



Renaissance Public School Academy COVID-19 Preparedness and Response Plan

Address of School District: 2797 South Isabella Road
Mount Pleasant, MI 48858

District Code Number: 37901

Building Code Number(s): 08314

District Contact Person: Lisa Bergman

District Contact Person Email Address: lbergman@renaissancepsa.com

Local Public Health Department: Central Michigan District Health Department

Local Public Health Department
Contact Person Email Address: mderoche@cmdhd.org

Name of Intermediate School District: Gratiot-Isabella RESD

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: July 30, 2020



Assurances

- Renaissance 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 school.
- Renaissance 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.](#)
- Renaissance Academy will be or is closed to in-person instruction when Region 2 is in Michigan Safe Start Plan Phases 1-3.
- Renaissance Academy's sponsored inter-school, after school activities and athletics will be suspended when Region 2 is in Michigan Safe Start Plan Phases 1-3.
- Renaissance 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.
- Renaissance 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.
- Renaissance Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Mark Smith, President of the Board of Directors

Date



Overview

Renaissance Public School Academy is committed to the safety of our students and staff members and will be following guidance from the Michigan Department of Education, the Central Michigan District Health Department, and the Center for Disease Control.

Phases 1-3

- Distance Learning will be offered to all students
- The building is closed for instruction
- Chromebooks will be issued to students
- Students, teachers, and families will communicate via Seesaw

Phase 4

- On site, in-person instruction can resume in the building
- Virtual Instruction will be offered to all enrolled students and families who are interested in this option
- Enhanced cleaning procedures will be in place
- All staff members must wear masks, except during meals
- All students must wear masks, except during meals
- Students will eat in classrooms
- It will not be possible to maintain six feet distancing between students at all times
- Social distancing will be encouraged to the extent practical in a classroom setting
- Specials will take place in classrooms
- Physical Education classes will take place outside
- Classes of students will not mix indoors
- Students from multiple classes may attend outside recess together
- Assemblies and field trips are suspended
- Parents are not allowed in the building

Phase 5

- Both On Site and Virtual Instruction options will continue to be available
- All staff members must continue to wear masks, except during meals
- All students are required to wear masks in hallways, restrooms, and common areas of the building
- All students are encouraged to wear masks in the classroom
- Limited collaboration of students across classrooms may be considered
- Parents are not allowed in the building

Phase 6

- All restrictions are lifted



Introduction

Renaissance Public School Academy is a vibrant and engaging school community focused on the development of over 430 kindergarten through eighth grade students. The mission of Renaissance PSA is to engage every student in becoming confident, creative, and collaborative builders of their future. Our vision is for Renaissance students to find their passion to live fulfilled lives and make a difference in the world.

We believe that safety and respect are the foundations for a positive learning environment among all members of our diverse school community. We foster collaboration for students and staff while guiding them to take responsibility for their individual contributions. We empower our students and staff to be independent thinkers, problem solvers, and lifelong learners. We engage in rigorous learning opportunities for students to apply in real life experiences.

We have established four Defining Practices to communicate the priorities and processes we use to help us achieve our mission and vision. These practices are also guiding our planning and decision making as we develop this preparedness plan.

- We value connections with students to inform our personalized practices at varying levels of complexity depending on the individual.
- We honor student voice and encourage student choice through self directed, individual student selected projects.
- We use inquiry based approaches to guide students through Project-Based Learning experiences as well as content deep dives.
- We believe in the power of ongoing, innovative, rigorous, professional growth.

In March 2020, we made a rapid transition to distance learning, and continued this mode of instruction through the remainder of the school year. We learned a lot about what works and what doesn't work in a remote learning environment. We invited frequent feedback from parents, students and teachers to stay connected and understand how our practices were perceived by all of our stakeholders. We have built relationships with educational leaders across the state of Michigan and with local health professionals to guide our planning. We continue to seek new information to identify the strategies and procedures that will work best for our school community. This is the ultimate opportunity to model what it means to be life-long learners for our students.

Renaissance Public School Academy will implement all of the required components of the [Michigan Return to School Roadmap](#). Additionally, we will implement all of the strongly recommended components unless otherwise indicated in the following sections.



This plan was drafted utilizing the best available information and guidance for schools as of July 2020. We anticipate modifications may be needed as we live the plan and receive additional guidance from our educational partners. We will seek the approval of the Renaissance Board of Directors and the Center for Charter Schools at Central Michigan University when changes are made. The changes will be shared with our students and families and the updated plan will be posted on the school's website at renaissancepsa.com.

