

# Creative Montessori Academy

## **Creative Montessori Academy COVID-19 Preparedness and Response Plan**

Address of School District: 12701 McCann St., Southgate, MI 48195

District Code Number: 82969

Building Code Number(s): 08853

District Contact Person: Laura Moellering, Area Superintendent

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

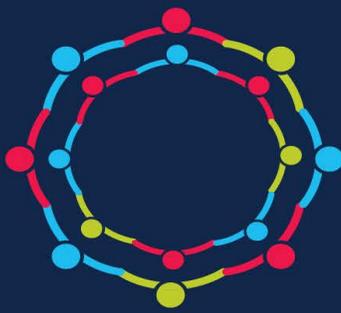
Local Public Health Department: Wayne County Health Department, Mary Roman

Local Public Health Department Contact Person Email Address: [mroman@waynecounty.com](mailto:mroman@waynecounty.com)

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Wayne RESA

Date of Adoption by Board of Directors: July 23, 2020



# Creative Montessori Academy

## Assurances

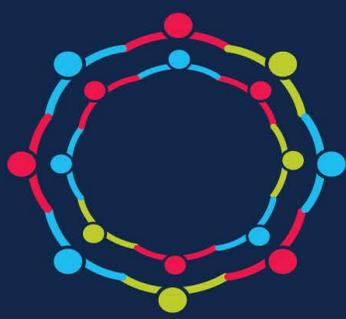
- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in 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.

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President of the Board of Directors

Jammy Detry 7/24/2020

Date



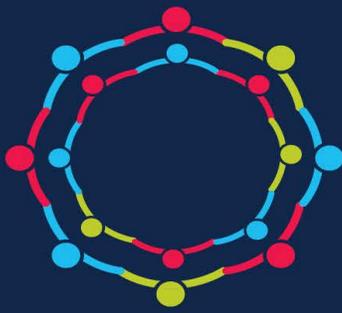
# Creative Montessori Academy

## Introduction and Overview

Creative Montessori Academy (CMA) is a public school academy in Southgate, MI. CMA is a school that uses the Montessori Method to provide children from Preschool through Eighth grade opportunities to achieve academic success not only in their current grade level, but in grades and schools to come. CMA's vision is to be the leaders in Montessori education, stimulating all students to become engaged citizens of the world. CMA's mission is to be a diverse learning environment that cultivates innovative education through partnership with families and communities where all students experience opportunities to maximize their potential for leadership and service in a global society. CMA values: Children becoming responsible citizens; Learning as an essence of the human experience; Fellowship through meaning, dignity, and sense of community; Leading with honor, integrity, respect, and trust; Ownership of excellence, service, and results.

CMA moved quickly to ensure that our students engaged in learning opportunities when our State closed down to ensure the health and safety of citizens on March 13th. Even before a plan needed to be presented and approved, CMA was already communicating and connecting with families and students to make sure they were safe, healthy, and working on learning objectives. In the very first days of the shutdown, teachers connected with students and families and maintained daily to weekly Zoom meetings with their students in whole groups and small groups. Over the remainder of the school year, we made contact with all of our families. CMA staff did a remarkable job supporting students and families and received many positive comments from families. CMA followed all the guidelines and requirements given in accordance with the executive orders and authorizer direction. Nevertheless, we know that we can do better should the same circumstances, or a combination of in-person and remote learning be necessary.

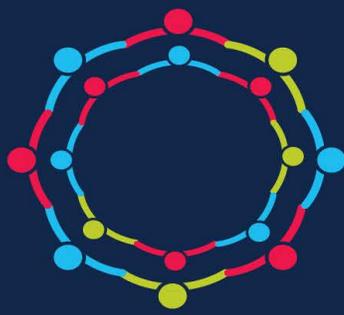
CMA's Preparedness Plan was developed by school administration, the School Improvement Leadership Team (SILT), and received feedback from surveys from parents, Board members, and other community stakeholders. Student and staff health, safety, and academic achievement were the guiding post for these decisions built from survey data taken three times over the course of four months, and which continues



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

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

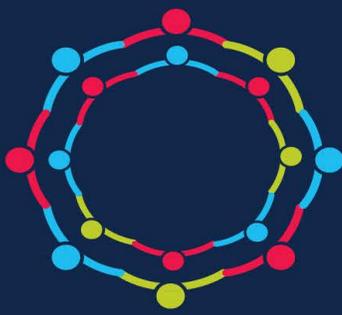
- CMA will follow all protocols included on page 15 of the Roadmap are **“Required.”** This includes the closure of school building for in-person instruction and to anyone other than: 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing 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.
- CMA will not be used by licensed child care providers. CMA preschool will open and care for tuition students when Michigan is in Phase 4 or above.
- School employees and contractors will be allowed in the school building to conduct school if allowed by the State of Michigan and following the guidelines and laws in place to secure the health and safety of school staff and contractors. Their work will be for the sole purpose to present online instruction to all students.
- CMA will make sure to provide meals for all students according to the regulations set forth by the State of Michigan and Wayne RESA.
- CMA Custodians and Maintenance crews will continue to work as necessary to clean all surfaces and objects thoroughly in accordance with federal and state guidelines. Cleaning will be continual and supported by outside companies as required.
- CMA does not use busing for transport of students.



