



Kensington Woods Schools COVID-19 Preparedness and Response Plan

Address of School District: 9501 Pettys Road, PO Box 206, Lakeland, MI 48143

District Code Number: 47901

Building Code Number(s): 08248

District Contact Person: Jessie MacGonigal Pratt

District Contact Person Email Address: jpratt@kwoods.org

Local Public Health Department: Livingston County Health Department

Local Public Health Department Contact Person Email Address: Dianne McCormick,
DMcCormick@livgov.com

Name of Intermediate School District: Livingston Educational Service Agency

Name of Authorizing Body: Central Michigan University

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



August 13, 2020 [via email]

Ms. Jessie MacGonigal
Kensington Woods Schools
9501 Pettys Rd.
P.O. Box 206,
Lakeland, MI 48143

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

Dear Ms. MacGonigal:

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

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

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

Sincerely,

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

Corey Northrop
Executive Director

cc: Conrad Phillips, Board President
Melinda Leffert, Board Corresponding Agent

Attachment:
Approved COVID-19 Preparedness and Response Plan

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

Kensington Woods Schools (the “Academy”)

A [regular/ special] meeting of the Academy Board of Directors was held on the 11th day of August, 2020, at 6:30 p.m.

The meeting was called to order at 6:30.m.by Board Member CJ Phillips

Present: CJ Phillips, Lyndsay Grasman, Walt Boomgaard, Craig Calkins

Absent: Kari Olds

The following preamble and resolution were offered by Board Member Craig Calkins and supported by Board Member Lyndsay Grasman:

BACKGROUND

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

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

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

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

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

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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

Ayes: 4

Nays: _____

Resolution declared adopted.



Print Name: CJ Phillips

President, Academy Board

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Conrad Phillips

President, Board of Directors

Board approved: 08/11/2020

Introduction and Overview

In making the decision of the best and safest way to return to school this fall, Kensington Woods Schools considered many aspects of the school environment, current health and safety guidelines, best practices in education and the needs and concerns of our students, staff and families. We incorporated many stakeholders into the conversation, crafting a plan to address the complexity of the situation and the unique needs of our students, families and staff.

The mission at Kensington Woods is “to prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values.” This mission has not and will not change, even in our current situation. All decisions in returning to school were made focused within the mission and providing our students the best educational experience possible, rooted in a student-centered experience based in relationships and engaging, relevant coursework while focusing on health and safety of students, staff and the school community.

To develop the Preparedness and Response plan, Kensington Woods teachers, administration and staff met remotely multiple times to discuss the development of the plan. Students and families were surveyed about their thoughts regarding particular aspects of the plan. Staff analyzed parent and student survey data as well as reflected on past experiences and best practices in developing the plan.

The completed plan will be shared with Kensington Woods families via email and will also be posted on the school website. There will be ample opportunity for families to ask questions, provide feedback and get answers before the start of the school year.

Staff will review the plan collaboratively when they return for professional development on August 17, 2 weeks prior to the school year starting, in addition to it being shared remotely prior to August 17, allowing time to fine tune logistical aspects of the plan. Students and parents will be presented expectations of the plan during the first days of school in addition to detailed information sent home prior to the start of the school year. Students and parents will participate in orientations focused on health and safety information as well as skills and technologies they will need to utilize this year to be successful, especially should the school be closed to in-person learning at any point.

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

Phase 1, 2, or 3 Safety Protocols

During Phases 1, 2 or 3, Kensington Woods Schools will be closed to in-person instruction.

During Phases 1, 2, or 3:

- The building will be closed to all except school employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions, including remote live instruction.
- The school does not offer food service, food distribution programs or licensed childcare. However, the school will regularly share resources for local food access from the local public school districts and local community organizations with the entire school community. In addition, the school will reach out to those families that it is known may be food insecure and provided them additional support and resources.
- All in-person extracurricular and athletic activities will be suspended.
- Cleaning practices will be adjusted to maintain the building in functional order.

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

Kensington Woods Schools values the importance of mental and social-emotional health for students and staff and has built a school culture upon its importance, recognizing how a strong school culture based upon social-emotional learning helps students learn, grow and succeed. This culture includes regular grade level advisory meetings focused on developing social-emotional and mental health awareness as well as strategies to support its growth, open communication throughout the school about the importance of mental and social emotional health, an open door policy with all teachers, staff and administrators for students and regular discussions at weekly staff meetings about students' academic, mental and social-emotional health and strategies to address any concerns. These philosophies and structures will remain in place if the building is closed to in-person instruction.

In this time of additional stress, we are investing heavily into making our program stronger to better support our students and staff.

Each teacher is assigned a grade level advisory with students in a particular grade to focus on grade-level specific and developmentally appropriate social-emotional and life topics. Grade level advisory will continue to meet remotely if the building is closed to in-person instruction. Grade level advisory is often team taught. During this time, teachers work with students, screening them for mental and social-emotional concerns as well as teaching and practicing strategies to cope with various stressors. These strategies will be reinforced throughout the school day as well as shared with parents so they can further support at home.

Kensington Woods Schools has access to a social worker one day a week dedicated to supporting students' mental and social-emotional health through the Project Success program through the Livingston Community Prevention Project. This social worker will work with teachers to help them support their students mental and social-emotional health as well directly with students. While the building is closed to in-person instruction, the social worker will schedule remote meetings with staff, students and families as needed.

Social-emotional and mental health resources as well as resources addressing the return to school transition will be compiled and shared with students and parents through a variety of methods: grade level advisory, the school newsletter, school-wide Google Classroom, social media and the school website.

A mental health liaison in the school will be identified to communicate and work with students, families and community partners.

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During the two weeks prior to school beginning, staff engages in professional development to begin the school year. This year, that professional development will include support in identifying and handling social-emotional and mental health concerns, trauma informed practices as well as time to develop curriculum for grade level advisory rooted in best practices to support the growth and development of students' mental and social-emotional health. This professional development will continue throughout the school year.

Students will be screened for mental and social-emotional health through a variety of methods. Self-reporting screening tools will be utilized in grade level advisory. Teachers will monitor students during the school day and discussions about student concerns will be held during weekly staff meetings. Teachers can also bring forth concerns to administration at any time. Parents will be encouraged to bring any concerns up to teachers, administration, social worker or the identified mental-health liaison. Students will also be encouraged to self-report to a trusted adult and support their peers by sharing any concerns they have about their peers with a trusted adult in the building. While the building is closed to in-person instruction, teachers and administration will be making extra efforts to reach out to students and families via phone, email and text to check in on students and their mental and social-emotional health.

When a student is identified as needing more support, a referral will be made to the identified mental health liaison as well as the social worker. Parents and the student's teachers, as well as appropriate additional staff will also be made aware of the concerns as necessary. An appropriate plan of action for the individual situation for the student will be developed at the time of reporting, which could include, but is not limited to: meeting remotely with the social worker and/or other adults in the building whom the student has a relationship with, developing and practicing coping strategies, or, when academics are integrated into the concern, alternative school work assignments or extended time on assignments, or the opportunity to revise work or retest. The student will be continued to be screened and supported as needed.

Staff members will be provided a variety of resources for self-care and wellness.

A crisis-management plan will be developed that incorporates communication strategies in the case of a crisis due to the COVID-19 pandemic.

Phase 1, 2, or 3 Instruction

Vision

The mission at Kensington Woods is “to prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values.” The remote instruction plan for Kensington Woods is centered on our mission statement, prioritizing a learning experience for students that:

- **Engages students** through a relevant and innovative educational program that focuses on deep investigation of content.
- **Is student-centered**, allowing for the building of relationships between students and staff, student voice and a focus on social-emotional learning.
- **Prepares students for what is next** and considers where they are currently at.

To develop the Preparedness and Response Instructional plan for Phases 1-3, Kensington Woods teachers, administration and staff met remotely multiple times to discuss the development of aspects of the plan. Staff analyzed parent and student survey data as well as reflected on distance learning in the spring, both the successes and where there were areas for improvement. Staff discussed different considerations for improving the plan, including scheduling, technical and logistic needs, student and staff needs and concerns as well as other considerations.

The completed plan will be shared with Kensington Woods families via email and will also be posted on the school website. There will be ample opportunity for families to ask questions, provide feedback and get answers before the start of the school year.

Staff will review the plan collaboratively when they return for professional development on August 17, 2 weeks prior to the school year starting, in addition to it being shared remotely prior to August 17, allowing time to fine tune logistical aspects of the plan. Students and parents will be presented expectations of the plan during the first days of school in addition to information sent home prior to the start of the school year. Students and parents will participate in orientations focused on skills and technologies they will need to utilize this year to be successful, especially should the school be closed to in-person learning at any point.

Survey Data

Parents and students were surveyed in March about technology access and in May about the spring remote learning experience. Questions focused on:

- Technology access and concerns

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- How much time students were spending on school work
- What obligations students were faced with outside of school
- Where students were struggling
- Where students were finding success
- What teachers were doing that was helping students (academically and/or social-emotionally)
- What aspects of online meetings students found most successful
- What supports parents needed to help their student be successful in a remote environment

Commitment to Students

Our commitment to students includes:

- All students will be provided an education that delivers high quality instruction in a supportive environment that is aligned with state standards.
- Researched based pedagogy and best practices will be utilized to design and execute curriculum for all students.
- Individual student needs will be assessed and addressed in the instructional environment, utilizing high-quality instructional materials and teaching strategies, including differentiation and best practices in remote learning.
- All students will be assessed on their perquisite skills, proficiencies and readiness through a variety of assessment methods. The results of these assessments will be utilized by teachers make instructional decisions best for students, applying best practices in instructional design, teaching strategies, differentiation and remote learning.
- All students will be assessed on their learning in a variety of ways and will receive regular, high quality feedback and participate in regular self-assessment.
- All students' social-emotional and mental health needs will be assessed and addressed within the learning environment.
- All students will participate in regular high-quality and developmentally appropriate social-emotional learning.
- Teachers will focus on priority standards to focus, prioritize and accelerate instruction.
- All students will have access to high quality supports and scaffolds to meet their academic and social-emotional needs.
- Communication channels with students and families will remain open and students and families will be asked regularly for input and feedback.

Learning Environment

All students enrolled in the same course will receive the same content taught by the same teacher and will have the same expectations and learning outcomes as if it were taught

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in-person or in a hybrid environment. All students will be enrolled in 6 courses and, in the high school, courses will continue to meet the requirements of the Michigan Merit Curriculum. Courses will continue to be designed and taught by Kensington Woods Schools teachers.

Teachers will utilize Google Classroom to post class content and assignments for all students. Teachers will utilize Google Meet and/or Zoom to host regular, mandatory online meetings, in a synchronous learning environment on a predetermined schedule.

