



# **COVID-19**

## **Preparedness and Response Plan**

### **2020-2021**

#### **INSTRUCTIONS:**

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

1. Download and save the COVID-19 Preparedness and Response Plan to your computer prior to filling it out.
2. Complete the report and make sure to save it to your computer.
3. Submit the entire completed report in Epicenter. **Deadline: August 14, 2020**



2950 McCracken St. | Norton Shores, MI 49441  
Phone: 231-766-7500 | Fax: 231-766-7215  
Ms. Lept Montessori.com

## COVID-19 Preparedness and Response Plan

**Address of School District:** 2950 McCracken St. Norton Shores, MI 49441

**District Code Number:** 61900

**Building Code Number(s):** 01966

**District Contact Person:** Melissa Manning

**District Contact Person Email Address:** [melissamanning@choiceschools.com](mailto:melissamanning@choiceschools.com)

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**Local Public Health Department:** Public Health - Muskegon County

**Local Public Health Department Contact Person Email Address:** Kathy Moore,  
[mooreka@co.muskegon.mi.us](mailto:mooreka@co.muskegon.mi.us)

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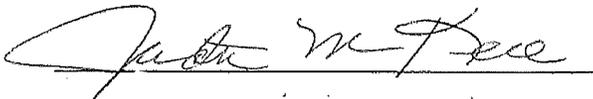
**Name of Intermediate School District:** Muskegon Area Intermediate School District

**Name of Authorizing Body:** Ferris State University

**Date of Adoption by Board of Directors:** 7/29/2020

### Assurances

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



\_\_\_\_\_  
President of the Board of Directors

7/29/2020  
\_\_\_\_\_  
Date

## **Introduction and Overview**

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

### **Academy Narrative:**

Muskegon Montessori Academy for Environmental Change is a school community located in Norton Shores, Michigan. We serve roughly 160 Preschool through 8th grade students, and have a staff of 20. The staff brings love, knowledge, and passion for the school community and stakeholders. Our school community is an educational partner, and we seek out their feedback and input.

Our school leadership team has met and continues to meet to remain connected to our mission, and create collaborative opportunities to ensure that we are developing a plan with the safest possible procedures, high quality education, and differentiated instruction.

We have had multiple touchpoints with our community stakeholders, to seek their perceptions and feedback including surveys and virtual Meet and Greets. We have also sought the input of our board members, teachers, staff members, MAPSA, legal council, universities, and other school leaders. With these collaborations, and aligning to the Michigan Return to School Roadmap, we have created multiple plans to ensure every procedure and detail was identified before opening our school.

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

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

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

### **Academy Narrative:**

If our Region has been determined to be in Phases 1, 2, or 3 on the MI Safe Start Plan, Muskegon Montessori for Environmental Change will provide education through Google Classrooms and will work to integrate a Learning Management System (LMS). The school building will be closed for in-person instruction. School uniforms will still be required for students to wear, when meeting remotely with teachers and classmates, to remain connected as a school community and for our students to identify that when they get dressed for school they are ready to learn.

School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators. MMAEC staff will come to the building Monday through Friday for live (synchronous) and learning experiences assigned by teachers to be done at a different time (asynchronous) learning experiences for our students. Staff dress code will still be required to ensure a professional working environment.



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MMAEC will provide meals through our partnership with Mona Shores Public Schools. Weekly food distribution will occur on Wednesday or Thursday, as we are still seeking a definite answer from the Director of Dining Services at Mona Shores Public School.

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

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

### Academy Narrative:

MMAEC is researching alongside our school psychologist to implement a mental health screening for all students by a trained professional, if possible. Any screening considered will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

We will establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams. Staff will continue to have data based-decision making procedures in place to identify and refer at-risk students during continued weekly PLC’s. All staff will be provided with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support. The professional development will be focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. MMAEC staff will continue to follow our Professional Development calendar to ensure ongoing training and development. We will also have periodic social-emotional check-ins

MMAEC will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources. This will be activated efficiently as needed (e.g., loss of student, loss of a school staff member), and regularly updated. This comprehensive list of wellness resources will be available to both staff and students, in collaboration with the Muskegon Health Department.