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

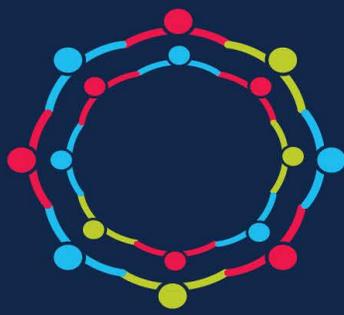
- CMA will follow all the strongly recommended protocols on page 16 of the Roadmap.
- While in Phases 1-3, CMA will be closed to in person instruction however we recognize the stress felt not only by students and families, but also by our staff. The following professional developments will take place for staff prior to the start of the school year:
  - o restorative practices
  - o self care to promote holistic wellness and resilience
  - o trauma informed best practices
  - o identification of students at risk.
  - o Ongoing professional development will take place for staff on more specific topics as they arise.
- CMA has designated two mental health liaisons, the school social worker and the school behavior interventionist, who will work with families across the school, local public health agencies, and community partners. When staff need to report a student for evaluation of their physical and mental health status, they will contact the mental health liaison who will then communicate with parents and guardians and link them with the appropriate services or resources.
- In an effort to meet the mental and social emotional health needs of students, communication will occur in a variety of ways and be addressed as soon as possible after hearing of the need. Logs will be kept for purposes of audits and best practices.



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## Phase 1, 2, or 3 Instruction

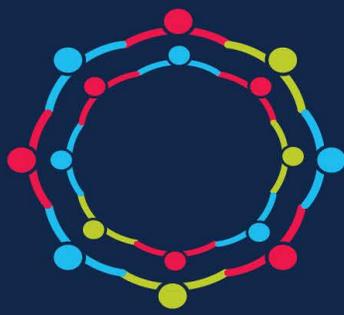
- CMA will follow the protocols on pages 17-18 that are identified as **“Strongly Recommended”**
- CMA teachers will be using a Learning Management System, Canvas. Professional Development will be provided to teachers by accessing tutorial videos throughout the summer and more training during our PD Boot Camp in August.
- During the Continuity of Learning Plan teachers used Google Classroom. Teachers will pull resources from their Google classroom to put into Canvas.
- Montessori lessons and resources aligned with grade level standards will be uploaded into Canvas for teachers to post for students.
- Students have a clear vision of expectations for the week using an individualized work plan for each student.
- To the greatest extent possible, learning remains exploratory and incorporates best practices such as PBL so that there are authentic elements to the work they pursue. Students approach their work with interest in topics of their choosing and see a connection between the lessons they receive in core subjects and the projects they are completing.
- Students are introduced to online tools, book sets, local oral historians or any other social distancing resources that can enhance their projects.
- Students are exposed to a variety of examples of ways in which to “report back” learning, from creating a slideshow or video to writing a school journal or building tangible pieces of art.
- Study Island or Freckle are used supplementarily to assist in the deep learning of power standards and units per grade level as well as enrichment for areas of need within individual learning plans. These tools are used for the practice of skills and even for assessment, but they are not the bedrock of learning for our students.
- Students will be assessed for placement, intervention, and enhancements using the GATs, DRA, NWEA, and grade level common assessments. PreK-K students will also be assessed using the Brigance as a screener. Parents will be reported on student growth using a continuum, i.e., student growth will be reported on where a student started in areas like literacy and mathematics, where they are in the moment of the report, and



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recommendations for how to continue or accelerate their learning. Progress will be through the MiStar Parent Portal.

- Students will be able to sign out a technology device, either laptop or tablet, to use for online learning. If families need internet access we will provide them with it. We have collected all information from current CMA families to meet this need and ask new families as they apply.
- Students with IEPs will be contacted by their Special education teacher for online interventions and support services. Special education teachers will collaborate with general education teachers about their students' progress and how to best help these students in their assessments as outlined in the students' IEPs. Speech and occupational therapists will reach out to the students to continue their service. The 504 coordinator will reach out to those students about their needs and provide the services they need. Title One interventionists will create a schedule of students that need the support in ELA and math after the fall NWEA testing takes place.
- Online attendance will be taken daily by teachers in accordance with the guidelines set by Wayne RESA and the MDE.
- CMA plans to follow all protocols in Phases 1-3 however, since CMA is a K-8 school, we will not be implementing one of the protocols: Secure supports for students who are transitioning to postsecondary. CMA is a PreK-8th Grade school and therefore does not have supports for students entering postsecondary education.

