil Rights. Where in all cases virtual supports are appropriate we will offer those and provide our best faith effort to find ways to implement all services. We will offer a blend of in-person and virtual support to students with these qualifications and consistent with their needs.

Communication with Families: All parents/families will utilize Classroom DOJO for direct and consistent communication with their child’s teacher and the admin team. Classroom DOJO has the ability to translate messages into the parent’s preferred language. For additional school communication phone, email, website and facebook will be utilized. If an alternate mode of communication is necessary for a particular parent or situation, where reasonable, it will be offered and applied.

Upon completion of our readiness plans, families will be informed of the components and school offerings and regular communication will be provided to parents regarding changes or updates. We believe communication is the key to success and will make every effort to communicate often and with transparency. Our families and staff are partners in all that we do and it is necessary to also receive feedback from them and make adjustments as necessary and reasonable. We will continue to survey our families and dialogue with our staff for opportunities to improve and better meet the needs of our entire school community.



Training and Professional Development: It will be essential for the success of our school year to provide training to parents, students, and staff on all our educational digital resources. We are planning to train our teachers on these platforms beginning as soon as possible and follow up with training for parents and then students at the start of the school year. At any time parents are also encouraged to seek help from their child’s teacher or the administration to guide them on the use of resources or strategies and ways to help their child at home. Live meetings through ZOOM or Google Meets are able to be scheduled to provide this level of support.

Training has been scheduled to provide teachers support and knowledge of curriculum, distance learning strategies, utilization of resources, mental health for students, self-care, social and emotional learning, culturally relevant teaching, equity in teaching, crisis prevention training, among others. Ongoing training and coaching has been scheduled with monthly access to continue the level of support to teachers to provide instruction in new, alternative, and engaging ways for students.

Assessment and Monitoring: Teachers will monitor access and connectivity through daily communication and assessment of learning for lessons. If students are inactive for an entire day, the teacher will check in with the parent through Classroom DOJO. If access is a repeated issue, the teacher will notify the admin team who will follow up with the parent. Additionally an engagement two way communication log will be kept to monitor attendance determined by participation and the level of engagement. Grading will be based on mastery of standards in learning and not on participation and be assigned based on our traditional grade scale.

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.

Tipton Academy Narrative:

All “recommended” protocols included on pages 49-52 will be implemented except providing public contact information for our technology process leader, building technology leaders designated.

Facilities: All facilities will continue to be maintained with constant touch point and deep cleaning multiple times during the day. Cleaning will follow all CDC guidelines in food service, commonly used, classroom, restrooms, and office areas as necessary. Facility checks will take place of systems to ensure that the building is safe for re-entry daily. Classrooms will be cleaned twice per day during the day with a deep cleaning as designated and weekly.



Budget provisions have been made, and will continue to be made, to allow for the acquisition of all needed PPE, cleaning supplies, or other specialized needs.

Enrollment will follow safe spacing guidelines. Once our in-person space is filled in order to keep classroom sizes smaller, in-person may be full, but families will still have the option for virtual learning within our enrollment guidelines. Families opting for Virtual will be expected to remain in Virtual for the school year unless space is available in the physical classroom.

Before and after school care programs will be provided for students that are attending in-person school options in both Phase 4 and Phase 5. They will need to follow all the same safety protocols as being in school during regular school hours including face coverings, social distancing, and hygiene.

Staff, contracted staff, and guests will be permitted into the building with administrative approval. They will follow guidelines to have their temperature taken at the main entrance scanner station, complete a COVID 19 wellness survey as appropriate, wear a face covering throughout the building. They shall minimize common area interaction with others and can have small group meetings with appropriate protocols in place. They can eat and work in the designated work room and should refrain from congregating in the staff lounge. They will maintain 6' distancing, sanitize when entering and leaving new spaces, and wash hands periodically while in the building. They will use the teacher cleaning station to clean space within their classroom that they utilized while there aside from nightly cleaning and weekly deep cleaning.

Surveys will continue to be conducted to gauge comfort levels and satisfaction levels with processes that have been implemented. Safety procedures may be increased, if necessary.

A quarantine room has been designated in both buildings to separate potentially ill students. Cleaning processes have been designed to ensure that our facilities consistently maintained and a safe place to work and go to school. Personal protective equipment including contactless thermometers, hand sanitizing stations, visual signages, traffic patterns, arrival and dismissal procedures, and a blend of non-chemical based CDC approved and disinfectant based cleaning agents procured, as well as portable air scrubbers to utilize in the cafeterias, as well as high risk or designated spaces potentially exposed.

Technology: Based on surveys of technology needs, 1:1 technology has been purchased to provide regular and consistent daily access to technology devices for students. If connectivity is an issue the admin team will work with families to ensure this is resolved. Teachers will be the first point of contact for connectivity and device issues and they will contact the admin team for additional support to families as necessary. The district will consider a help desk for technology issues if reasonably possible and develop procedures for assignment and collection of devices. When possible the district will have available a triage of devices to limit down time due to maintenance of devices.



Food Service: Meals will be provided in partnership with our food service vendor either on Monday between 1pm-3pm with 3 breakfasts and 3 lunches and again on Wednesday between 1pm-3pm with 2 breakfasts and 2 lunches. These will be consistent with NSLP requirements and only available to Tipton Academy students.

It will be contactless drive up trunk drop of meals. All meal service staff will wear face coverings and gloves, as well as temperature checks and wellness surveys completed before entering the food service area. Meals will be provided at the Tipton West Campus north entrance. Arrangements will be made as possible and within reason to provide meals to families unable to pick them up at the school.

Tipton COVID-19Preparedness_ResponsePlan Template.FINAL (1) (4)

Final Audit Report

2020-08-13

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