Below is a current list of resources:

- Talking to kids about the coronavirus-ChildMind
- Just for Kids: A comic exploring the new coronavirus-NPR
- Talking to teens and tweens about the coronavirus-NYTimes
- PBS videos and resources.

- JED Foundation-this is a emotional health hotline to prevent suicide for our nation’s teens and young adults. Text “START” to 741-741 or call 1-800-273-TALK (8255)
- Coping and Dealing with COVID via CDC
- National Association of School Psychologists
- Supporting students with Autism Spectrum Disorder and COVID-19

MMAEC will establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Surveys will be created and implemented to ensure that physical and mental health status is reported. We will provide resources for staff self-care, including resiliency strategies. Self-care resources will be provided in a mental health newsletter that will be sent monthly. The School Leader is the mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. MMAEC does not have a school social-worker or school psychologist, and we will leverage MDE resources for student and staff mental health and wellness support. These resources will be shared in newsletters and Facebook posts.

Communication channels will be activated for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). We will share mental health hotlines with our school community via newsletters and social media. Communication with parents and guardians regarding the return to school transition information will include: destigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

## Phase 1, 2, or 3 Instruction

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

## Academy Narrative:

### Governance:

MMAEC has created a Return to Instruction and Learning working group. This workgroup includes the Choice Schools curriculum department, teachers, and the Return to School Team. We have, and will continue to: gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups. We will also revise the school's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness if needed. MMAEC will also share the district’s remote learning plan with all involved stakeholders. Time and standards mastery will depend on students' needs and will be available during synchronous and asynchronous learning experiences. We will follow suggested age appropriate time on-screen for instruction of new materials, with extended time for independent work and practice (for example: work packets, reading/math/science journal).

## **Remote Instruction**

We will ensure that remote learning plans are revised based on feedback and input from school leaders, educators, families, and students. This revision, if needed, will be distributed to all involved stakeholders in their home language. MMAEC will continue virtual meetings with families for ongoing feedback regarding our Google Classroom and will work to integrate a Learning Management System (LMS) implementation.

MMAEC will activate remote learning programs, at scale, to deliver standards-aligned curricula and high-quality instructional materials. MAEC staff will provide live synchronous instruction along with follow-up asynchronous learning experiences to assist in student mastery demonstration, promote student engagement, consistency, and differentiation. We will assess every student in grades preK-8 during the first few weeks of school. We will use a screener, diagnostic, or formative assessments (NWEA) that can be given online or conducted virtually. We will do this to understand where students are academically and inform instructional decisions for teachers, students, and families.

MMAEC will also review students' IEPs and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. MMAEC will have professional development for staff in August on how to best support our special needs students. We will also commence online intervention and support services. MMAEC plans to provide reading intervention with our students, provided by our Literacy Coach. We will establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consideration of students' needs around accessibility and providing assistive technologies, will happen when possible. We will conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support. Various formal and informal assessments will be utilized including Curriculum Based Measures (CBM) to monitor progress of students. We will remain connected with MDE about policies and guidance. We will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists, social workers, speech pathologists, and occupational therapists. Choice Schools utilizes Detroit Children's Institute for occupational, speech, and physical therapy and will continue to use these services.

## **Communication & Family Supports**

MMAEC will implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit). We will continue weekly newsletters, social media updates, and virtual meetings. This will include: expectations around the duration of the closure and reopening, decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. We will also communicate resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child. This will also include; training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.

### **Professional Learning**

During phases 1 through 3, MMAEC will continue to provide professional learning and training through virtual modes for educators to: offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning. We will share information and student assessment data results. We will also share progress and completed assignments during our weekly PLC's. We will learn how to use the school's digital systems and tools appropriately and sustainably; and teachers will have an opportunity to share digital tools and systems that are working well for them and their students.