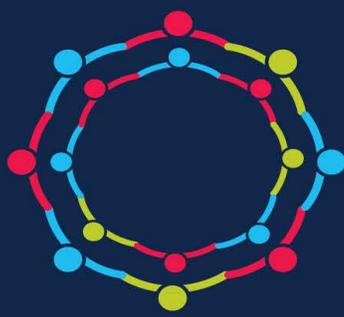


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## Phase 1, 2, or 3 Operations

CMA will follow the “**Strongly Recommended**” guidelines as reported on pages 19 & 20 of the Roadmap:

- **Facilities:** audit necessary materials and supply chain for cleaning supplies; continue to maintain the school in good working order; execute school cleaning and disinfection protocols according to the CDC; wearing of masks and gloves to clean; creating plans for the use of school buildings in various fashions (i.e. food distribution, childcare); coordinate with local emergency management programs
- **Technology:** collect data from families about available technology; designate single point of contact to plan and communicate technology needs; give support and training to staff to adapt to remote learning; identify a tech coordinator to provide more formal support to staff and families; assign technology process leaders to help communicate the needs of staff and parents helping to identify needs, supports, and learning to support student achievement; see that the procedures for safe check-out and return of technology devices runs smoothly for all parties involved; continue to grow our relationship with our technology vendor and asset tracking tools; continue to grow and monitor the triage procedures of technology devices and WIFI usage for optimal usage; monitor the online learning programs and access to the learning programs which includes lesson observing, assignment completion, assessment of work, and ability to show learning; finally, ensuring that staff and students have the ability to experience academic success online
- **Budget, Food Service, Enrollment, & Staffing:** provide instructional resources and materials to staff and students; work with the MDE to understand flexibility with hiring; ensure a plan for nutrition services and student meals is in place; solidify food service processes, distribution, delivery, and communications about plans; define logistical expectations including attendance, time spent on schooling, and outcomes
- **Levels of Access to Technology:** the majority of our families have access to devices and WIFI to complete school work. CMA surveyed all families in April and used that data to get families the devices they needed to complete the required work assigned. CMA will continue to support families with technology needs during phases 1-3.
- **Redeployment of staff** will mean that lead teachers will continue to lead out in online learning. In general, teacher assistants will not be used during the online learning environment. It may be necessary to bring back some assistants to support a cluster of teachers in coordination of material distribution, scheduling, or daycare opportunities for staff children etc. Support staff (i.e. Title 1, Student Advocate) will be used for student check-ins for emotional well being of students and staff.



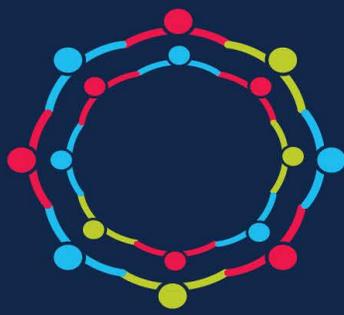
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- CMA will implement all the strongly recommended guidelines presented in the Roadmap for operations in Phase 1, 2, &3 on pages 19 & 20.

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

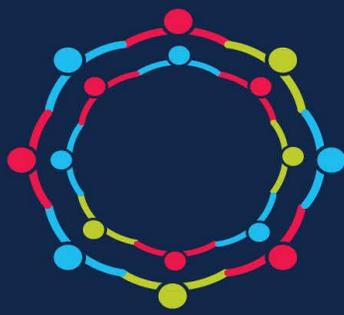
### Phase 4 Safety Protocols

- CMA 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. This includes: all staff wearing facemasks/coverings anytime they are in the presence of others and during all school hours; Students will also be required to wear face masks/coverings in accordance with the requirements and their grade level; students K-3 will not be required to wear face masks while in the classroom, but will be required to wear them while in common areas like hallways and the cafeteria; Students in grades 4 and 5 share a classroom with grade 6 students and will be asked/advised to wear face coverings, but will not be required to keep their mask on; Students in 6-8 will wear face masks throughout the day; close contact will be monitored by staff with requests to wear face masks during times of transition and switching classrooms; Those who are medically unable to wear a facemask must not wear a face mask in accordance with the required safety protocols but may use other alternative face coverings in line with the required and recommended items. CMA will provide face masks where the mouth is visible for staff members whose work with students require, or where their work is enhanced, by the student needing to see the movement of the mouth when speaking.
- CMA will provide adequate supplies (i.e. soap, hand sanitizer, paper towels, tissues) to support healthy hygiene behaviors as well as teach and reinforce handwashing with soap and water for at least 20 seconds. Frequent and systematic checks will occur to make sure all cleaning supplies are available and suitable for use.
- CMA will screen every staff member daily in the main office with the use of a temperature scanner and an electronic questionnaire. Students will be checked with a touchless thermometer. Those found to show signs or symptoms of COVID will be required to go home and follow the necessary procedures before returning to the school. While the student awaits pick-up, they will be isolated from others in a caring and supportive fashion so as not to increase student anxiety or fear; CMA will report to the local health organization any staff or student found to have contracted the coronavirus.