Teachers will also record and post class sessions in Google Classroom for all students to review at later times as needed. Students will also work on assigned coursework asynchronously. Content will be accessible to all students at all times.

On Fridays, teachers will offer office hours for students.

This consistent learning structure across all classes will create consistency in learning throughout the school as well as make for an easier transition back and forth from in-person and remote learning.

In addition:

- Students and families will be provided orientations (in-person and remote) in the first days of school for all technologies utilized to support their remote work. Orientations will be recorded for later access and repeated as necessary if the building is closed to in-person instruction.
- Teachers will have regular, scheduled office hours where any student can receive support as needed.
- Advisories will meet regularly to allow for social-emotional learning, relationship building and development of school culture.
- Families will be surveyed for their access to technology and high-speed internet in August. Appropriate technology, like wifi hotspots, will be provided to families who express a need for it. Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use at home.
- Extracurricular and social activities will continue remotely when possible to continue school culture, relationship building and support social-emotional growth and mental health.
- An attendance system will be developed to monitor all students' attendance. Student engagement will also be monitored and provide information to reach out to families as needed.

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- A variety of supports are already built into the curriculum and Advisory program at Kensington Woods for postsecondary transitions and will continue for all students.
- Families will be communicated with regularly about student progress and potential needs for additional support, through the school grading system, MiStar, regular progress reports, regularly scheduled remote parent/teacher conferences throughout the year and email/phone communications between parents and students.
- Student 504s will be reviewed by teachers and revised as necessary to reflect evolving needs of students stemming from time away from in-person learning and associated services as well as new needs that may have risen. This evaluation will be based on assessment data and feedback from students, parents and teachers. The learning environment will be considered when accommodations are considered, especially regarding appropriate technology needs.

Special Education

- When the building is closed to in-person instruction, Kensington Woods will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- Student IEPs will be reviewed by special and general education teachers and revised as necessary to reflect evolving needs of students stemming from time away from in-person learning and associated services as well as new needs that may have risen. This evaluation will be based on assessment data and feedback from students, parents and teachers. The learning environment will be considered when accommodations are considered, especially regarding appropriate technology needs. Kensington Woods will, to the extent practicable and necessary, make individualized determinations whether and to what extent recovery and/or compensatory services may be needed for students with disabilities considering the school closures during the 2019–2020 school year.
- A continuation of services plan for students needing occupational, physical and/or speech and language therapy will be developed, including appropriate evaluations by school psychologists and social workers.
- The Special Education Teacher Consultant will reach out to special education students individually and check in on them as well as providing academic support remotely via telephone or web conferencing as needed should the building be closed to in-person instruction.

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Communication and Family Supports

- Expectations regarding schedules, students' workload, assessments, feedback, information about the closure and updates on reopening and other important information will be clearly communicated with families through multiple communication methods.
- A variety of resources will be shared with families, prior to school reopening as well as continuously throughout the school year regarding academic support, social-emotional needs, mental health and strategies to support students at home.
- Students and families will be provided orientations (in-person and remote) in the first days of school for all technologies utilized to support their remote work. Orientations will be recorded for later access and repeated as necessary if the building is closed to in-person instruction.
- Families will be communicated with regularly about student progress and potential needs for additional support, through the school grading system, MiStar, regular progress reports, regularly scheduled remote parent/teacher conferences throughout the year and email/phone communications between parents and students.

Professional Learning

Teacher report back to school two weeks prior to the start of the school year, on August 17. During the two weeks of professional development, they participate in professional development designed to support development of curriculum, growth in instructional technique and pedagogy, collaborative work and preparation for the school year.

This year the professional development will include work in:

- Developing new skills in and becoming proficient in remote and blended learning strategies and technologies (Google Classroom, Google Meet/Zoom, Google Suite, operation of recording equipment, etc.)
- Blended and remote student engagement and assessment strategies
- Social-emotional learning and mental health, including trauma-informed best practices and well-being
- Strategizing supports for struggling students
- Choice Theory
- Safety protocols
- Culturally responsive teaching and implicit bias
- Collaboratively planning curriculum and shared protocols for all learning environments
- Collaboration in sharing and developing best practices
- Classroom preparation work time

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All Fridays are half days at Kensington Woods. On Friday afternoons, staff participates in staff meetings and professional development. This year, the work on Friday afternoons will focus on:

- Collaborative work in blending/remote learning and planning curriculum
- Strategizing supports for struggling students or students in need of acceleration
- Professional development on best practices in education
- Staff meetings (a weekly email with important announcements will be prioritized to limit staff meeting length)

If the building is closed to in-person instruction, all professional development will continue remotely.

Phase 1, 2, or 3 Operations

Facilities

- Cleaning and disinfecting supplies will be inventoried and a plan will be developed to identify what still needs to be acquired and how/when it will be acquired, coordinating with local agencies as necessary.
- Staff will continue to maintain the building in good working order to prepare for the subsequent return of students.
- Staff will execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- It is recommended that custodial staff wear surgical masks when performing cleaning duties.
- Kensington Woods Schools does not provide or house any childcare centers or offer food service/distribution. However, Kensington Woods will support the Livingston Educational Services Agency as needed in their effort to mobilize disaster relief childcare centers.

Technology

- A survey has been designed and will be sent out to families in August to inventory the devices they have available for remote learning and access to high-speed internet, as well as any concerns they have regarding technology for remote learning. The results from this survey will be used to identify specific needs that the school needs to invest in to support remote learning.
- Students who need access to technology (devices, internet access) will be provided with needed technology
- Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use, regardless of where they are working.
- The school contracts with a technology and network consulting company that provides support and maintenance for all technology in the building, including working with students and staff on trouble shooting issues. Administration has been working with the firm to develop procedures and plans regarding school needs for remote situations. Students and families will have their contact information to reach out for support as necessary.
- Teachers will participate in professional development during the two weeks prior to school starting and throughout the school year on remote and blended learning strategies, technologies and tools.
- Loaned devices that are returned will be collected, sanitized and evaluated for maintenance needs before being returned into circulation by technology contractor.

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- Students will be given mandatory orientations at the start of the school year on various learning platforms that will be used throughout the year. Parents will be provided remote and in person orientations on various learning platforms that will be used throughout the year. Trainings will also be maintained on the school website and/or Google Classrooms so parents and students can access at any time. Trainings will be repeated as necessary should the building close to in-person learning mid-year. Part of the orientation will include how to access tech support.
- Technology policies will be reviewed and updated as needed.
- The technology contractor will continue to evaluate and maintain building and device technology, regardless of learning location when the building is closed to in-person instruction

Budget, Food Service, Enrollment and Staffing

- Instructional resources will be provided to students and staff as feasible based on instructional programming.
- A plan will be developed to hire in a remote environment with the HR company if needed.
- The school does not offer food service or food distribution programs. However, the school will regularly share resources for local food access from the local public school districts and local community organizations with our entire school community. In addition, the school will reach out to those families that it is known may be food insecure and provided them additional support and resources.
- Logistical expectations like attendance and time on schooling will be defined and shared with students and teachers.

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

Phase 4 Safety Protocols

Personal Protective Equipment

- All staff will wear facial coverings while in the hallways, common areas and in classrooms except while actively eating during meals, with the exception of a staff member who cannot medically tolerate them or who are unable to remove them without assistance.
- All students will wear facial coverings while in the hallways, common areas and in classrooms except while actively eating during meals, with the exception of students who cannot medically tolerate them or who are unable to remove them without assistance.
- All visitors will be required to wear a face covering when in the building.
- Homemade facial coverings must be washed daily; disposable facial coverings must be disposed of at the end of each day.
- Expectations and safety precautions of wearing face coverings will be shared with the school community through the student handbook, email and print communications with families, student/parent orientations, staff meetings and additional communications with staff. Students and parents will be required to sign off on acknowledging and accepting the student handbook at the start of each school year and therefore will be required to acknowledge and accept safety precautions related to COVID-19 and in-person learning. Students and families who do not accept safety precautions will be provided a remote learning experience.
- Prominent signage, especially at all entry points, will be placed throughout the building reminding staff, students and visitors to wear a mask and how to wear it properly.
- Students and staff will be asked to provide their own facial coverings, based on their personal preferences. However, there will be disposable masks available at all times in the Main Office for those who need or forget their mask.
- Individuals who claim medical exemption must turn in a letter from a medical professional excusing them from wearing a facial covering prior to their first day of in-person attendance.
- Students who are capable of wearing a facial covering but do not have one will be provided a facial covering. If they are not wearing their facial covering or wearing it improperly, they will be reminded of expectations of wearing facial coverings. If they choose to continue to not wear the facial covering or wear it improperly, they will be referred to the office, parents will be notified, and the situation will be

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logged. Continued incidents will escalate disciplinary actions, potentially resulting in suspension and/or transfer to the remote learning program.

- Staff who are capable of wearing a face covering and refuse to do so or do so improperly will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Instances of non-compliance from visitors will result in the visitor being escorted from the building by the building administrator.

Hygiene

- Supplies to support healthy hygiene behaviors will be procured and provided, including soap, hand sanitizer, paper towels, tissues and signs promoting proper handwashing techniques in every classroom, common area and bathroom.
- Proper hand washing, hand sanitizer usage and coughing/sneezing techniques will be taught and reinforced through in person communication, the use of videos, and signage in school as well as shared via school communications.
- Soap and hand sanitizer dispensers, other hygiene supplies and trash receptacles will be checked daily and restocked as needed.
- Students and staff will be asked to use hand sanitizer or wash their hands when entering and leaving every classroom.
- Signs will be posted asking students, staff and visitors to wash or sanitize their hands immediately upon arrival to the building along with easy access to handwashing or sanitizing.
- Hand sanitizer or hand washing stations will be set up in every classroom and in common areas.
- Sharing of school supplies will be limited. Students will be encouraged to bring their own school supplies and a list of supplies will be communicated with start of year communications. Donations will be encouraged to support students who may have financial trouble purchasing their own supplies.
- Shared supplies will be sanitized regularly.
- Students are assigned their own lockers where they will be able to keep their personal belongings and supplies.
- Students are allowed to carry backpacks to their classrooms to keep their personal belongings and supplies in. There will be designated locations in each classroom for students to store their backpacks.

Spacing, Movement and Access

- Rooms where classes meet will be rescheduled so that larger classes can meet in larger classrooms and spaces, including the cafeteria, gym and double classrooms. This will allow for maximum social distancing possible.