### **Monitoring**

MMAEC will activate plans to monitor and assess connectivity and access. At MMAEC we have sent out surveys around connectivity, and will seek out and share free and reduced cost Wifi resources. We also have one to one devices for our students. We can share resources for connectivity, and are looking into Wifi extenders into our parking lot that would provide families free Wifi. Attendance systems to monitor and track students' online attendance will occur on a daily basis. Teachers will assess the quality of student work and provide feedback to students and families. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

## Phase 1, 2, or 3 Operations

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

## Academy Narrative:

### Facilities

MMAEC will audit necessary materials and supply chain for cleaning and disinfection supplies. Office Manager, Custodian, and Principal are in constant communication with each other around cleaning supplies and needs for the school. We will continue to maintain schools in good working order to prepare for the subsequent return of students, and execute school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties. We will coordinate with the local janitorial supply company for support with procurement of cleaning and disinfection supplies.

### Technology

MMAEC will continue to survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. We currently have one to one devices for our students. The School Leader will be the single point of contact in the school to plan and communicate with our technology team. We will develop a school technology plan. If possible, this will include training and support for educators to adapt remote learning for the classroom. Our technology department will be utilized to identify a device and/or general technology support lead for our school. School Leader and staff will share contact information on intranet and/or internet options for families. MMAEC will work to share with our families places for free or reduced cost internet options locally.

Parents will call the front office or reach out to their child’s teacher and with technology needs. MMAEC will develop a school-wide procedure for the return and inventory of

district-owned devices as part of a return to school technology plan. The procedures plan includes: safely accepting the device; sanitizing the devices prior to a repair or replace evaluation; ordering accessories that may be needed over the summer; and conducting prepared maintenance routines to remove malware and fix standard issues. These issues could include: screen, keyboard, or battery replacements. Our Return to School Team will create a tracking Excel spreadsheet that will record the computer ID. We will collect broken devices and provide a loaner, while the device is getting fixed as needed.

When we communicate with our families during instructional times, we will periodically check-in with them with how the device is working. Students will utilize Google Classrooms and work to integrate an LMS to further enhance online learning opportunities. Our Return to School Team will define expectations for attendance, and time on schooling by grade level for students and teachers.

MMAEC will schedule ongoing staff training on various technology platforms and tools. We will review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology. We will research and share technology connectivity resources for our families.

### **Budget, Food Service, Enrollment, and Staffing**

MMAEC partners with Mona Shores Public Schools to provide meals to students. Meals will be dropped off at MMAEC on Wednesdays or Thursdays for the entire week, and families can pick up their food then. We will share this information via newsletters, social media, and phone calls.

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

### Phase 4 Safety Protocols

- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Personal Protective Equipment protocols identified as “**Required**” on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings. Identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements.
- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Hygiene protocols identified as “**Required**” on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.
- Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.
- While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, if the Academy decides to offer in-person instruction, describe which, if any, practices the Academy will implement.
- Describe the Academy’s plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as “**Required**” on page 26.
- Describe the Academy’s plans to ensure compliance with Athletic and Cleaning protocols identified as “**Required**” on page 27.
- Describe how the Academy will comply with each of the Transportation protocols identified as “**Required**” protocols on page 28.
- Specifically identify which protocols on pages 22-28 that are identified as “**Strongly Recommended**” that the Academy will not implement.

### Academy Narrative:

#### Personal Protective Equipment REQUIRED

Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings

must be washed daily, and disposable facial coverings must be disposed of at the end of each day. Any staff member who cannot medically tolerate a facial covering must not wear one. MMAEC staff will be asked to provide a doctor's note stating that they cannot medically tolerate a facial covering. We have purchased both disposable facial coverings and facial shields for staff members. PreK-5 and special education teachers will consider wearing clear masks. MMAEC will purchase transparent masks for our PreK-5 teachers.

Facial coverings must always be worn in hallways and common areas by Pk-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Homemade facial coverings must be washed daily, and disposable facial coverings must be disposed of at the end of the day. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Students will be cohorted into their classes to reduce the exposure to other students and staff members, including breakfast and lunch in the classroom. We have purchased extra disposable masks.

Facial coverings must be worn in classrooms by all students grades 6-8. Any student who cannot medically tolerate a facial covering, or unable to remove the facial covering without assistance, must not wear one. A doctor's note will be required. MMAEC will have 6th-8th grade students cohorted into their classes, and will take steps to reduce exposure in the hallways.