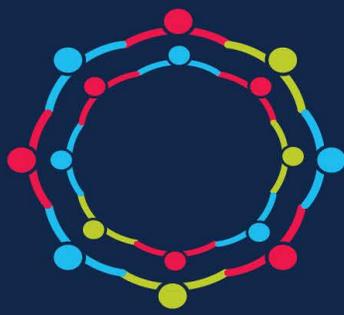
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- CMA plans to follow all the recommendations on pages 23-24 including: opening windows when possible; using cohort groups in isolated areas when possible; Specials can be brought to the classroom when possible; efforts will be made to stagger movements throughout the day and within the building; efforts to have classes outside will also be made when the weather cooperates; effort will be made to have social distancing to be utilized within the classroom as much as the school budget can handle.
- CMA will prohibit indoor assemblies until our community is moved into Phase 5 or 6.
- CMA will also utilize outdoor spaces for eating meals as well as best efforts to stagger use of the cafeteria to maintain the 6 feet of social distancing; school meals will be delivered to classrooms so that social distancing requirements can be met.
- CMA will comply with all guidance from the Michigan High School Athletic Association (MHSAA); all equipment will be disinfected before and after use; all unnecessary contact will not occur and competition will only occur if all requirements have been followed; if not the athletic competition or season will be cancelled until Michigan moves into phase 5 or 6.
- CMA does not use busing for student transportation; all field trips or athletic competitions that use mass transportation will be cancelled until Michigan moves into phase 5 or 6.
- Adult guests and visitors to the building will be required to check in at the main office for a health screening. Classroom volunteers and visitors to the children's space will be kept to a minimum.
- CMA will cooperate with the local public health department regarding screening and identifying. Students and staff who are sick will be sent home to be quarantined as per local health policies; closing a classroom or the school due to sickness will be done in accordance with local health policy guidelines.
- CMA will implement all "Strongly Recommended" especially to systematically review all current plans for accommodating medically vulnerable staff and students; staggered (i.e. hybrid) schedules will be considered if all students cannot fit in the classroom space available, this includes alternate dates of in school attendance.



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

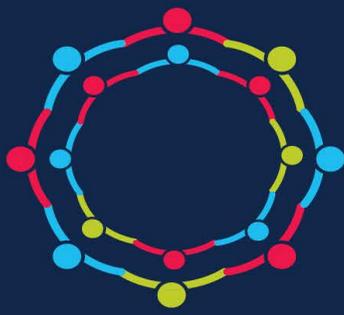
- CMA will follow all “Strongly Recommended” protocols on page 29 of the Roadmap.
- The following professional developments will take place for staff prior to the start of the school year:
  - restorative practices
  - self care to promote holistic wellness and resilience
  - trauma informed best practices
  - identification of students at risk.
  - Ongoing professional development will take place for staff on more specific topics as they arise.
- CMA has designated two mental health liaisons, the school social worker and the school behavior interventionist, who will work with families across the school, local public health agencies, and community partners. When staff need to report a student for evaluation of their physical and mental health status, they will contact the mental health liaison who will then communicate with parents and guardians and link them with the appropriate services or resources.
- In an effort to meet the mental and social emotional health needs of students, communication will occur in a variety of ways and be addressed as soon as possible after hearing of the need. Logs will be kept for purposes of audits and best practices.



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## Phase 4 Instruction

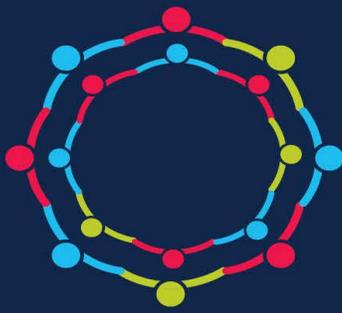
- CMA plans to follow all protocols included on pages 30-32 of the Roadmap that are **“Strongly Recommended,”** however, since CMA is a K-8 school, we will not be implementing one of the protocols: Secure supports for students who are transitioning to postsecondary.
  
- Governance:
  - In May, families were surveyed about the potential of hybrid instruction, and their preferences for returning. Additionally, the Academy has been logging and documenting all inquiries and requests from families. We continue to survey families regarding their preferences on re-opening. In addition to parent surveys, we have worked with the School Improvement Leadership Team which has representatives from each house (lead teachers), interventionists, parent representation, board member representation, and building maintenance. Prior to this plan’s submission to our authorizer, Wayne RESA, it will be fully vetted and approved in a public meeting of the Board of Directors.
  