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- The daily class schedule will be reevaluated to allow for less student crossover throughout the day.
- Larger student tables will be changed to desks where possible to allow for more room between student seating. If individual desks are not available, students will be seated as far away from one another as possible.
- Where possible, student seating will be arranged to face the same direction.
- Teachers and students will maintain six feet of spacing from one another whenever possible.
- Teachers will be encouraged to keep windows open when allowed by the weather and student/staff health concerns.
- Teachers will be encouraged to host class outside when appropriate for the lesson, weather and student/staff health concerns.
- Signage on the walls and floors will be posted to indicate proper social distancing, especially in areas where people congregate, like the Main Office and bathrooms.
- Markers will be placed on the floor to indicate direction of traffic flow for entrance/exits.
- Restroom sinks will be disabled if they are less than 3 feet from one another.
- Drinking fountains will be utilized for filling of water bottles only.
- Staff will monitor hallways and outside areas during arrival, passing time and dismissal to ensure students and families do not congregate.
- Visitors to the building will be limited to those absolutely necessary as determined by administration. Visitors will be encouraged to handle business remotely whenever possible.
- Visitors who do come into the building will immediately wash or sanitize their hands, wear a facial covering and be screened for symptoms following county health department guidelines.
- Doors will be locked during non-arrival/dismissal times. Visitors must request access through a video conference system. Therefore, office staff may control who enters the building during non-arrival/dismissal times and remind them of safety protocols (screening, checking in at the office, facial covering, hand hygiene, etc.). Parents dropping off materials for students will be encouraged to leave them outside the building for staff pickup after notifying the Main Office.
- Staff will be monitoring for visitors arriving during arrival and dismissal times and will direct them towards the Main Office on arrival after reminding them of safety protocols.
- Visitors will check-in through the Main Office.
- Records will be kept of every visitor in and out of the building with their time in/out, contact information, purpose of visiting and locations visited in the building.

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- Only essential visitors (State Agency workers, college representatives, etc.) will be permitted limited access to interact with students and only after reviewing and signing off on all safety expectations.
- Plexiglass barriers will be installed in the Main Office.

Screening Students and Staff

- Kensington Woods will work with the Livingston County Health Department (LCHD) to implement guidelines for screening students and staff.
- A designated quarantine area will be identified and outfitted with appropriate PPE to serve as an isolation area.
- Staff member(s) will be identified to care for students who become ill at school and will be trained in proper protocols.
- When a student is put into quarantine, parent communication will be made immediately with clear and concise directions as to how to pick the student up as well as follow up expectations including testing and when they can return to school.
- Students who become ill with symptoms of COVID-19 will be placed in identified quarantine area with a surgical mask in place until they can be picked up. Staff caring for the student will wear appropriate PPE.
- Symptomatic students sent home from school will remain at home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will conduct daily self-screening examinations, including temperature check and screening questions, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
- It will be expected that students are screened daily (temperature check, screening questions). If they do not meet the screening criteria, they will not be allowed to attend school.
- Visitors will be screened upon arrival (temperature check, screening questions). If they do not meet the screening criteria, they will be denied entry.
- Students who are sick should not attend school in-person.
- Families will be asked to regularly 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 at home from school and follow up with a primary care physician. Families are asked to notify the school for information about next steps and requirements for getting the student back to school if symptoms are present.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Kensington Woods will work with the LCHD to implement guidelines for testing protocols for students and staff and protocols responding to positive cases.

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- If a student becomes ill with COVID-19 symptoms during the school day they will be quarantined until they are picked up and then it will be requested that they are tested for COVID-19.
- If a staff member becomes ill with COVID-19 symptoms during the school day they will be requested to be tested.
- Symptomatic students and staff will be requested to stay home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, efforts will be made to notify close contacts so they can take appropriate actions.

Responding to Positive Tests Among Staff and Students

- Kensington Woods will work with the LCHD to implement guidelines for protocols for responding to positive tests among staff and students.
- Parents and staff should notify the school immediately of any positive cases of COVID-19 to allow for notification to LHCD and tracking of close contacts.
- The LCHD will be notified of any positive cases among staff or students while maintaining appropriate confidentiality, as well as individuals who were in contact over the last 48 hours. LCHD will assist in identifying and contacting close contacts.
- Families will be notified if there is a positive case in the building, protecting confidentiality.
- Students and staff will only return to school when no longer infectious, per local health department and CDC guidelines.
- Cleaning staff will take appropriate precautions, including wearing appropriate PPE, when cleaning areas where an infected person was present.
- If possible, smaller areas will be closed for 24 hours before cleaning to minimize risk of airborne particles.
- If there is a positive case identified amongst students or staff, the building will be closed for 2-5 days for deep cleaning and all students and staff will immediately transition to fully remote learning. The closure may be longer depending on number of students or staff affected by quarantine, which will be determined on a case by case basis.

Food Service, Gathering and Extracurricular Activities

- No indoor assemblies will be held. Instead, any needs for assemblies will be met through remote presentations, directly through staff or outdoor, socially distanced formats with limited quantity of participants (under 100 in Phase 4).

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- Lunches will be held in the cafeteria/gym area, with social distancing. Seating will be arranged and/or marked to allow for maximum social distancing. Students will also be encouraged to eat outside when the weather allows.
- Students will enter and be dismissed from the cafeteria/gym through a staggered schedule.
- Staff will supervise lunches, making sure students do not congregate together.
- Students and staff will be expected to wash or sanitize hands before and after every lunch period.
- Students and staff will be expected to wear facial coverings at all times except when actively eating.
- Kensington Woods does not offer a lunch program to students; therefore, no food handling plans are needed. If there were to be food distribution, it would comply with local public health guidelines.
- Microwaves and refrigerators will be spread out throughout the cafeteria to minimize congregation and the floor will be marked to indicate 6 feet separation for students while waiting.
- Student recess during lunchtime will be conducted outside whenever weather allows, supervised by staff. Students will be expected to maintain social distancing and wear masks. Students will wash or sanitize hands upon reentry to the building.
- Off-site field trips will be evaluated on a case-by-case basis, considering needs for transportation (no bus transportation will be used), social distancing, field trip environment, academic connections and other safety concerns.
- Extracurricular clubs will be allowed to meet as long as they meet social distancing, facial covering and other safety requirements. They will be encouraged to meet outside or remotely whenever possible.
- Extracurricular activities like school dances will be suspended under phase 4.

Athletics

- JV and Varsity Athletics will not be offered while in Phase 4, therefore there will also be no interscholastic competitions.
- If there is an athletic club offered, it will follow all guidance published by the Michigan High School Athletic Association (MHSAA) and National Federation of State High School Associations (NFHS) will be complied with.
- Students and staff will use proper hand hygiene techniques before and after every practice/event.
- Every participant will confirm that they are healthy and without symptoms before every practice/event, per county health department screening guidelines.
- Whenever possible, participants will keep socially distant from one another.
- All equipment will be disinfected before and after use. Appropriate equipment, like balls, will be cleaned intermittently during practices/events.

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- Each participant will use a clearly marked water bottle for individual use.
- Handshakes, fist bumps and other unnecessary contact will not be allowed.
- There are not weight rooms or indoor physical conditioning equipment at the school, therefore none will be used.
- There are not locker rooms at the school, therefore none will be used. Number of students in a restroom at a time will be limited to space allowed.

Cleaning

- A schedule will be developed to make sure all frequently touched surfaces undergo cleaning at least every 4 hours with an EPA-approved disinfectant or diluted bleach solution, based on custodial and class schedules.
- Custodial staff will identify and create a list of frequently touched surfaces
- Student desks, hands-on classrooms and computer labs will be cleaned after every class period that they are in use with an EPA-approved disinfectant or diluted bleach solution.
- Cleaning and disinfection products will be labeled and stored properly and used with adequate ventilation.
- Staff will be provided training on appropriate use and storage of cleaning and disinfection products and PPE.
- Staff will be provided and will be expected to use facial coverings and gloves when performing cleaning tasks.
- All classrooms will be stocked with EPA-approved disinfectant or diluted bleach solution as well as paper towels, gloves and facial coverings.
- Adequate quantity of cleaning products and supplies will be procured.

Busing and Student Transportation

- Kensington Woods Schools does not provide students transportation
- Guidelines will be shared with families to consider when using public transportation and carpooling.

Medically Vulnerable Students and Staff

- All plans (IEPs, 504s) will be reviewed and updated to accommodate for students with special healthcare needs.
- All students may elect a remote learning environment to avoid risk of exposure to COVID-19.
- Staff members will be asked to identify if they are medically vulnerable and will work with the HR company and administration to find reasonable accommodations.

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

Kensington Woods Schools values the importance of mental and social-emotional health for students and staff and has built a school culture upon its importance, recognizing how a strong school culture based upon social-emotional learning helps students learn, grow and succeed. This culture includes regular grade level advisory meetings focused on developing social-emotional and mental health awareness as well as strategies to support its growth, open communication throughout the school about the importance of mental and social emotional health, an open door policy with all teachers, staff and administrators for students and regular discussions at weekly staff meetings about students' academic, mental and social-emotional health and strategies to address any concerns.

In this time of additional stress, we are investing heavily into making our program stronger to better support our students and staff.

Each teacher is assigned a grade level advisory, where they meet multiple times per week with students in a particular grade to focus on grade-level specific and developmentally appropriate social-emotional and life topics. Grade level advisory is often team taught. During this time, teachers work with students, screening them for mental and social-emotional concerns as well as teaching and practicing strategies to cope with various stressors. These strategies will be reinforced throughout the school day as well as shared with parents so they can further support at home.

Kensington Woods Schools has access to a social worker one day a week dedicated to supporting students' mental health through the Project Success program through the Livingston Community Prevention Project. This social worker will work with teachers to help them support their students mental and social-emotional health as well directly with students. The social worker will work with Grade Level Advisories as is needed as well as work with individual students on a sign-up and drop-in basis.

Social-emotional and mental health resources as well as resources addressing the return to school transition will be compiled and shared with students and parents through a variety of methods: grade level advisory, the school newsletter, school-wide Google Classroom, social media and the school website.

A mental health liaison in the school will be identified to communicate and work with students, families and community partners.

During the two weeks prior to school beginning, staff engages in professional development to begin the school year. This year, that professional development will include support in

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identifying and handling social-emotional and mental health concerns, trauma informed practices as well as time to develop curriculum for grade level advisory rooted in best practices to support the growth and development of students' mental and social-emotional health. This professional development will continue throughout the school year.

Students will be screened for mental and social-emotional health through a variety of methods. Self-reporting screening tools will be utilized in grade level advisory. Teachers will monitor students during the school day and discussions about student concerns will be held during weekly staff meetings. Teachers can also bring forth concerns to administration at any time. Parents will be encouraged to bring any concerns up to teachers, administration or the identified mental-health liaison. Students will also be encouraged to self-report to a trusted adult in the building and support their peers by sharing any concerns they have about their peers with a trusted adult in the building.