All Renaissance Public School Academy students will engage in distance learning when the State of Michigan determines Region 2 is in Phases 1, 2, or 3 of the COVID-19 pandemic. On site, in-person instruction will be offered in Phases 4, 5 and 6. Details about the state's eight regions and the six phases of the COVID-19 pandemic can be found in the [Michigan Safe Start Plan](#). Region 2 is made up of 13 counties in central and western Michigan. When in Phase 5 or 6 as designated by the state of Michigan and depending on the health and safety needs of our local school community, we reserve the right to continue the practices defined in Phases 4 or 5.



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

Phase 1, 2, or 3 Safety Protocols

Personal Protective Equipment and Hygiene

Spacing and Movement

Screening Students

Responding to Positive Tests Among Staff and Students

Food Service, Gathering and Extracurricular Activities

Athletics

Cleaning

Busing and Student Transportation

- Renaissance PSA will offer Distance Learning for all students and the building is closed for in-person instruction
- Renaissance employees and contractors are permitted to be physically present in the school building for the purposes of conducting basic school operations, including distance live instruction, as determined by school administrators
- Renaissance will enact and partner with food distribution programs to support the needs of our students
- All inter-school activities are discontinued
- After-school activities are suspended
- All athletics are suspended
- Cleaning practices are continued so the building is ready for reopening
- Transportation services are not offered



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

Renaissance teachers and support staff will make individual connections weekly with each student, either by phone, Seesaw, video chat, or other means that are available to the student. Teachers will take an active role in monitoring the social-emotional needs of their students and will work with the Dean of Students to connect families to additional supports when warranted. The Dean of Students will serve as a mental health liaison and will collaborate with community partners. Regular review of student attendance and engagement logs will assist in identifying potential areas of concern.

During the closure the school has provided our social worker with a mobile phone to assist families in obtaining timely access to additional resources. We have partnered with the staff of Community Mental Health and are aware of available options to meet student and family needs. We are mindful of the resources suggested by MDE, 211 of NE Michigan, and other local organizations. Recommended resource links are now available on the school website at www.renaissancepsa.com/academics/. New resources will be highlighted in our school newsletter when they are added to the collection.

Our staff Professional Development workshops held on Wednesday afternoons will include additional training on recognizing and supporting the social and emotional health needs of our students. Resources for the self-care of staff members and their families is available through our Employee Assistance Program.



Phase 1, 2, or 3 Instruction

Distance Learning

Renaissance teachers will lead instruction for students in a manner that allows students to continue learning from the safety of their homes when in Phase 1, 2, or 3. Teachers will use either an internet delivery model, a paper-based model, or a hybrid model. Basic instructional supplies and project materials will be provided to students so that they have access to the resources necessary to achieve success. Exact material needs will vary by grade level team and instructional unit. At any time, if a student does not have the materials needed to complete a project successfully, Renaissance staff members will assist in obtaining and shipping or delivering those items.

Regular and ongoing student attendance, participation, and engagement is required during Phases 1, 2, or 3 unless precluded by health challenges brought on by COVID-19. Instruction, assessment, and feedback opportunities will continue in a distance learning mode of operation.

We will continue using Project-Based Learning to engage students in building new understanding in the core content. We believe this practice provides increased opportunities for students to make connections to prior knowledge and life beyond the school walls. Students are already familiar with this instruction, and we intend to capitalize on new opportunities available for students to tap into how their learning relates to daily life.

Over the past several years Renaissance teachers have identified foundational standards in each content area. We already know which information is key for students to understand in order to be successful moving into the next school year, and we will use these foundational standards to guide our planning and pacing of units over the coming weeks. Options and activities for each grade level team to engage with music, movement, physical education, and STEAM will be shared.

Additionally, Renaissance teachers have established skills focused on our school's mission and vision. These skills, such as collaboration and creativity, are often beyond the scope of traditional academic standards, but are necessary to develop so that students can successfully interact with the world now and in the future. We believe our focus on these skills up to this point in time has helped prepare students to transition to distance learning, and continuing to develop these skills along with academic content will serve our students well. Students will continue to set and monitor personal learning



goals. Periodic conversations with Renaissance staff members will help keep students focused on what intermediate actions they can take while working toward their goal.

Specific considerations will be made on how we can best support the needs of students with Individualized Education Plans (IEPs) through distance learning. Resource room teachers will be in contact with families to discuss available options. We 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.