- Instruction:
  - CMA teachers will be using a Learning Management System, Canvas. Professional Development will be provided to teachers by accessing tutorial videos throughout the summer and more training during our PD Boot Camp in August.
  - During the Continuity of Learning Plan teachers used Google Classroom. Teachers will pull resources from their Google classroom to put into Canvas.
  - Montessori lessons and resources aligned with the grade level standards will be given in the classroom and will be uploaded into Canvas for teachers to post for students in the event that online learning happens again.
  - Students have a clear vision of expectations for the week using an individualized work plan for each student.
  - PBL (Project Based Learning) will continue in middle school with 3 projects throughout the year. K-6 will be introduced to PBL and prepare one project at the end of the year. Kindergarten will work on the project as a class, 1-3 grade will work in small groups, and 4-6 grade will work in either small groups or



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individually. Students will present the projects in the classroom if we are back or remotely on Zoom or Google Hangouts if we are online. PBL provides an opportunity for students to be engaged in rich and deep learning despite not being in school and without requiring all of the work to be done online, reducing screen time and encouraging active learning.

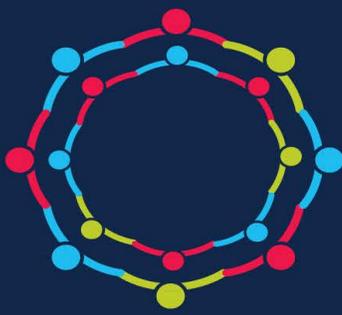
- Students are exposed to a variety of examples of ways in which to “report back” learning, from creating a slideshow or video to writing a school journal or building tangible pieces of art.
- Study Island or Freckle are used supplementarily to assist in the deep learning of power standards and units per grade level as well as enrichment for areas of need within individual learning plans. These tools are used for the practice of skills and even for assessment, but they are not the bedrock of learning for our students.
- Students will be assessed using the GATs, DRA, NWEA, and grade level common assessments. NWEA will be given 3 times a year, September, January, and May to track students if they are grade level proficient. PreK-K students will also be assessed using the Brigance in the fall. These assessments are not "graded" but will be used for intervention purposes and planning individual work plans. Parents will be reported on student growth using a continuum, i.e., student growth will be reported on where a student started in areas like literacy and mathematics, where they are in the moment of the report, and recommendations for how to continue or accelerate their learning. Progress will be through the MiStar Parent Portal.
- CMA will have a full online option for students so that they can receive the Montessori instruction at home rather than in person. This includes pre-recorded Montessori lessons, from their teachers, with corresponding assignments. In the event that a student is online, while other students are in-school, an effort to allow a student to be remotely present in the classroom to maintain their connection will be made.
- Technology will be available for any student needing it at home.
- Students with IEPs will be serviced by their Special education teacher for interventions and support services. Special education teachers will collaborate with general education teachers about their students’ progress and how to best help these students in their learning and assessments as outlined in the students’ IEPs. Speech and occupational therapists will service the students. The 504 coordinator will work with students about their needs and provide the services they need. Title One interventionists will create a



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schedule of students after fall NWEA testing and service those students in both math and ELA.

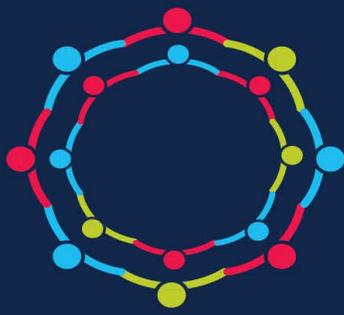
- Attendance will be taken daily by teachers both for in person instruction or online set forth by Wayne RESA and the MDE.
- Communications and Family Supports:
  - Families will be communicated all plans through multiple modes of communication including, email, text, website and social media and can be translated into the home language if necessary.
  - Resources/remote training will be available for parents/guardians on how to use the new LMS system (Canvas) and also resources will be available on strategies for teaching and helping their child at home.
- Professional Learning:
  - Professional Development (PD) will be provided for Canvas to staff by accessing tutorial videos throughout the summer and more training during our PD Boot Camp in August.
  - A focus on how to teach effectively online will be a major part of teacher training prior to the start of school.
  - Professional Learning Communities (PLC) will take place throughout the school year on early release days and PD days within the calendar for the 2020-2021 school year. Staff will be able to meet to discuss student achievement and progress as well curriculum planning. These meetings can take place either in school or remotely.



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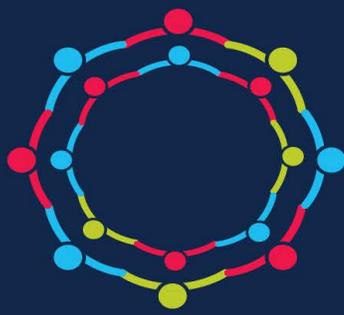
## Phase 4 Operations