When a student is identified as needing more support, whether they are learning in an in-person or remote environment, a referral will be made to the identified mental health liaison as well as the social worker. Parents and the student's teachers, as well as appropriate additional staff will also be made aware of the concerns as necessary. An appropriate plan of action for the individual situation for the student will be developed at the time of reporting, which could include, but is not limited to: meeting with the social worker and/or other adults in the building whom the student has a relationship with, developing and practicing coping strategies, or, when academics are integrated into the concern, alternative school work assignments or extended time on assignments, or the opportunity to revise work or retest. The student will be continued to be screened and supported as needed.

For families who choose the remote learning option, teachers and administration will develop a check-in system to check-in with students' mental and social-emotional health weekly. Parents will also have an opportunity to share any concerns regularly with staff. The social worker will be able to meet with students remotely as needed.

Staff members will be provided a variety of resources for self-care and wellness.

A crisis-management plan will be developed that incorporates communication strategies in the case of a crisis due to the COVID-19 pandemic.

Phase 4 Instruction

Vision

The mission at Kensington Woods is “to prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values.” The instruction plan for Kensington Woods is centered on our mission statement, prioritizing a learning experience for students that:

- **Engages students** through a relevant and innovative educational program that focuses on deep investigation of content.
- **Is student-centered**, allowing for the building of relationships between students and staff, student voice and a focus on social-emotional learning.
- **Prepares students for what is next** and considers where they are currently at.

To develop the Preparedness and Response plan, Kensington Woods teachers, administration and staff met remotely multiple times to discuss the development of the instructional plan. Staff analyzed parent and student survey data as well as reflected on distance learning in the spring, both the successes and where there were areas for improvement. Staff discussed different options for returning in the fall, scheduling, technical and logistic needs, student and staff needs and concerns as well as other considerations.

The completed plan will be shared with Kensington Woods families via email and will also be posted on the school website. There will be ample opportunity for families to ask questions, get answers and provide feedback before the start of the school year.

Staff will review the plan collaboratively when they return for professional development on August 17, 2 weeks prior to the school year starting, in addition to it being shared remotely prior to August 17, allowing time to fine tune logistical aspects of the plan. Students and parents will be presented expectations of the plan during the first days of school in addition to information sent home prior to the start of the school year. Students and parents will participate in orientations focused on skills and technologies they will need to utilize this year to be successful, especially should the school be closed to in-person learning at any point.

Survey Data

Parents and students were surveyed in March about technology access and in May about the spring remote learning experience. Questions focused on:

- Technology access and concerns
- How much time students were spending on school work

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- What obligations students were faced with outside of school
- Where students were struggling
- Where students were finding success
- What teachers were doing that was helping students (academically and/or social-emotionally)
- What aspects of online meetings students found most successful
- What supports parents needed to help their student be successful in a remote environment

In July, after the Roadmap was released, a survey was sent to all returning families asking them the following questions:

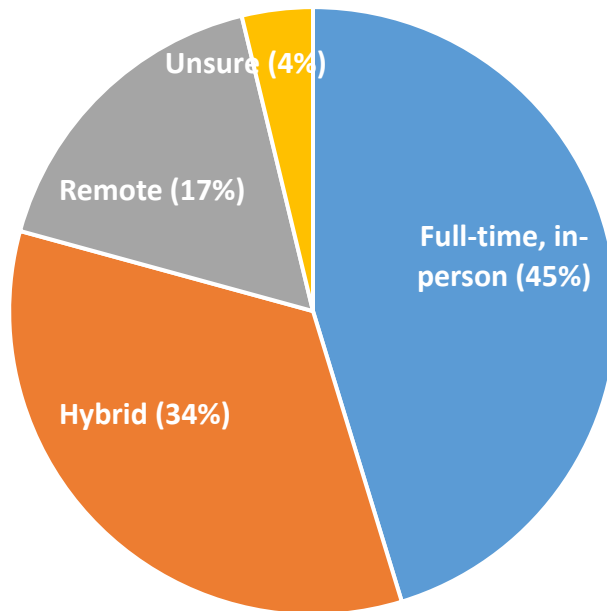
1. If Kensington Woods is allowed to reopen for in-person instruction in the fall (State 4-6 on the Safe Start Plan), our family would prefer:
 - a. Full-time in-person instruction with appropriate safety precautions
 - b. A hybrid option, where students attend 2-3 days a week and work from home the other days
 - c. Remote instruction, where students work from home
 - d. Other
2. What are your biggest concerns about returning to school in the fall?
3. We would like to gauge interest in fall athletics. If we return in person, would your student(s) plan on playing a fall sport, with appropriate safety precautions in place?
4. Do you have any questions or comments?

54% of our returning students were represented in the results of the survey.

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To the first question, the results were as follows:

If Kensington Woods is allowed to reopen for in-person instruction in the fall (State 4-6 on the Safe Start Plan), our family would prefer:



In response to question #2, “What are your biggest concerns about returning to school in the fall?”, many families identified safety concerns regarding students and staff as well as having high risk family members (including the students themselves).

In response to question #4, “Do you have any questions or comments?”, families responded with questions regarding protocols as well as comments that they feel safer at Kensington Woods due to the smaller population.

Some families, especially those who responded that they were interested in a hybrid environment, were issued some follow up questions about their preferences. Many families expressed that they were interested in a hybrid experience to allow for their student to access in-person instruction, develop relationships with teachers and socialization, but with less time in the building, hopefully reducing exposure or reducing time dealing with new obstacles like mask wearing. They expressed concern about their

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student's ability to learn in a remote-only environment as well as concerns about mental health.

Commitment to Students

Our commitment to students includes:

- All students will be provided an education that delivers high quality instruction in a supportive environment that is aligned with state standards.
- Researched based pedagogy and best practices will be utilized to design and execute curriculum for all students.
- Individual student needs will be assessed and addressed in the instructional environment, utilizing high-quality instructional materials and teaching strategies, including differentiation and best practices in blended and remote learning.
- All students will be assessed on their perquisite skills, proficiencies and readiness through a variety of assessment methods. The results of these assessments will be utilized by teachers make instructional decisions best for students, applying best practices in instructional design, teaching strategies, differentiation and blending and remote learning.
- All students will be assessed on their learning in a variety of ways and will receive regular, high quality feedback and participate in regular self-assessment.
- All students' social-emotional and mental health needs will be assessed and addressed within the learning environment.
- All students will participate in regular high-quality and developmentally appropriate social-emotional learning
- Teachers will focus on priority standards to focus, prioritize and accelerate instruction
- All students will have access to high quality supports and scaffolds to meet their academic and social-emotional needs
- Communication channels with students and families will remain open and students and families will be asked regularly for input and feedback.

Learning Environment

Families will have the choice of one of two learning environments during Phases 4 and 5 of the Safe Start Plan.

Option #1: Flexible Hybrid Learning Environment

Students will attend school in-person four days a week, with Friday being a remote learning day.

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In the morning, students will attend 3 of their 6 classes in a block schedule format (providing longer class times and less transitions) and will see all of their classes two times per week, including their Grade Level Advisory for social emotional learning.

In the afternoon, students will attend a flexible Learning Lab that will offer different supervised, scheduled offerings. The schedule will vary by day and will offer multiple options, including:

- Supervised work time with teachers
- Teacher Office Hours for additional support
- Small Group work times with teachers
- Support Lab (students, especially Middle School students, will be able to get support in study skills and time management)
- Scheduled Enrichment Activities
- Teacher Prep Time

A student's Learning Lab schedule may change weekly depending on what their current needs are.

Students may opt-out of the in-person afternoon Learning Lab, choosing instead to attend Learning Lab from home and leaving the building prior to the start of lunch.

On Fridays, all students will work remotely from home on assignments given by teachers.

Option #2: Remote Learning Environment

Students will work fully remotely and will not attend classes in-person. Instead students will log in live to their classes (synchronously) via Google Meet or Zoom, following the same bell schedule as the in-person students. They will be expected to attend every class session; attendance will be taken.

On Fridays, students will have mandatory small group remote meetings with all of their teachers, to check-in and have any questions answered.

Regardless of the learning environment chosen, all students enrolled in the same course will receive the same content taught by the same teacher and will have the same expectations and learning outcomes. All students will be enrolled in 6 courses and, in the high school, courses will continue to meet the requirements of the Michigan Merit Curriculum. Courses will continue to be designed and taught by Kensington Woods Schools teachers.

Teachers will utilize Google Classroom to post class content and assignments for all students. Teachers will utilize Google Meet and/or Zoom to allow students at home to log

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into classes live (synchronous learning) and students will be expected to do so. Teachers will also record and post class sessions in Google Classroom for all students to review at later times as needed. Content will therefore be accessible to all students at all times.

On Fridays, teachers will meet with their Remote Environment learners in mandatory remote meetings. All students will have defined assignments to work on.

This consistent learning structure across all learning environments will create consistency in learning throughout the school as well as make for an easier transition to remote learning for students who may have to quarantine at home for a time period or should the building have to be closed for in-person learning at any time.

In addition:

- Families will be asked to commit to their learning environment choice in advance, by marking period to allow for planning and consistency.
- Students and families will be provided orientations (in-person and remote) in the first days of school for all technologies utilized to support their remote work.
- Teachers will have regular, scheduled office hours after school where any student can receive support as needed.
- Advisories will meet regularly to allow for social-emotional learning, relationship building and development of school culture.
- Families will be surveyed for their access to technology and high-speed internet in August. Appropriate technology, like wifi hotspots, will be provided to families who express a need for it. Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use at home.
- Any student enrolled at Kensington Woods will be eligible to participate in any extracurricular activity that Kensington Woods offers, regardless of learning environment chosen.
- An attendance system will be developed to monitor all students' attendance.
- A variety of supports are already built into the curriculum and Advisory program at Kensington Woods for postsecondary transitions and will continue for all students.
- Families will be communicated with regularly about student progress and potential needs for additional support, through the school grading system, MiStar, regular progress reports, regularly scheduled parent/teacher conferences throughout the year and email/phone communications between parents and students.
- Student 504s will be reviewed by teachers and revised as necessary to reflect evolving needs of students stemming from time away from in-person learning and

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associated services as well as new needs that may have risen. This evaluation will be based on assessment data and feedback from students, parents and teachers. Learning environments (remote, hybrid and/or in-person) will be considered when accommodations are considered, especially in regard to appropriate technology needs.