School-issued chromebooks will be made available for students to borrow. An offsite content filtering application has been purchased so that students will have the same protections at home as they do at school.

Teachers will be available and accessible to supporting students in multiple ways. Teachers will host office hours during which they will be accessible via Seesaw, telephone, email, Google Chat, or Google Meet.

Governance

We will seek to gather feedback from families, teachers, students, and school leaders about their experiences throughout the period of distance learning. We will then revise the distance learning plan as needed to incorporate feedback from stakeholders to improve its effectiveness. Any updates to the distance learning plan will be communicated to students and families via Seesaw and the Family Newsletter.

Communication & Family Supports

Renaissance teachers and staff members will maintain regular communication with students and their families. Keeping students active and engaged in their learning is a primary focus during this time of transition. We will provide multiple avenues for students to be in contact with their teachers to get their questions answered and to be reassured that they are on the right track in regards to their academic progress.

Providing frequent feedback is key to helping students gain clarity in their understanding. Project-Based Learning units will include opportunities for students to



express their choice and voice in how they answer the question at the heart of the unit. Teachers will plan for each student's strengths, interests, and needs.

Teachers are in close collaboration with one another in the development of instructional units and the adjustment of instruction in response to demonstrations of student understanding. Units will be designed integrating standards from two or more content areas whenever possible to increase opportunities for application and to develop stronger connections in student's minds. Long term retention of information taught by demonstrating connections between subjects is stronger than content taught in isolation.

At the same time, we are mindful that it is not possible to do everything at once. It is important to point out that in this distance learning mode of education not every subject will be covered every day. There will be points in time where students may explore information related to language arts and social studies for a week or more without addressing math content. Following this unit, students will then interact with math, science, and/or writing content. We will strive to follow our established pacing guides during distance learning to the extent possible.

Teachers will continue utilizing differentiated instructional practices. Units are designed for a class or grade level team. Lessons and activities may be expanded or condensed by the teacher to best meet the learning needs of individual students.

Learning at a distance will not look the same as learning in a classroom. Time spent in structured, at-home learning activities will be different when compared to teaching and learning in a regular school day. Specific expectations and suggested schedules will be shared by classroom teachers.

Professional Learning

- Reflect as a staff on the strengths and challenges of distance learning
- Review the feedback shared by students and parents
- Identify key strategies and practices for distance learning
- Identify supports that will ease the transition for students and families between on-site and distance learning, if needed
- Determine checkpoints for offering specific, actionable feedback to students at designated times during instructional units
- Present and share collaborative discussions around social-emotional health resources
- Define and communicate instruction, engagement, and feedback expectations



- Grade level team collaboration

Monitoring

Regular and ongoing student attendance, participation, and engagement is required during Phases 1, 2, or 3 unless precluded by health challenges brought on by COVID-19. Instruction, assessment, and feedback opportunities will continue in a distance learning mode of operation.

Over the past several years, Renaissance teachers have engaged in ongoing professional development training on the use of formative assessments and providing students with specific feedback to promote continued growth in learning. These practices will continue in the distance learning environment. Through weekly connections, teachers will facilitate student's investigation of concepts, ask clarifying questions, and support students in their learning. Teachers will monitor student progress on Project-Based Learning units and other academic activities and will provide guidance to further develop their understanding of new content. Each project will have checkpoints during which the teacher will help the students to maintain appropriate pacing. Teachers will exercise their professional expertise to identify when particular components of projects may be expanded or condensed to best meet individual student needs.

We understand that providing frequent feedback to students and finding various means to chat with them, such as the Google chat platform or a simple telephone call, can help increase student motivation and engagement. A student engagement data spreadsheet will be completed weekly by staff with follow up coordinated by the Dean of Students. Teachers will maintain contact logs with all students and families and Seesaw usage data will be reviewed to identify students who may benefit from increased contact from Renaissance staff members. We will be mindful of enhancing those connections for students who are at a greater risk of learning loss, or those students who we know could benefit from additional support.

For students without access to online platforms, procedures will be established for the regular exchange of student work and sharing of feedback through the mail or by porch delivery/pickup.

Teachers will be engaging with students regularly through Seesaw, Google classroom, email, weekly office hours and video lessons, and phone calls. They will also be monitoring student progress on assignments and providing feedback to promote continued growth and understanding. Student participation and engagement is tracked by classroom teachers and shared in a weekly report with the school leadership team. A color-coded internal system has been established to quickly identify students who may



be in need of additional support. All staff members maintain communication and connection logs of all personalized/individual interactions.