\*Facial coverings will be required for Pk-5 students when in motion in classrooms. If a student is not medically able to tolerate a facial covering a doctor's note will be required.

### **Hygiene (Required)**

MMAEC will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). MMAEC has purchased these supplies and will hang signage reinforcing proper handwashing techniques. We will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. The first week of school will be a Return to School Orientation, where students will practice hygiene procedures. In addition, as part of their daily schedules, teachers will have hand washing steps with soap and water every 2-3 hours. Finally within the classroom, personal items and supplies will be individually labeled in cubbies, containers, or lockers. If materials are going to be used among a small group, these resources will be disinfected between use.

### **Hygiene (Strongly Recommended)**

We will educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed or sanitized immediately using proper hand hygiene techniques. This will be taught and practiced during and after our two week return to school boot camp for teachers and one week return to school orientation for students. School Leader will systematically and frequently check and refill soap and hand sanitizers. Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. This will be done in the classroom. We will limit sharing of personal items and supplies such as writing utensils. Individual supplies will be used, community supplies will be limited and will be sanitized between use. Classrooms will keep students' personal items separate and in individually labeled cubbies and containers. Student personal items will be limited and will be kept in labeled cubbies/containers. We will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use. Classrooms will be supplied disinfectant. Seven sanitizing stations will be purchased and will be placed at exterior doors. Medical Grade HEPPA Air Purifying Systems will be purchased and placed in each classroom, and office.

### **Spacing, Movement, and Access (Strongly Recommended)**

\*Class sizes will be kept to the level afforded by necessary spacing requirements. Based on parent/guardian survey data, 50% of our families are looking for an online learning opportunity provided by MMAEC staff. This will naturally provide social distance between our students. We will follow this strong recommendation as much as possible, but may be limited depending on our building, classrooms, and number of students that select in-person instruction. In classrooms where large tables are utilized, we will space students as far apart as feasible. When feasible we will be mindful of the Montessori experience. MMAEC staff has a professional development on August 17th around this topic.

Staff members will be asked to be mindful of maintaining a six feet spacing between themselves and students to the best of their, and the student's ability and situational need. Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials. This strong recommendation will continue to be shared with families, via. newsletter, social media, personally, and with signage

Signage will be posted and proper spacing procedures will be practiced. Floor tape or other markers will be used at six foot intervals where line formation is anticipated. We will implement social distancing floor/seating markings in waiting and reception areas. MMAEC will post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. When an adult guest enters the building, they will be screened for symptoms, wear

a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building are already in place.

### **Spacing, Movement, and Access (Recommended)**

If a classroom has windows that can open, they will be open as much as possible, weather permitting. Medical grade HEPPA filters will be purchased for all classrooms and child care spaces. We have grouped our students to isolated hallways or areas that can be monitored. Lunch and recess schedules have been modified to limit hallway traffic.

Multiple family surveys have gone out, and according to that data about 50% of our school community would like to choose a virtual option. This will naturally socially distance our school, therefore not requiring a staggered school schedule. To support the entire student body receiving a high quality education in a safe environment, we have elected to host students Monday-Friday. Students may select an in-person or virtual option (synchronous and asynchronous). Based on our hybrid model, our in-person students will receive 5.5 hours of daily (M-F) instruction in the building, and a digital learning experience for 1.5 hours.

Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways. Breakfast and lunch will be brought to the classrooms, and alleviate hallway traffic. Recess schedules are staggered, and a bathroom schedule may be considered.

Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. Arrival and dismissal processes have been reviewed to accommodate congestion. We will be sharing our entrance plan with families to demonstrate the new procedures and expectations. Videos will also be created and shared with families via social media.

### **Screening Students and Staff (Required)**

MMAEC will cooperate with the local public health department regarding implementing protocols for screening students and staff. Our first step has been to make connections with our Muskegon Health Department, Kathy Moore.