Special Education

- When in-person instruction is provided to students without disabilities, Kensington Woods will provide in-person instruction to our students with disabilities, consistent with their individualized education plan.
- When the building is closed to in-person instruction, Kensington Woods will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- Student IEPs will be reviewed by special and general education teachers and revised as necessary to reflect evolving needs of students stemming from time away from in-person learning and associated services as well as new needs that may have risen. This evaluation will be based on assessment data and feedback from students, parents and teachers. Learning environments (remote, hybrid and/or in-person) will be considered when accommodations are considered, especially in regard to appropriate technology needs. Kensington Woods will, to the extent practicable and necessary, make individualized determinations whether and to what extent recovery and/or compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- A continuation of services plan for students needing occupational, physical and/or speech and language therapy will be developed, including appropriate evaluations by school psychologists and social workers.

Communication and Family Supports

- Expectations regarding students' return to school, expectations, schedules, learning environment choices and reopening plans will be clearly communicated with families in multiple communication methods.
- A variety of resources will be shared with families, prior to school reopening as well as continuously throughout the school year regarding academic support, social-emotional needs, mental health and strategies to support students at home.
- Students and families will be provided orientations (in-person and remote) in the first days of school for all technologies utilized to support their remote work.

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- Families will be communicated with regularly about student progress and potential needs for additional support, through the school grading system, MiStar, regular progress reports, regularly scheduled parent/teacher conferences throughout the year and email/phone communications between parents and students.

Professional Learning

Teacher report back to school two weeks prior to the start of the school year, on August 17. During the two weeks of professional development, they participate in professional development designed to support development of curriculum, growth in instructional technique and pedagogy, collaborative work and preparation for the school year.

This year the professional development will include work in:

- Developing new skills in and becoming proficient in remote and blended learning strategies and technologies (Google Classroom, Google Meet/Zoom, Google Suite, operation of recording equipment, etc.)
- Blended and remote student engagement and assessment strategies
- Social-emotional learning and mental health, including trauma-informed best practices and well-being
- Strategizing supports for struggling students
- Choice Theory
- Safety protocols
- Culturally responsive teaching and implicit bias
- Collaboratively planning curriculum and shared protocols for all learning environments
- Collaboration in sharing and developing best practices
- Classroom preparation work time

All Fridays are half days at Kensington Woods. On Friday afternoons, staff participates in staff meetings and professional development. This year, the work on Friday afternoons will focus on:

- Collaborative work in blending/remote learning and planning curriculum
- Strategizing supports for struggling students or students in need of acceleration
- Professional development on best practices in education
- Staff meetings (a weekly email with important announcements will be prioritized to limit staff meeting length)

Professional development will happen in person or remote, depending on the topic, need and current levels of safety.

Phase 4 Operations

Facilities

Prior to Reopening for In-Person Instruction

- Cleaning and disinfecting supplies will be inventoried and a plan will be developed to identify what still needs to be acquired and how/when it will be acquired, coordinating with local agencies as necessary.
- The building will be audited for size, quantity and location of all classrooms and alternate spaces like the gym and cafeteria to locate the best areas to host classes depending on the class size and layout. A schedule will be developed prior to classes starting to schedule classes in enrollment-appropriate spaces to allow for maximum social distancing.
- Custodial staff and administration will review OSHA and CDC cleaning guidelines, making sure best practices are built into the cleaning regimen for all school facilities, as well as incorporating any local guidance when/if it is issued and applicable training. The procedures will be updated as updated guidelines are released from OSHA and CDC.
- A schedule will be developed to make sure all frequently touched surfaces undergo cleaning at least every 4 hours with an EPA-approved disinfectant or diluted bleach solution, based on custodial and class schedules.
- Custodial staff will identify and create a list of frequently touched surfaces
- Custodial staff and administration will work with building landlord to verify that the building and all spaces has efficiently running HVAC systems, adequate ventilation and clean air filters.
- Soap and hand sanitizer dispensers, other hygiene supplies, paper towels, tissues and trash receptacles will be provided to each classroom and common areas and will be checked daily and restocked as needed.
- Signage and information regarding hand hygiene, cough etiquette and nose blowing will be posted and shared through various school communication channels.
- Custodial staff will follow CDC guidelines regarding use of facial coverings, special respirators and PPE when performing cleaning duties.
- Custodial staff and school administration will conduct regular facility walk throughs to ensure that classrooms, common areas and exterior spaces are safe and prepared for students and staff.
- Appropriate PPE and facial coverings will be procured for students, teachers and staff.
- A deep cleaning of the building will be conducted over the summer months.
- Should the building close to in-person instruction, custodial staff will maintain facilities to allow for resumption of school operations when possible.

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Budget, Food Service, Enrollment and Staffing

Prior to Reopening for In-Person Instruction

- Student arrival and dismissal procedures will be evaluated and altered as needed to allow for safety and efficiency.
- At this time, all staff has identified that they are returning in the fall. No new staffing is needed. Existing staff will be utilized to fill any new needs that arise due to COVID-19 changes.
- At this time, students have identified if they plan on returning in the fall and will be able to elect their choice of learning environments based on their individual needs and preferences.
- EDUStaff, the school's substitute staffing company, has been contacted and has communicated information about substitute availability and their plans to maintain substitute availability. Regular building substitutes have been communicated with as to their intentions of working in the fall.
- Items to purchase through the CARES act funding are in the process of being identified and the application will be completed to allow for timely purchases.
- Start of school communications and materials like handbooks, planners and start of year forms will be updated and communicated through print and digital means.
- Legal counsel and additional resources will be contacted as needed to address appropriate COVID-19 concerns.
- During the two weeks prior to school starting, staff will be notified and trained in any changes to school protocols and policies.
- Administration will work with the financial department to create and maintain budgets.
- Master schedules, class schedules, classroom assignments, arrival/dismissal schedules, staff supervision schedules, lunch schedules, etc. will be planned with student safety in mind.
- There is no food service provided by the school. If there were to be food distribution, it would comply with local public health guidelines.

Technology

Prior to Reopening for In-Person Instruction

- A survey has been designed and will be sent out to families in August to inventory the devices they have available for remote learning and access to high-speed internet, as well as any concerns they have regarding technology for remote learning. The results from this survey will be used to identify specific needs that the school needs to invest in to support remote learning.
- In March 2020, prior to the beginning of remote learning and distribution of technology, the school shared a survey with the families. Approximately 85% of

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families replied. Those who did not reply were reached out to individually. Results of the survey indicated:

- 90.6% of students had access to reliable, high speed internet at home.
- 89.6% of students had access to a laptop, tablet or Chromebook they could do schoolwork on.
- 11.3% of students would have to wait until an adult got home from work to access a device they could do schoolwork on.
- 19.8% of families would have to share a device with siblings in school to be able to complete schoolwork.
- Students who need access to technology (devices, internet access) will be provided with needed technology should the family choose a remote learning environment or the school is required to close for in-person instruction.
- Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use, regardless of where they are working.
- The school contracts with a technology and network consulting company that provides support and maintenance for all technology in the building, including working with students and staff on trouble shooting issues. Administration has been working with the firm to develop procedures and plans regarding school needs for the fall for in-person and remote situations.
- Teachers will participate in professional development during the two weeks prior to school starting and throughout the school year on remote and blended learning strategies, technologies and tools.

If the Building were to Close for In-Person Instruction

- Due to prior surveys and technology distribution, students will already be equipped with needed devices and technologies as well as already be trained in its use.
- The technology contractor will continue to evaluate and maintain building and device technology, regardless of learning location.
- Teachers utilize the same learning and documentation platforms (Google Classroom, MiStar, etc.) regardless of the learning situation, allowing for clear, consistent transitions from remote to in-person learning and back.
- Students will be given mandatory orientations at the start of the school year on various learning platforms that will be used throughout the year, both in-person and remotely. Parents will be provided remote and in person orientations on various learning platforms that will be used throughout the year, with both in-person and remote options based on need and current safety situation. Trainings will also be maintained on the school website and/or Google Classrooms so parents and students can access at any time. Part of the orientation will include how to access tech support.

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When the Building Reopens for In-Person Instruction

- Loaned devices that are returned will be collected, sanitized and evaluated for maintenance needs before being returned into circulation by technology contractor.
- Teachers utilize the same learning and documentation platforms (Google Classroom, MiStar, etc.) regardless of the learning situation, allowing for clear, consistent transitions from remote to in-person learning and back.
- The technology contractor will continue to evaluate and maintain building and device technology, regardless of learning location.

Transportation

- Kensington Woods Schools does not provide students transportation

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

Phase 5 Safety Protocols

Personal Protective Equipment

- All staff will wear facial coverings while in the hallways, common areas and in classrooms except while actively eating during meals, with the exception of a staff member who cannot medically tolerate them or who are unable to remove them without assistance.
- All students will wear facial coverings while in the hallways and common areas except while actively eating during meals, with the exception of students who cannot medically tolerate them or who are unable to remove them without assistance.
- It is strongly recommended that all students wear facial coverings in classrooms except while actively eating during meals, with the exception of students who cannot medically tolerate them or who are unable to remove them without assistance.
- All visitors will be required to wear a face covering when in the building.
- Homemade facial coverings must be washed daily; disposable facial coverings must be disposed of at the end of each day.
- Expectations and safety precautions of wearing face coverings will be shared with the school community through the student handbook, email and print communications with families, student/parent orientations, staff meetings and additional communications with staff. Students and parents will be required to sign off on acknowledging and accepting the student handbook at the start of each school year and therefore will be required to acknowledge and accept safety precautions related to COVID-19 and in-person learning. Students and families who do not accept safety precautions will be provided a remote learning experience.
- Prominent signage, especially at all entry points, will be placed throughout the building reminding staff, students and visitors to wear a mask in appropriate situations and how to wear it properly.
- Students and staff will be asked to provide their own facial coverings, based on their personal preferences. However, there will be disposable masks available at all times in the Main Office for those who need or forget their mask.
- Individuals who claim medical exemption must turn in a letter from a medical professional excusing them from wearing a facial covering prior to their first day of in-person attendance.

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- Students who are capable of wearing a facial covering but do not have one will be provided a facial covering. If they are not wearing their facial covering or wearing it improperly, they will be reminded of expectations of wearing facial coverings. If they choose to continue to not wear the facial covering or wear it improperly, they will be referred to the office, parents will be notified, and the situation will be logged. Continued incidents will escalate disciplinary actions, potentially resulting in suspension and/or transfer to the remote learning program.
- Staff who are capable of wearing a face covering and refuse to do so or do so improperly will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Instances of non-compliance from visitors will result in the visitor being escorted from the building by the building administrator.