- CMA will follow all protocols included on pages 33-36 of the Roadmap that are **“Strongly Recommended.”**
- CMA will audit necessary materials and supply chain for cleaning materials and will coordinate with Local Emergency Management Programs to follow all OSHA and/or CDC mandates for purchasing, auditing, use of cleaning supplies, locations and access of cleaning supplies as well as advanced training for all staff in appropriate cleaning procedures.
- CMA will also audit security protocols before the beginning of the school year and work with local community programs to have appropriate interactions with the general public. Audits will include walk-throughs and advanced training with custodial and maintenance staff frequently to monitor the cleanliness and safety of the school facilities.
- CMA will procure face coverings for all staff to use that are either disposable or washable daily
- CMA will determine how students will arrive and depart from school and will communicate this to staff, parents, and students for the most safe movement to and from the school facility.
- CMA will reach out to families using surveys and Sign-up Genius to determine who is coming back and who is moving to another school. CMA will also use survey data to know which students will enroll into the full online portion of the school.
- CMA is currently and will continue to assess staffing needs and will recruit and hire appropriate personnel. This includes substitute teachers and guest teachers coming into the building.
- CMA promises to budget for possible changes in enrollment patterns, new staffing needs, and resource constraints for additional dollars.
- CMA will collaborate with food service providers and staff to ensure necessary food handling are implemented according to local health guidance and requirements
- CMA will use the technology survey data collected from Phase 1, 2, & 3 to make sure every family has the necessary devices and access so that the student can have equitable opportunity to the whole school curriculum.
- CMA will also make sure to clean and sanitize all devices that come into or go out to school families. This will be done in coordination with our technology vendor and custodial crew led by our technology coordinator.
- CMA will have remote learning for students who are not yet ready or able to come into the facility and remote learning for students attending in the school building but may need to stay home due sickness or school closure.



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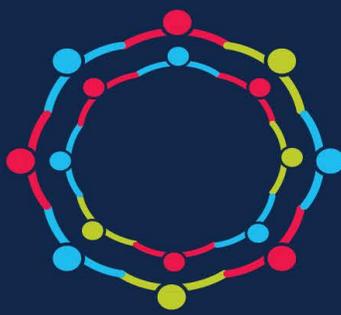
- CMA will not be using buses to transport any student to or from school. Therefore this does not apply to CMA road to reopening schools.
- If school should close down again due to more outbreaks, CMA is ready to move into a full remote learning platform that will already be in use by students enrolled in the remote CMA learning classes. Students will have access to remote learning from the beginning of the school year, therefore access to the remote classroom will be available during all phases of Michigan's roadmap to reopening.
- CMA will also consult legal counsel to preemptively address liability questions, related concerns such as allocating CARES funds for appropriate spending to ensure school health and safety wellness



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

### Phase 5 Safety Protocols

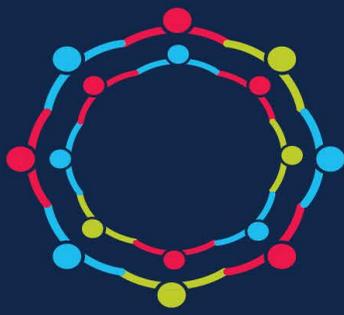
- CMA school preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of safety protocols; Also, remaining prepared to implement social distancing measures; short-term dismissals and suspension of extra-curricular activities remain possible for cleaning and contact tracing purposes; students and teachers at increased risk of severe illness will remain prepared to implement remote teaching and learning modalities; finally, CMA will continue to consider the judgment of the local health department.
- CMA 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. This includes: all staff wearing facemasks/coverings anytime they are in the presence of others and during all school hours; Students will also be required to wear face masks/coverings in accordance with the requirements and their grade level; students K-3 will not be required to wear face masks while in the classroom, but will be required to wear them while in common areas like hallways and the cafeteria; Students in grades 4 and 5 share a classroom with grade 6 students and will be asked/advised to wear face coverings, but will not be required to keep their mask on; Students in 6-8 will wear face masks throughout the day; close contact will be monitored by staff with requests to wear face masks during times of transition and switching classrooms; Those who are medically unable to wear a facemask must not wear a face mask in accordance with the required safety protocols but may use other alternative face coverings in line with the required and recommended items. CMA will provide face masks where the mouth is visible for staff members whose work with students require, or where their work is enhanced, by the student needing to see the movement of the mouth when speaking.
- CMA will provide adequate supplies (i.e. soap, hand sanitizer, paper towels, tissues) to support healthy hygiene behaviors as well as teach and reinforce handwashing with soap and water for at least 20 seconds. Frequent and systematic checks will occur to make sure all cleaning supplies are available and suitable for use.
- CMA will screen every staff member daily in the main office with the use of a temperature scanner and an electronic questionnaire. Students will be checked with a touchless thermometer. Those found to show signs or symptoms of COVID will be required to go home and follow the necessary procedures before returning to the school. While the student awaits pick-up, they will be isolated from others in a caring and



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supportive fashion so as not to increase student anxiety or fear; CMA will report to the local health organization any staff or student found to have contracted the coronavirus.