See “Strongly Recommended” Section

### **Screening Students and Staff (Strongly Recommended)**

School leader is the designated staff member who will designate a quarantine area, and to care for students who become ill at school. Quarantine area has been identified and has access to an exterior door. We are also purchasing HEPPA air purifiers for the quarantine room. Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask. The school leader and other staff will wear proper masks until the child can be picked up. Symptomatic students sent home from school must be kept home until they have tested negative or have completely recovered according to CDC guidelines. The school will assist in coordinating transportation by the parent, guardian, emergency contact or ambulance if clinically unstable, for off-site testing.

Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will be required to stay home. Our screening process with staff begins before they step into the building. The staff will respond to a survey with questions regarding their health using CrisisGo. If there is a response that is in question, we will contact the Health Department for more guidance. The survey will request information about respiratory issues, gastrointestinal symptoms and fever over 100.4 degrees.

A monitoring form (paper and electronic will be available) for screening employees and Crisis-Go will be an electronic program used for the staff check-in prior to arrival on-site. Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will be required to stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families are also encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

### **Testing Protocols and Staff Responding to Positive Cases (Required)**

Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. See Strongly Recommended for MMAEC plan.

### **Testing Protocols and Staff Responding to Positive Cases (Strongly Recommended)**

Students who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing. Staff who develop a fever or become ill with

COVID-19 symptoms at school will be required to continue wearing a mask and be transported for off-site testing.

Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19 or are fever free for 72 hours, or have been released from isolation according to CDC guidelines. Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 10 days at home. Students and staff will be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended, only those that develop symptoms require testing for COVID-19. Communication will be key for our families. Families will be notified of the presence of any laboratory or positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home ADA confidentiality laws will be respected through the communication and such laws will be shared with staff during professional development.

### **Testing Protocols for Students and Staff and Responding to Positive Cases (Recommended)**

Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners (thermometers will be available at school if parent does not have access to a thermometer); students with a temperature of 100.4 or greater must stay home and consider coronavirus testing. Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Local Health Department will initiate contact tracing along with support from the school, following regular public health practice. Anyone who was suspected as exposed to the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 10 days after exposure. Local health officials, depending on the situation, may identify other contacts with their primary care provider.

### **Responding to Positive Tests Among Staff and Students (Required)**

MMAEC will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school. MMAEC will work closely with the Health Department to ensure that we are in compliance.

### **Responding to Positive Tests Among Staff and Students (Strongly Recommended)**

MMAEC will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 10 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. MMAEC will help the local health department by collecting data and contact information of those exposed. Staff will be provided guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

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

Cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

### **Food Service, Gatherings, and Extracurricular Activities (Required)**

MMAEC will prohibit indoor assemblies that bring together students from more than one classroom. Breakfast and lunches will be delivered and eaten in the classrooms. We will not have any assemblies.

### **Food Service, Gatherings, and Extracurricular Activities (Recommended)**

Classrooms or outdoor areas will be used for students to eat meals at school. Breakfast and lunch will be brought to the classrooms. Meals will be delivered to the classrooms with disposable utensils. Serving and cafeteria staff will use barrier protection including gloves, face

shields, and surgical masks. Students, teachers, and food service staff will wash hands before and after every meal. Large scale assemblies, and off-site field trips of more than 50 students are suspended.

Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. Lunch and recess schedules were adjusted to help ensure one class at a time and each class will have their own separate recess equipment.

### **Medically Vulnerable Students and Staff (Strongly Recommended)**

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

We will create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments. Staff will work through Human Resources at Choice School Associates, students will work through the school leader.

### **Medically Vulnerable Students and Staff (Recommended)**

We will seek feedback from all of our stakeholders including medically vulnerable staff and students to regularly revisit our Preparedness and Response Plan and its effectiveness for all. We will share results that require changes to the plan with all involved stakeholders. Professional Development around how to best support our special needs students will be conducted in August.

School leadership will work with human resources to accommodate staff who are considered high-risk.

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

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

#### **Academy Narrative:**

MMAEC will implement all the same in Phase 4, as in Phases 1-3.

## Phase 4 Instruction

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

### **Academy Narrative:**

#### **Governance:**

MMAEC will follow the Governance from Phases 1-3.