Hygiene

- Supplies to support healthy hygiene behaviors will be procured and provided, including soap, hand sanitizer, paper towels, tissues and signs promoting proper handwashing techniques in every classroom, common area and bathroom.
- Proper hand washing, hand sanitizer usage and coughing/sneezing techniques will be taught and reinforced through in person communication, the use of videos, and signage in school as well as shared via school communications.
- Soap and hand sanitizer dispensers, other hygiene supplies and trash receptacles will be checked daily and restocked as needed.
- Students and staff will be expected to use hand sanitizer or wash their hands when entering and leaving every classroom.
- Signs will be posted asking students, staff and visitors to wash or sanitize their hands immediately upon arrival to the building along with easy access to handwashing or sanitizing.
- Hand sanitizer or hand washing stations will be set up in every classroom and in common areas.
- Sharing of school supplies will be limited. Students will be encouraged to bring their own school supplies and a list of supplies will be communicated with start of year communications. Donations will be encouraged to support students who may have financial trouble purchasing their own supplies.
- Shared supplies will be sanitized regularly.
- Students are assigned their own lockers where they will be able to keep their personal belongings and supplies.
- Students are allowed to carry backpacks to their classrooms to keep their personal belongings and supplies in. There will be designated locations in each classroom for students to store their backpacks.

Spacing, Movement and Access

- Rooms where classes meet will be rescheduled so that larger classes can meet in larger classrooms and spaces, including the cafeteria, gym and double classrooms. This will allow for maximum social distancing possible.
- The daily class schedule will be reevaluated to allow for less student crossover throughout the day.
- Larger student tables will be changed to desks where possible to allow for more room between student seating. If individual desks are not available, students will be seated as far away from one another as possible.
- Where possible, student seating will be arranged to face the same direction.
- Teachers and students will maintain six feet of spacing from one another whenever possible.
- Teachers will be encouraged to keep windows open when allowed by the weather and student/staff health concerns.
- Teachers will be encouraged to host class outside when appropriate for the lesson, weather and student/staff health concerns.
- Signage on the walls and floors will be posted to indicate proper social distancing, especially in areas where people congregate, like the Main Office and bathrooms.
- Markers will be placed on the floor to indicate direction of traffic flow for entrance/exits.
- Restroom sinks will be disabled if they are less than 3 feet from one another.
- Drinking fountains will be utilized for filling of water bottles only.
- Staff will monitor hallways and outside areas during arrival, passing time and dismissal to ensure students and families do not congregate.
- Visitors to the building will be limited to those absolutely necessary as determined by administration. Visitors will be encouraged to handle business remotely whenever possible.
- Visitors who do come into the building will be asked to immediately wash or sanitize their hands, wear a facial covering and be screened for symptoms following county health department guidelines.
- Doors will be locked during non-arrival/dismissal times. Visitors must request access through a video conference system. Therefore, office staff may control who enters the building during non-arrival/dismissal times and remind them of safety protocols (screening, checking in at the office, facial covering, hand hygiene, etc.). Parents dropping off materials for students will be encouraged to leave them outside the building for staff pickup after notifying the Main Office.
- Staff will be monitoring for visitors arriving during arrival and dismissal times and will direct them towards the Main Office on arrival after reminding them of safety protocols.
- Visitors will check-in through the Main Office.

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- Records will be kept of every visitor in and out of the building with their time in/out, contact information, purpose of visiting and locations visited in the building.
- Only essential visitors (State Agency workers, college representatives, etc.) will be permitted limited access to interact with students and only after reviewing and signing off on all safety expectations.
- Plexiglass barriers will be installed in the Main Office.

Screening Students and Staff

- Kensington Woods will work with the Livingston County Health Department (LCHD) to implement guidelines for screening students and staff.
- A designated quarantine area will be identified and outfitted with appropriate PPE to serve as an isolation area.
- Staff member(s) will be identified to care for students who become ill at school and will be trained in proper protocols.
- When a student is put into quarantine, parent communication will be made immediately with clear and concise directions as to how to pick the student up as well as follow up expectations including testing and when they can return to school.
- Students who become ill with symptoms of COVID-19 will be placed in identified quarantine area with a surgical mask in place until they can be picked up. Staff caring for the student will wear appropriate PPE.
- Symptomatic students sent home from school will remain at home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will conduct daily self-screening examinations, including temperature check and screening questions, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
- It will be expected that students are screened daily (temperature check, screening questions). If they do not meet the screening criteria, they will not be allowed to attend school.
- Visitors will be screened upon arrival (temperature check, screening questions). If they do not meet the screening criteria, they will be denied entry.
- Students who are sick should not attend school in-person.
- Families will be asked to regularly 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 at home from school and follow up with a primary care physician. Families are asked to notify the school for information about next steps and requirements for getting the student back to school if symptoms are present.

Testing Protocols for Students and Staff and Responding to Positive Cases

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- Kensington Woods will work with the LCHD to implement guidelines for testing protocols for students and staff and protocols responding to positive cases.
- If a student becomes ill with COVID-19 symptoms during the school day they will be quarantined until they are picked up and then it will be requested that they are tested for COVID-19.
- If a staff member becomes ill with COVID-19 symptoms during the school day they will be requested to be tested.
- Symptomatic students and staff will be requested to stay home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, efforts will be made to notify close contacts so they can take appropriate actions.

Responding to Positive Tests Among Staff and Students

- Kensington Woods will work with the LCHD to implement guidelines for protocols for responding to positive tests among staff and students.
- Parents and staff should notify the school immediately of any positive cases of COVID-19 to allow for notification to LCHD and tracking of close contacts.
- The LCHD will be notified of any positive cases among staff or students while maintaining appropriate confidentiality, as well as individuals who were in contact over the last 48 hours. LCHD will assist in identifying and contacting close contacts.
- Families will be notified if there is a positive case in the building, protecting confidentiality.
- Students and staff will only return to school when no longer infectious, per local health department and CDC guidelines.
- Cleaning staff will take appropriate precautions, including wearing appropriate PPE, when cleaning areas where an infected person was present.
- If possible, smaller areas will be closed for 24 hours before cleaning to minimize risk of airborne particles.
- If there is a positive case identified amongst students or staff, the building will be closed for 2-5 days for deep cleaning and all students and staff will immediately transition to fully remote learning. The closure may be longer depending on number of students or staff affected by quarantine, which will be determined on a case by case basis.

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Food Service, Gathering and Extracurricular Activities

- The need for indoor assemblies will be carefully considered. Whenever possible, any needs for assemblies will be met through remote presentations, directly through staff or outdoor, socially distanced formats with limited quantity of participants.
- Lunches will be held in the cafeteria/gym area, with social distancing. Seating will be arranged and/or marked to allow for maximum social distancing. Students will also be encouraged to eat outside when the weather allows.
- Students will enter and be dismissed from the cafeteria/gym through a staggered schedule.
- Staff will supervise lunches, making sure students do not congregate together.
- Students and staff will be expected to wash or sanitize hands before and after every lunch period.
- Kensington Woods does not offer a lunch program to students; therefore, no food handling plans are needed. If there were to be food distribution, it would comply with local public health guidelines.
- Microwaves and refrigerators will be spread out throughout the cafeteria to minimize congregation and the floor will be marked to indicate 6 feet separation for students while waiting.
- Student recess during lunchtime will be conducted outside whenever weather allows, supervised by staff. Students will be expected to maintain social distancing. Students will wash or sanitize hands upon reentry to the building.
- Off-site field trips will be evaluated on a case-by-case basis, considering needs for transportation, social distancing, field trip environment, academic connections and other safety concerns.
- Extracurricular clubs will be allowed to meet as long as they meet social distancing and other safety requirements. They will be encouraged to meet outside or remotely whenever possible.
- Extracurricular activities like school dances and gatherings will be carefully considered under phase 5. If any are allowed, they will comply with current and future guidelines and executive orders.

Athletics

- Opportunities to offer JV and Varsity Interscholastic athletics will be re-evaluated in Phase 5.
- All guidance published by the Michigan High School Athletic Association (MHSAA) and National Federation of State High School Associations (NFHS) will be complied with.
- Kensington Woods will only offer low and moderate risk sports (currently Cross Country, Volleyball, Basketball, Soccer and Baseball) and will follow appropriate sport related guidelines from the MHSAA.

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- Students and staff will use proper hand hygiene techniques before and after every practice/event.
- Every participant will confirm that they are healthy and without symptoms before every practice/event, per county health department screening guidelines.
- Whenever possible, participants will keep socially distant from one another.
- All equipment will be disinfected before and after use. Appropriate equipment, like balls, will be cleaned intermittently during practices/events.
- When transportation is required for inter-school competitions, it will be done in personal cars. If non-family members ride together, transportation guidelines will be followed.
- Indoor competition space (gym/cafeteria) will be evaluated and a maximum spectator count will be devised (maximum 50).
- For indoor competitions, seating will be arranged to allow for six-foot social distancing (spectator and athlete).
- Spectators for indoor competitions will be limited to space on hand (no more than 50) and expected to maintain six feet of social distancing at all times.
- Signage will be placed at all entry points for indoor competitions to remind spectators of social distancing, hand washing/sanitizing and other safety expectations.
- Spectators for outdoor competitions will be limited to space on hand (no more than 250) and expected to maintain a minimum of six feet of social distancing at all times.
- Spectators who refuse to comply with safety expectations will be escorted out of the event by staff/administration.
- Each participant will use a clearly marked water bottle for individual use.
- Handshakes, fist bumps and other unnecessary contact will not be allowed.
- There are not weight rooms or indoor physical conditioning equipment at the school, therefore none will be used.
- There are not locker rooms at the school, therefore none will be used. Number of students in a restroom at a time will be limited to space allowed.

Cleaning

- A schedule will be developed to make sure all frequently touched surfaces undergo cleaning at least every 4 hours with an EPA-approved disinfectant or diluted bleach solution, based on custodial and class schedules.
- Custodial staff will identify and create a list of frequently touched surfaces
- Student desks, hands-on classrooms and computer labs will be cleaned after every class period that they are in use with an EPA-approved disinfectant or diluted bleach solution.
- Cleaning and disinfection products will be labeled and stored properly and used with adequate ventilation.

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- Staff will be provided training on appropriate use and storage of cleaning and disinfection products and PPE.
- Staff will be provided and will be expected to use facial coverings and gloves when performing cleaning tasks.
- All classrooms will be stocked with EPA-approved disinfectant or diluted bleach solution as well as paper towels, gloves and facial coverings.
- Adequate quantity of cleaning products and supplies will be procured.

Busing and Student Transportation

- Kensington Woods Schools does not provide students transportation
- Guidelines will be shared with families to consider when using public transportation and carpooling.

Medically Vulnerable Students and Staff

- All plans (IEPs, 504s) will be reviewed and updated to accommodate for students with special healthcare needs.
- All students may elect a remote learning environment to avoid risk of exposure to COVID-19.
- Staff members will be asked to identify if they are medically vulnerable and will work with the HR company and administration to find reasonable accommodations.