- CMA plans to follow all the recommendations on pages 23-24 including: opening windows when possible; using cohort groups in isolated areas when possible; Specials can be brought to the classroom when possible; efforts will be made to stagger movements throughout the day and within the building; efforts to have classes outside will also be made when the weather cooperates.
- CMA will prohibit indoor assemblies until our community is moved into Phase 6.
- CMA will also utilize outdoor spaces for eating meals as well as best efforts to stagger use of the cafeteria to maintain the 6 feet of social distancing; school meals will be delivered to classrooms so that social distancing requirements can be met.
- CMA will comply with all guidance from the Michigan High School Athletic Association (MHSAA); all equipment will be disinfected before and after use; all unnecessary contact will not occur and competition will only occur if all requirements have been followed; if not the athletic competition or season will be cancelled until Michigan moves into phase 6.
- CMA does not use busing for student transportation; all field trips or athletic competitions that use mass transportation will be cancelled until Michigan moves into phase 6.
- CMA will implement all “Strongly Recommended” especially to systematically review all current plans for accommodating medically vulnerable staff and students.
- CMA will be open for in-person instruction and maintain similar regulations, requirements, and cleaning with minimal required safety protocols.



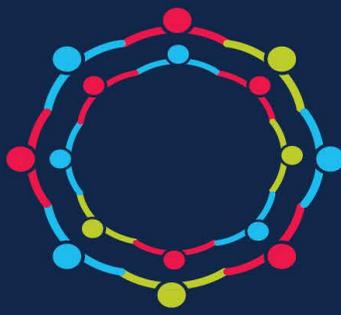
## Phase 5 Mental & Social-Emotional Health

- CMA will follow all protocols included on page 45 of the Roadmap identified as **“Recommended.”**
- The following professional developments will take place for staff prior to the start of the school year:
  - restorative practices
  - self care to promote holistic wellness and resilience
  - trauma informed best practices
  - identification of students at risk.
  - Ongoing professional development will take place for staff on more specific topics as they arise.
- CMA has designated two mental health liaisons, the school social worker and the school behavior interventionist, who will work with families across the school, local public health agencies, and community partners. When staff need to report a student for evaluation of their physical and mental health status, they will contact the mental health liaison who will then communicate with parents and guardians and link them with the appropriate services or resources.

## Phase 5 Instruction

- CMA plans to follow all of the protocols included on pages 46-48 of the Roadmap are identified as **“Recommended,”** however, since CMA is a K-8 school, we will not be implementing one of the protocols:
- Secure supports for students who are transitioning to postsecondary.
- Governance:

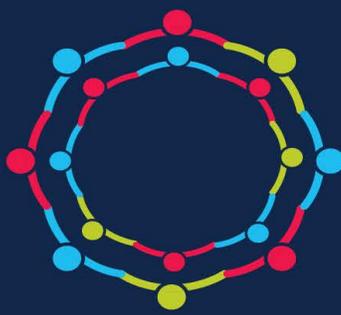
In May, families were surveyed about the potential of hybrid instruction, and their preferences for returning. Additionally, the Academy has been logging and documenting all inquiries and requests from families. We continue to survey families regarding their preferences on re-opening. In addition to parent surveys, we have worked with the School Improvement Leadership Team



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which has representatives from each house (lead teachers), interventionists, parent representation, board member representation, and building maintenance. Prior to this plan's submission to our authorizer, Wayne RESA, it will be fully vetted and approved in a public meeting of the Board of Directors.

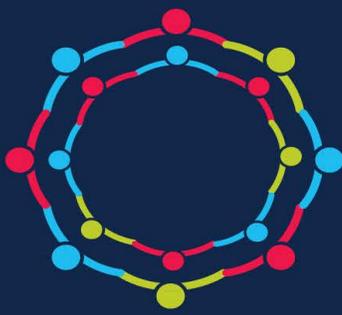
- Instruction:
  - o Instruction:
    - CMA teachers will be using a Learning Management System, Canvas. Professional Development will be provided to teachers by accessing tutorial videos throughout the summer and more training during our PD Boot Camp in August.
    - During the Continuity of Learning Plan teachers used Google Classroom. Teachers will pull resources from their Google classroom to put into Canvas.
    - Montessori lessons and resources aligned with the grade level standards will be given in the classroom and will be uploaded into Canvas for teachers to post for students in the event that online learning happens again.
    - Students have a clear vision of expectations for the week using an individualized work plan for each student.
    - PBL (Project Based Learning) will continue in middle school with 3 projects throughout the year. K-6 will be introduced to PBL and prepare one project at the end of the year. Kindergarten will work on the project as a class, 1-3 grade will work in small groups, and 4-6 grade will work in either small groups or individually. Students will present the projects in the classroom if we are back or remotely on Zoom or Google Hangouts if we are online. PBL provides an opportunity for students to be engaged in rich and deep learning despite not being in school and without requiring all of the work to be done online, reducing screen time and encouraging active learning.
  - o Students are exposed to a variety of examples of ways in which to “report back” learning, from creating a slideshow or video to writing a school journal or building tangible pieces of art.
  - o Study Island or Freckle are used supplementarily to assist in the deep learning of power standards and units per grade level as well as enrichment for areas of need



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within individual learning plans. These tools are used for the practice of skills and even for assessment, but they are not the bedrock of learning for our students.