#### **Instructional Plan**

August 3rd we will send home “A Declaration of Intent” for our school community. Families must choose between In-person (5 days a week for 5.5 hours in-person and 1.5 hours digital learning extension) or Remote learning. This choice will be for the entire 1st trimester, then after that families will have the opportunity to change if we are in phase 4-5..

**Return to School Orientation:** The first week of school will be a back to school orientation where students will practice both in-person and remote learning to promote a fluid learning environment, no matter what phase we are in and practice the in-person routines and procedures. The schedule will be as follows:

- Monday 8/31 All online (Online learners may be asked to come to the building for NWEA testing)
- Tuesday 9/1: In-person will come to the building and remote will meet virtually
- Wednesday 9/2: All online (Online learners may be asked to come to the building for NWEA testing)
- Thursday 9/3: In-person will come to the building and remote will meet virtually
- Friday 9/4: No school
- Monday 9/7 No school
- Tuesday 9/8 Begin the instructional delivery model of the families choice 5 days a week or remote.

**In-Person:** Google Classroom with the integration of a Learning Management System will serve as a hub for the student's classwork for all students whether they are in the building Monday-Friday or having learning remotely due to a closure. Resources and assignments will be available through the platform. Assignments will be submitted through the site, graded and feedback will be shared. Google Classroom will help organize thinking for students and staff that will support families when they are in school or learning from home to ensure the fluidity of learning no matter what phase we are in. We will be working to integrate a Learning Management System with Google Classroom this school year. Students will be in classrooms with highly qualified staff who will be designing the lessons.. Staff will share instruction based around their priority standards in core subject areas with comprehension, analysis, and enrichment to support learning. Our day will begin with breakfast, 5.5 hours of in-person instruction and 1.5 hours of our digital learning extension.

**Remote Learning:** The goal of remote learning to feel as much like a school day, as if they were in the classroom. The students will have access to teachers live through Zoom and Google Meet as a communication tool to provide synchronous and asynchronous learning experiences. Staff will connect with students to do live lessons, then asynchronously (recorded) to support students with their assignments and content explanation. We will utilize both the teacher and teacher assistants in the classroom for both in-person and online. Google Classroom will be utilized as our online platform with an LMS integration being designed. After 2:00, this will be a time that remote students connect with the teacher and/or teacher assistant one on one, or in a small group. Expectations for demonstrating mastery of standards will be shared.

**Subgroups:** To best support students who are in need of special education services, have 504 plans, or require English or Math interventions, we will have specific steps to support each student. If the students are on the campus, students will receive support through our traditional

routes to meet IEP and 504 times and services. We will also continue to support differentiation and support students who require more time and spiralled teaching to fill gaps that may exist. Together with parents, our special education team will work to support IEP's and contingency learning plans. These service times will occur through zoom calls and service provider platforms. Service providers will be supporting the curriculum or working on skills that will support work towards student goals.

Priority Standards: Our best approach to uncertainty going into the year was to work backwards with our instructional staff. We have worked to identify the most essential standards and skills needed in each subject and course. Through this process we were able to have discussions into best methodology of delivery and best practices. Determining grade-level proficiencies, feedback practices, and resources needed, staff will have a full understanding of the essential standards. These will be revisited throughout the course/year to ensure full understanding before advancing to the next grade/course.

### **Instruction (Strongly Recommended)**

We have worked to integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. See instructional plan above.

We will make expectations clear to all staff around hybrid or remote instruction that include: best practices for blended or remote learning; Professional Development will be provided in August and throughout the year that include: grade-level proficiencies; modes of student assessment and feedback; differentiated support for students; the inclusion of social-emotional learning; and guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

MMAEC will set an instructional vision that ensures that: every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. Various formal and informal assessments will be utilized, including NWEA. Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. MMAEC will continue to implement grade-level curricula that are aligned to Michigan K-12 standards. School leadership will support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

We will also revise students' IEP, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We will work in collaboration with our curriculum and instruction team and Director of Specially Designed Instruction and Student Services to ensure compliance. MMAEC will commence intervention

COVID-19 Preparedness and Response Plan

and support services. We will establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible. Intervention and support can be implemented in-person and remotely.