Phase 5 Mental & Social-Emotional Health

Kensington Woods Schools values the importance of mental and social-emotional health for students and staff and has built a school culture upon its importance, recognizing how a strong school culture based upon social-emotional learning helps students learn, grow and succeed. This culture includes regular grade level advisory meetings focused on developing social-emotional and mental health awareness as well as strategies to support its growth, open communication throughout the school about the importance of mental and social emotional health, an open door policy with all teachers, staff and administrators for students and regular discussions at weekly staff meetings about students' academic, mental and social-emotional health and strategies to address any concerns.

In this time of additional stress and unknown, we are investing heavily into making our program stronger to better support our students and staff.

Each teacher is assigned a grade level advisory, where they meet multiple times per week with students in a particular grade to focus on grade-level specific and developmentally appropriate social-emotional and life topics. Grade level advisory is often team taught. During this time, teachers work with students, screening them for mental and social-emotional concerns as well as teaching and practicing strategies to cope with various stressors. These strategies will be reinforced throughout the school day as well as shared with parents so they can further support at home.

Kensington Woods Schools has access to a social worker one day a week dedicated to supporting students' mental health through the Project Success program through the Livingston Community Prevention Project. This social worker will work with teachers to help them support their students mental and social-emotional health as well directly with students. The social worker will work with Grade Level Advisories as is needed as well as work with individual students on a sign-up and drop-in basis.

Social-emotional and mental health resources as well as resources addressing the return to school transition will be compiled and shared with students and parents through a variety of methods: grade level advisory, the school newsletter, school-wide Google Classroom, social media and the school website.

A mental health liaison in the school will be identified to communicate and work with students, families and community partners.

During the two weeks prior to school beginning, staff engages in professional development to begin the school year. This year, that professional development will include support in

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identifying and handling social-emotional and mental health concerns, trauma informed practices as well as time to develop curriculum for grade level advisory rooted in best practices to support the growth and development of students' mental and social-emotional health. This professional development will continue throughout the school year.

Students will be screened for mental and social-emotional health through a variety of methods. Self-reporting screening tools will be utilized in grade level advisory. Teachers will monitor students during the school day and discussions about student concerns will be held during weekly staff meetings. Teachers can also bring forth concerns to administration at any time. Parents will be encouraged to bring any concerns up to teachers, administration or the identified mental-health liaison. Students will also be encouraged to self-report to a trusted adult in the building and support their peers by sharing any concerns they have about their peers with a trusted adult in the building.

When a student is identified as needing more support, whether they are learning in an in-person or remote environment, a referral will be made to the identified mental health liaison as well as the social worker. Parents and the student's teachers, as well as appropriate additional staff will also be made aware of the concerns as necessary. An appropriate plan of action for the individual situation for the student will be developed at the time of reporting, which could include, but is not limited to: meeting with the social worker and/or other adults in the building whom the student has a relationship with, developing and practicing coping strategies, or, when academics are integrated into the concern, alternative school work assignments or extended time on assignments, or the opportunity to revise work or retest. The student will be continued to be screened and supported as needed.

For families who choose the remote learning option, teachers and administration will develop a check-in system to check-in with students' mental and social-emotional health weekly. Parents will also have an opportunity to share any concerns regularly with staff. The social worker will be able to meet with students remotely as needed.

Staff members will be provided a variety of resources for self-care and wellness.

A crisis-management plan will be developed that incorporates communication strategies in the case of a crisis due to the COVID-19 pandemic.

Phase 5 Instruction

Vision

The mission at Kensington Woods is “to prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values.” The instruction plan for Kensington Woods is centered on our mission statement, prioritizing a learning experience for students that:

- **Engages students** through a relevant and innovative educational program that focuses on deep investigation of content.
- **Is student-centered**, allowing for the building of relationships between students and staff, student voice and a focus on social-emotional learning.
- **Prepares students for what is next** and considers where they are currently at.

To develop the Preparedness and Response plan, Kensington Woods teachers, administration and staff met remotely multiple times to discuss the development of the instructional plan. Staff analyzed parent and student survey data as well as reflected on distance learning in the spring, both the successes and where there were areas for improvement. Staff discussed different options for returning in the fall, scheduling, technical and logistic needs, student and staff needs and concerns as well as other considerations.

The completed plan will be shared with Kensington Woods families via email and will also be posted on the school website. There will be ample opportunity for families to ask questions and get answers before the start of the school year.

Staff will review the plan collaboratively when they return for professional development on August 17, 2 weeks prior to the school year starting, in addition to it being shared remotely prior to August 17, allowing time to fine tune logistical aspects of the plan. Students and parents will be presented expectations of the plan during the first days of school in addition to information sent home prior to the start of the school year. Students and parents will participate in orientations focused on skills and technologies they will need to utilize this year to be successful, especially should the school be closed to in-person learning at any point.

Survey Data

Parents and students were surveyed in March about technology access and in May about the spring remote learning experience. Questions focused on:

- Technology access and concerns
- How much time students were spending on school work

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- What obligations students were faced with outside of school
- Where students were struggling
- Where students were finding success
- What teachers were doing that was helping students (academically and/or social-emotionally)
- What aspects of online meetings students found most successful
- What supports parents needed to help their student be successful in a remote environment

In July, after the Roadmap was released, a survey was sent to all returning families asking them the following questions:

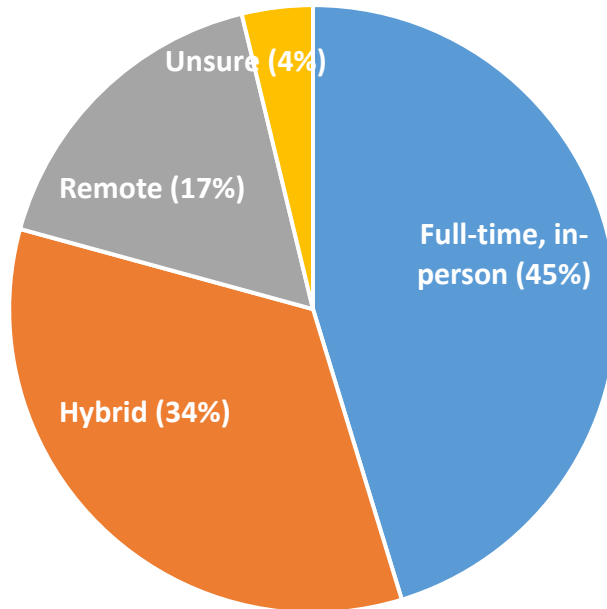
1. If Kensington Woods is allowed to reopen for in-person instruction in the fall (State 4-6 on the Safe Start Plan), our family would prefer:
 - a. Full-time in-person instruction with appropriate safety precautions
 - b. A hybrid option, where students attend 2-3 days a week and work from home the other days
 - c. Remote instruction, where students work from home
 - d. Other
2. What are your biggest concerns about returning to school in the fall?
3. We would like to gauge interest in fall athletics. If we return in person, would your student(s) plan on playing a fall sport, with appropriate safety precautions in place?
4. Do you have any questions or comments?

54% of our returning students were represented in the results of the survey.

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To the first question, the results were as follows:

If Kensington Woods is allowed to reopen for in-person instruction in the fall (State 4-6 on the Safe Start Plan), our family would prefer:



In response to question #2, “What are your biggest concerns about returning to school in the fall?”, many families identified safety concerns regarding students and staff as well as having high risk family members (including the students themselves).

In response to question #4, “Do you have any questions or comments?”, families responded with questions regarding protocols as well as comments that they feel safer at Kensington Woods due to the smaller population.

Some families, especially those who responded that they were interested in a hybrid environment, were issued some follow up questions about their preferences. Many families expressed that they were interested in a hybrid experience to allow for their student to access in-person instruction, develop relationships with teachers and socialization, but with less time in the building, hopefully reducing exposure or reducing time dealing with new obstacles like mask wearing. They expressed concern about their

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student's ability to learn in a remote-only environment as well as concerns about mental health.

Commitment to Students

Our commitment to students includes:

- All students will be provided an education that delivers high quality instruction in a supportive environment that is aligned with state standards.
- Researched based pedagogy and best practices will be utilized to design and execute curriculum for all students.
- Individual student needs will be assessed and addressed in the instructional environment, utilizing high-quality instructional materials and teaching strategies, including differentiation and best practices in blended and remote learning.
- All students will be assessed on their perquisite skills, proficiencies and readiness through a variety of assessment methods. The results of these assessments will be utilized by teachers make instructional decisions best for students, applying best practices in instructional design, teaching strategies, differentiation and blending and remote learning.
- All students will be assessed on their learning in a variety of ways and will receive regular, high quality feedback and participate in regular self-assessment.
- All students' social-emotional and mental health needs will be assessed and addressed within the learning environment.
- All students will participate in regular high-quality and developmentally appropriate social-emotional learning
- Teachers will focus on priority standards to focus, prioritize and accelerate instruction
- All students will have access to high quality supports and scaffolds to meet their academic and social-emotional needs
- Communication channels with students and families will remain open and students and families will be asked regularly for input and feedback.

Learning Environment

Families will have the choice of one of two learning environments during Phases 4 and 5 of the Safe Start Plan.

Option #1: Flexible Hybrid Learning Environment

Students will attend school in-person four days a week, with Friday being a remote learning day.

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In the morning, students will attend 3 of their 6 classes in a block schedule format (providing longer class times and less transitions) and will see all of their classes two times per week, including their Grade Level Advisory for social emotional learning.

In the afternoon, students will attend a flexible Learning Lab that will offer different supervised, scheduled offerings. The schedule will vary by day and will offer multiple options, including:

- Supervised work time with teachers
- Teacher Office Hours for additional support
- Small Group work times with teachers
- Support Lab (students, especially Middle School students, will be able to get support in study skills and time management)
- Scheduled Enrichment Activities
- Teacher Prep Time

A student's Learning Lab schedule may change weekly depending on what their current needs are.

Students may opt-out of the in-person afternoon Learning Lab, choosing instead to attend Learning Lab from home and leaving the building prior to the start of lunch.

On Fridays, all students will work remotely from home on assignments given by teachers.

Option #2: Remote Learning Environment

Students will work fully remotely and will not attend classes in-person. Instead students will log in live to their classes (synchronously) via Google Meet or Zoom, following the same bell schedule as the in-person students. They will be expected to attend every class session; attendance will be taken.

On Fridays, students will have mandatory small group remote meetings with all of their teachers, to check-in and have any questions answered.

Regardless of the learning environment chosen, all students enrolled in the same course will receive the same content taught by the same teacher and will have the same expectations and learning outcomes. All students will be enrolled in 6 courses and, in the high school, courses will continue to meet the requirements of the Michigan Merit Curriculum. Courses will continue to be designed and taught by Kensington Woods Schools teachers.