- o Students will be assessed using the GATs, DRA, NWEA, and grade level common assessments. NWEA will be given 3 times a year, September, January, and May to track students if they are grade level proficient. PreK-K students will also be assessed using the Brigance in the fall. These assessments are not "graded" but will be used for intervention purposes and planning individual work plans. Parents will be reported on student growth using a continuum, i.e., student growth will be reported on where a student started in areas like literacy and mathematics, where they are in the moment of the report, and recommendations for how to continue or accelerate their learning. Progress will be through the MiStar Parent Portal.
- o CMA will have a full online option for students so that they can receive the Montessori instruction at home rather than in person. This includes pre-recorded Montessori lessons, from their teachers, with corresponding assignments. In the event that a student is online, while other students are in-school, an effort to allow a student to be remotely present in the classroom to maintain their connection will be made.
- o Technology will be available for any student needing it at home.
- o Students with IEPs will be serviced by their Special education teacher for interventions and support services. Special education teachers will collaborate with general education teachers about their students' progress and how to best help these students in their learning and assessments as outlined in the students' IEPs. Speech and occupational therapists will service the students. The 504 coordinator will work with students about their needs and provide the services they need. Title One interventionists will create a schedule of students after fall NWEA testing and service those students in both math and ELA.
- o Attendance will be taken daily by teachers both for in person instruction or online set forth by Wayne RESA and the MDE.
- o Communications and Family Supports:
  - Families will be communicated all plans through multiple modes of communication including, email, text, website and social media and can be translated into the home language if necessary.

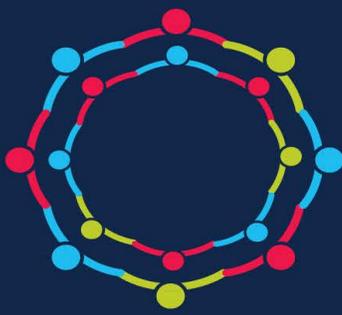


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- Resources/remote training will be available for parents/guardians on how to use the new LMS system (Canvas) and also resources will be available on strategies for teaching and helping their child at home.
- o Professional Learning:
  - Professional Development (PD) will be provided for Canvas to staff by accessing tutorial videos throughout the summer and more training during our PD Boot Camp in August.
  - A focus on how to teach effectively online will be a major part of teacher training prior to the start of school.
  - Professional Learning Communities (PLC) will take place throughout the school year on early release days and PD days within the calendar for the 2020-2021 school year. Staff will be able to meet to discuss student achievement and progress as well curriculum planning. These meetings can take place either in school or remotely.

## Phase 5 Operations

- CMA will follow all protocols included on pages 49-52 of the Roadmap that are **“Strongly Recommended.”**
- CMA will audit necessary materials and supply chain for cleaning materials and will coordinate with Local Emergency Management Programs to follow all OSHA and/or CDC mandates for purchasing, auditing, use of cleaning supplies, as well as advanced training for all staff in appropriate cleaning procedures.
- CMA will also audit security protocols before the beginning of the school year and work with local community programs to have appropriate interactions with the general public. Audits will include walk throughs with custodial and maintenance staff frequently to monitor the cleanliness and safety of the school facilities.
- CMA will procure face coverings for all staff to use that are either disposable or washable daily
- CMA will determine how students will arrive and depart from school and will communicate this to staff, parents, and students for the most safe movement to and from the school facility.
- CMA will reach out to families using surveys and Sign-up Genius to determine who is coming back and who is moving to another school. CMA will also use survey data to know which students will enroll into the full online portion of the school.



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- CMA is currently and will continue to assess staffing needs and will recruit and hire appropriate personnel.
- CMA promises a budget for possible changing in enrollment patterns, new staffing needs, and resource constraints for additional dollars.
- CMA will collaborate with food service providers and staff to ensure necessary food handling are implemented according to local health guidance and requirements
- CMA will use the technology survey data collected from Phase 1, 2, & 3 to make sure every family has the necessary devices and access so that the student can have equitable opportunity to the whole school curriculum.
- CMA will also make sure to clean and sanitize all devices that come into or go out to school families. This will be done in coordination with our technology vendor and custodial crew led by our technology coordinator.
- CMA will have remote learning for students who are not yet ready or able to come into the facility and remote learning for students attending in the school building but may need to stay home due sickness or school closure.
- CMA will not be using buses to transport any student to or from school. Therefore this does not apply to CMA road to reopening schools.
- If school should close down again due to more outbreaks, CMA is ready to move into a full remote learning platform that will already be in use by students enrolled in the remote CMA learning classes. Students will have access to remote learning from the beginning of the school year, therefore access to the remote classroom will be available during all phases of Michigan's roadmap to reopening.
- CMA will be open for in-person instruction and maintain similar regulations, requirements, and cleaning with minimal required safety protocols.