MMAEC will inventory all intervention programs and services available to students on the district and school level and identify any gaps, remain connected with MDE about policies and guidance, and develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologist, social worker, speech and language pathologist, and OT therapist.

### **Communication and Family Supports**

MMAEC will implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share: expectations around their child's return to school; clear information about schedules and configurations, if hybrid; information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and plans for each of the different school opening scenarios.

We will also provide resources that demonstrate MMAEC values parents as partners in their child's education. Offer family supports that provide families with: training about how to access and use the school's chosen digital systems and tools; supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; opportunities to build their digital literacy; and strategies to support their child's learning at home.

MMAEC will provide adequate time for schools and educators to engage in: intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed; We have a two week professional development bootcamp that will provide staff with professional development around Montessori experiences in the COVID-era, how to best support our students with special needs, Google Classrooms and LMS implementation PD, and time to create a virtual learning experience with students.

During weekly PLC's we will identify students who did not engage in remote learning and develop a plan to provide additional support, if needed. We will share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year; identify students who potentially need additional support; share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning; ongoing PD and coaching; and create a plan for professional learning and training. Our training goals will align with the Roadmap and offer restorative support for teachers and learning around equity, implicit bias, social-emotional learning, and culturally responsive education. Throughout

the school year we will; train school leaders and teachers thoroughly in the chosen digital systems and tools. We will build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

MMAEC will ensure that every student: has access to standards-aligned, grade level instruction, including strategies to accelerate student learning; is assessed to determine student readiness to engage in grade-level content; and is offered scaffolds and supports to meet their diverse academic and social emotional needs. The School Leader will conduct checkpoints around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration. Student data reviews to identify overall trends and gaps in student learning to design systemic supports and interventions will also occur. We will conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed. Staff will also procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.

Expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level to increase teachers' and students' familiarity with online learning in case of a return to remote instruction will be set. We will support our families through regular communication about their child's progress and the targeted plans for students in need of additional support.

## Phase 4 Operations

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

### Academy Narrative:

#### **Facilities (Strongly Recommended Before Schools Reopen for In-Person Instruction)**

MMAEC will audit necessary materials and supply chain for cleaning and disinfection supplies, coordinate with our local janitorial supply company.

Our Return to School Team will provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day. We will alert school-based custodial staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies. Custodial and facilities staff will review and make actionable district guidance regarding cleaning and disinfection, and advanced training for custodial staff will be conducted. Deep cleaning is and will continue over the summer.

Our Return to School Team has done an audit of all school buildings with a focus on: how many classrooms are available; the size of each classroom; additional spaces that are available; and the ventilation in each classroom. A recommendation has been made to purchase HEPPA Air Purification Systems for all classrooms.

Building maintenance for in-person school operations will occur including: check HVAC systems at the building to ensure that they are running efficiently, air filters will be changed regularly. Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between spaces, and signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.

Custodial staff will follow guidance from the CDC about the use of facial coverings in use when performing cleaning duties. School leader will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students. Level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs will be ordered as well as surgical masks for custodial staff, while performing cleaning duties.

### **Budget, Food Service, Enrollment, and Staffing (Strongly Recommended Before Schools Reopen for In-Person Instruction)**

Our Return to School Team has assessed student arrival protocols, this will include how students arrive at and depart from school (e.g., dropped off via car, walk, public transportation). We will support staff and student outreach to understand who is coming back, this will include: a breakdown of the staff – administrators, educators, support staff, access to consultative nursing services., etc.

We will communicate any student enrollment or attendance policy changes with school staff and families, and Choice School Associates will help to provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely if necessary.

MMAEC will continue to spend funds available through the CARES Act for key purchases (e.g., cleaning supplies and staffing).

We will inventory how many substitute teachers are available as part of our staffing plan and work with EDUSTAFF. Any updates across all policies and procedures will be communicated through student and staff handbooks. A master list of any changes will be distributed at the first staff meeting. Legal counsel will be consulted to address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.