Teachers will utilize Google Classroom to post class content and assignments for all students. Teachers will utilize Google Meet and/or Zoom to allow students at home to log

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into classes live (synchronous learning) and students will be expected to do so. Teachers will also record and post class sessions in Google Classroom for all students to review at later times as needed. Content will therefore be accessible to all students at all times.

On Fridays, teachers will meet with their Remote Environment learners in mandatory remote meetings. All students will have defined assignments to work on.

This consistent learning structure across all learning environments will create consistency in learning throughout the school as well as make for an easier transition to remote learning for students who may have to quarantine at home for a time period or should the building have to be closed for in-person learning at any time.

In addition:

- Families will be asked to commit to their learning environment choice in advance, by marking period to allow for planning and consistency.
- Students and families will be provided orientations (in-person and remote) in the first days of school for all technologies utilized to support their remote work.
- Teachers will have regular, scheduled office hours after school where any student can receive support as needed.
- Advisories will meet regularly to allow for social-emotional learning, relationship building and development of school culture.
- Families will be surveyed for their access to technology and high-speed internet in August. Appropriate technology, like wifi hotspots, will be provided to families who express a need for it. Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use at home.
- Any student enrolled at Kensington Woods will be eligible to participate in any extracurricular activity that Kensington Woods offers, regardless of learning environment chosen.
- An attendance system will be developed to monitor all students' attendance.
- A variety of supports are already built into the curriculum and Advisory program at Kensington Woods for postsecondary transitions and will continue for all students.
- Families will be communicated with regularly about student progress and potential needs for additional support, through the school grading system, MiStar, regular progress reports, regularly scheduled parent/teacher conferences throughout the year and email/phone communications between parents and students.
- Student 504s will be reviewed by teachers and revised as necessary to reflect evolving needs of students stemming from time away from in-person learning and

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associated services as well as new needs that may have risen. This evaluation will be based on assessment data and feedback from students, parents and teachers. Learning environments (remote, hybrid and/or in-person) will be considered when accommodations are considered, especially in regard to appropriate technology needs.

Special Education

- When in-person instruction is provided to students without disabilities, Kensington Woods will provide in-person instruction to our students with disabilities, consistent with their individualized education plan.
- When the building is closed to in-person instruction, Kensington Woods will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- Student IEPs will be reviewed by special and general education teachers and revised as necessary to reflect evolving needs of students stemming from time away from in-person learning and associated services as well as new needs that may have risen. This evaluation will be based on assessment data and feedback from students, parents and teachers. Learning environments (remote, hybrid and/or in-person) will be considered when accommodations are considered, especially in regard to appropriate technology needs. Kensington Woods will, to the extent practicable and necessary, make individualized determinations whether and to what extent recovery and/or compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- A continuation of services plan for students needing occupational, physical and/or speech and language therapy will be developed, including appropriate evaluations by school psychologists and social workers.

Communication and Family Supports

- Expectations regarding students' return to school, expectations, schedules, learning environment choices and reopening plans will be clearly communicated with families in multiple communication methods.
- A variety of resources will be shared with families, prior to school reopening as well as continuously throughout the school year regarding academic support, social-emotional needs, mental health and strategies to support students at home.
- Students and families will be provided orientations (in-person and remote) in the first days of school for all technologies utilized to support their remote work.

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- Families will be communicated with regularly about student progress and potential needs for additional support, through the school grading system, MiStar, regular progress reports, regularly scheduled parent/teacher conferences throughout the year and email/phone communications between parents and students.

Professional Learning

Teacher report back to school two weeks prior to the start of the school year, on August 17. During the two weeks of professional development, they participate in professional development designed to support development of curriculum, growth in instructional technique and pedagogy, collaborative work and preparation for the school year.

This year the professional development will include work in:

- Developing new skills in and becoming proficient in remote and blended learning strategies and technologies (Google Classroom, Google Meet/Zoom, Google Suite, operation of recording equipment, etc.)
- Blended and remote student engagement and assessment strategies
- Social-emotional learning and mental health, including trauma-informed best practices and well-being
- Strategizing supports for struggling students
- Choice Theory
- Safety protocols
- Culturally responsive teaching and implicit bias
- Collaboratively planning curriculum and shared protocols for all learning environments
- Collaboration in sharing and developing best practices
- Classroom preparation work time

All Fridays are half days at Kensington Woods. On Friday afternoons, staff participates in staff meetings and professional development. This year, the work on Friday afternoons will focus on:

- Collaborative work in blending/remote learning and planning curriculum
- Strategizing supports for struggling students or students in need of acceleration
- Professional development on best practices in education
- Staff meetings (a weekly email with important announcements will be prioritized to limit staff meeting length)

Professional development will happen in person or remote, depending on the topic, need and current levels of safety.

Phase 5 Operations

Facilities

Prior to Reopening for In-Person Instruction

- Cleaning and disinfecting supplies will be inventoried and a plan will be developed to identify what still needs to be acquired and how/when it will be acquired, coordinating with local agencies as necessary.
- The building will be audited for size, quantity and location of all classrooms and alternate spaces like the gym and cafeteria to locate the best areas to host classes depending on the class size and layout. A schedule will be developed prior to classes starting to schedule classes in enrollment-appropriate spaces to allow for maximum social distancing.
- Custodial staff and administration will review OSHA and CDC cleaning guidelines, making sure best practices are built into the cleaning regimen for all school facilities, as well as incorporating any local guidance when/if it is issued and applicable training. The procedures will be updated as updated guidelines are released from OSHA and CDC.
- A schedule will be developed to make sure all frequently touched surfaces undergo cleaning at least every 4 hours with an EPA-approved disinfectant or diluted bleach solution, based on custodial and class schedules.
- Custodial staff will identify and create a list of frequently touched surfaces
- Custodial staff and administration will work with building landlord to verify that the building and all spaces has efficiently running HVAC systems, adequate ventilation and clean air filters.
- Soap and hand sanitizer dispensers, other hygiene supplies, paper towels, tissues and trash receptacles will be provided to each classroom and common areas and will be checked daily and restocked as needed.
- Signage and information regarding hand hygiene, cough etiquette and nose blowing will be posted and shared through various school communication channels.
- Custodial staff will follow CDC guidelines regarding use of facial coverings, special respirators and PPE when performing cleaning duties.
- Custodial staff and school administration will conduct regular facility walk throughs to ensure that classrooms, common areas and exterior spaces are safe and prepared for students and staff.
- Appropriate PPE and facial coverings will be procured for students, teachers and staff.
- A deep cleaning of the building will be conducted over the summer months.
- Should the building close to in-person instruction, custodial staff will maintain facilities to allow for resumption of school operations when possible.

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Budget, Food Service, Enrollment and Staffing

Prior to Reopening for In-Person Instruction

- Student arrival and dismissal procedures will be evaluated and altered as needed to allow for safety and efficiency.
- At this time, all staff has identified that they are returning in the fall. No new staffing is needed. Existing staff will be utilized to fill any new needs that arise due to COVID-19 changes.
- At this time, students have identified if they plan on returning in the fall and will be able to elect their choice of learning environments based on their individual needs and preferences.
- EDUStaff, the school's substitute staffing company, has been contacted and has communicated information about substitute availability and their plans to maintain substitute availability. Regular building substitutes have been communicated with as to their intentions of working in the fall.
- Items to purchase through the CARES act funding are in the process of being identified and the application will be completed to allow for timely purchases.
- Start of school communications and materials like handbooks, planners and start of year forms will be updated and communicated through print and digital means.
- Legal counsel and additional resources will be contacted as needed to address appropriate COVID-19 concerns.
- During the two weeks prior to school starting, staff will be notified and trained in any changes to school protocols and policies.
- Administration will work with the financial department to create and maintain budgets.
- Master schedules, class schedules, classroom assignments, arrival/dismissal schedules, staff supervision schedules, lunch schedules, etc. will be planned with student safety in mind.
- There is no food service provided by the school. If there were to be food distribution, it would comply with local public health guidelines.

Technology

Prior to Reopening for In-Person Instruction

- A survey has been designed and will be sent out to families in August to inventory the devices they have available for remote learning and access to high-speed internet, as well as any concerns they have regarding technology for remote learning. The results from this survey will be used to identify specific needs that the school needs to invest in to support remote learning.
- In March 2020, prior to the beginning of remote learning and distribution of technology, the school shared a survey with the families. Approximately 85% of

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families replied. Those who did not reply were reached out to individually. Results of the survey indicated:

- 90.6% of students had access to reliable, high speed internet at home.
- 89.6% of students had access to a laptop, tablet or Chromebook they could do schoolwork on.
- 11.3% of students would have to wait until an adult got home from work to access a device they could do schoolwork on.
- 19.8% of families would have to share a device with siblings in school to be able to complete schoolwork.
- Students who need access to technology (devices, internet access) will be provided with needed technology should the family choose a remote learning environment or the school is required to close for in-person instruction.
- Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use, regardless of where they are working.
- The school contracts with a technology and network consulting company that provides support and maintenance for all technology in the building, including working with students and staff on trouble shooting issues. Administration has been working with the firm to develop procedures and plans regarding school needs for the fall for in-person and remote situations.
- Teachers will participate in professional development during the two weeks prior to school starting and throughout the school year on remote and blended learning strategies, technologies and tools.

If the Building were to Close for In-Person Instruction

- Due to prior surveys and technology distribution, students will already be equipped with needed devices and technologies as well as already be trained in its use.
- The technology contractor will continue to evaluate and maintain building and device technology, regardless of learning location.
- Teachers utilize the same learning and documentation platforms (Google Classroom, MiStar, etc.) regardless of the learning situation, allowing for clear, consistent transitions from remote to in-person learning and back.
- Students will be given mandatory orientations at the start of the school year on various learning platforms that will be used throughout the year, both in-person and remotely. Parents will be provided remote and in person orientations on various learning platforms that will be used throughout the year, with both in-person and remote options based on need and current safety situation. Trainings will also be maintained on the school website and/or Google Classrooms so parents and students can access at any time. Part of the orientation will include how to access tech support.

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When the Building Reopens for In-Person Instruction

- Loaned devices that are returned will be collected, sanitized and evaluated for maintenance needs before being returned into circulation by technology contractor.
- Teachers utilize the same learning and documentation platforms (Google Classroom, MiStar, etc.) regardless of the learning situation, allowing for clear, consistent transitions from remote to in-person learning and back.
- The technology contractor will continue to evaluate and maintain building and device technology, regardless of learning location.

Transportation

- Kensington Woods Schools does not provide students transportation

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Friday, August 14, 2020 10:09 AM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
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GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

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

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