School leader will be engaged in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. School Leader will also orient new school staff to operational changes, master teaching schedules,

student and faculty arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind have been created. We have also collaborated with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

## **Technology**

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

MMAEC will follow our plan for Phases 1-3

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

MMAEC will deploy digital learning devices and move to virtual learning, and communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures will include: safely collecting devices at school; transporting them to a central location; sanitizing the devices prior to a repair or replacement evaluation; and conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. We will ensure that school and community access points and wired network devices are functional.

### **Strongly Recommended When Schools Reopen for In-Person Instruction**

MMAEC will organize and centralize online resources that are created, published, or distributed by teachers and others during the closure period. We will compile technology-facing lessons learned for inclusion in the district's updated remote learning plan. We will review request feedback and work and then inventory results frequently as a way of understanding the quality and progress of technology processes in your district. Infrastructure evaluations will continue as needed.

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

### **Phase 5 Safety Protocols**

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

### **Academy Narrative:**

MMAEC will follow the same Phase 4 recommendations and plans for Phase 5.

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

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

### **Academy Narrative:**

MMAEC will follow the same Phase 4 recommendations and plans for Phase 5.

## Phase 5 Instruction

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

## Academy Narrative:

MMAEC will follow the same Phase 4 recommendations and plans for Phase 5.

## Phase 5 Operations

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

### Academy Narrative:

MMAEC will follow the same Phase 4 recommendations and plans for Phase 5.

**COVID-19 PREPAREDNESS PLAN CONTRACT AMENDMENT**

**BETWEEN**

**Ferris State University**  
**(AUTHORIZING BODY)**

**AND**

**Muskegon Montessori Academy for Environmental Change**  
**(PUBLIC SCHOOL ACADEMY)**

**AUGUST 17, 2020**

**COVID-19 PREPAREDNESS PLAN CONTRACT AMENDMENT**

**Muskegon Montessori Academy for Environmental Change**

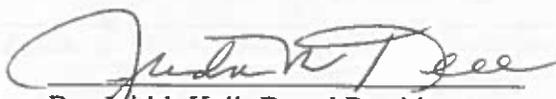
In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by Ferris State University ("University Board") and **Muskegon Montessori Academy for Environmental Change** ("Academy") on July \_\_\_\_, 2020 ("Contract"), the parties agree to amend the Contract as follows:

1. The attached Preparedness Plan, approved by the Academy Board, is incorporated into the Contract.
2. Any updates to the Preparedness Plan, approved by the Academy Board, shall be added to this Contract amendment upon receipt by the Ferris State University Charter School Office.
3. This Contract amendment shall remain in effect until the earlier of (i) the end of the 2020-2021 school fiscal year or (ii) the rescission of Executive Order 2020-142, including any successor executive order authorizing a Preparedness Plan.

This Contract amendment is hereby approved by the Ferris State University Board and the Academy through their authorized designees and shall have an effective date of August 17, 2020.

\_\_\_\_\_  
By: \_\_\_\_\_  
Ferris State University Charter School Office  
Designee of the Ferris State University Board

Dated: August 17, 2020

  
By: Judith Kell, Board President  
Muskegon Montessori Academy for Environmental Change  
Designee of the Academy Board

Dated: August 17, 2020

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

Muskegon Montessori Academy for Environmental Change (the "Academy")

A special meeting of the Academy Board of Directors was held on the 29<sup>th</sup> day of July, 2020, at 6 p.m.

The meeting was called to order at 6:10 p.m. by Board Member Judith Kell  
Present: Janda VanDyke John Taylor  
Judith Kell, Lenore Wieschowski, Michelle Eisenbarth  
Absent: Jack Kennedy, Stacey Varela

The following preamble and resolution were offered by Board Member M. Eisenbarth and supported by Board Member L. Wieschowski.

**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, **Ferris State University** ("Authorizer"), 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.

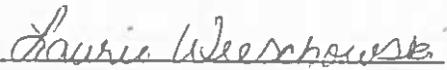
**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

1. The attached Preparedness Plan is approved. See Exhibit 1.
2. The attached Contract amendment, incorporating the Preparedness Plan into the Contract, is approved. See Exhibit 2. 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. 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 earlier.

Ayes: 5

Nays: 0

Resolution declared adopted.



Print Name: Laurie Wieschowski

Secretary, Academy Board