Each week students will be expected to communicate a reflection to their teacher about their learning progress. The manner in which this will happen will vary based on the student's grade level. Expectations will be clearly communicated by classroom teachers. Teachers and staff members will also complete a weekly reflection survey. This will allow us to identify positive trends for replication or needs for additional support. Additionally, we will offer periodic opportunities for students to provide evaluative feedback on the continuity of learning initiatives. This feedback will help to inform potential revisions to the plan.



Phase 1, 2, or 3 Operations

Facilities

- Continue to maintain the building in good working order to prepare for the subsequent return of students
- Staff members may be allowed to work on site following approved safety procedures

Technology

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support distance learning
- Develop procedures for return and inventory of school-issued chromebooks as part of a return to school technology plan
- Develop a technology support plan for families
- Continue to monitor device usage and compliance with online learning programs
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access
- Ensure that students can submit assignments and be evaluated accordingly
- Schedule ongoing staff training on platforms and tools
- 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

Budget, Food Service, Enrollment, and Staffing

- Based on instructional programming, provide instructional resources and materials to staff and students as feasible
- Plan for adequate staffing based on projected enrollment
- Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families
- Solidify food service processes and communication plans as necessary
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers



Our students are currently offered meals through the community distribution program in partnership with Mt. Pleasant Public Schools. We will continue to encourage families to take advantage of the food distribution sites available closest to their home at this link: <https://www.mcgi.state.mi.us/schoolnutrition/>.

We have made available non-perishable food options at the entrance to our school building in secure totes. This has been made possible through a collaborative partnership between the school, the Renaissance PTO, and the Community Compassion Network.

Renaissance students are eligible to participate in the National School Lunch Program (NSLP) Emergency Meals-to-You program for students attending rural schools. This program will ship pre-packaged, shelf-stable breakfast and lunch meals directly to student's homes.



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

Phase 4 Safety Protocols

Personal Protective Equipment: Masks and Facial Coverings

Staff	Students
<ul style="list-style-type: none"> ● Masks must be worn by staff except during meals ● Clear masks have been purchased for use by staff members to use when students will benefit from seeing teacher’s facial expressions ● Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should use N95 masks 	<ul style="list-style-type: none"> ● Masks must be worn by all students in classrooms and hallways except during meals ● Clear masks will be made available to students when they serve an educational purpose (such as speech lessons)
<ul style="list-style-type: none"> ● We encourage all families to provide their own face covering, but the school will have masks available for those students who do not have one ● Students should have at least one extra mask on hand at school ● Appropriate masks include disposable surgical masks or homemade cloth masks ● Homemade masks must be washed daily ● Options for students who are unable to medically tolerate a mask will be determined on an individual, case by case basis 	

Hygiene

- Students will be instructed on proper handwashing techniques
- Students will be directed to wash their hands after sneezing and coughing
- Hand sanitizer is available in all classrooms and common areas
- Hot air hand dryers located in restrooms have been disabled and replaced with paper towel dispensers
- Drinking fountains are not available for use
- Bottle fillers remain available



Spacing, Movement and Access

- It will not be possible to maintain six feet distancing between students at all times
- Social distancing will be encouraged to the extent practical in a classroom setting
- Students will have assigned seating in classrooms
- Student desks will be positioned at the edges of classrooms to promote distancing
- Procedures are in place to limit the number of persons in restrooms
- Physical education classes will take place outdoors year-round, weather permitting
- Other specials will take place in homeroom classrooms
- Each team of students will have a designated entry and exit point
- Family members and other guests are not allowed in the building
- All professionals entering the building for school business will be required to complete a screening checklist

Screening Students and Staff

- Families will be provided with a [checklist provided by the Central Michigan District Health Department \(CMDHD\)](#) to hang on their doors and review at home each morning before attending school
 - Symptoms
 - Temperature 100.4 degrees Fahrenheit or feels feverish
 - Sore throat
 - New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
 - Diarrhea, vomiting, or abdominal pain
 - New onset of severe headache, especially with a fever
 - In the past 14 days has your child:
 - Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR
 - Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to COVID-19; OR
 - Had international travel or have been on a cruise
- If the answer is YES to any of the symptom questions, keep your child(ren) home from school.
- If the answer is YES to any symptoms question and YES to any close contact/potential exposure question or live in an area with high levels of



COVID-19 in the community (Risk Level 1-3 found at www.mistartmap.info), call the Renaissance Academy at (989) 773-9889 as soon as possible to let them know the reason your child(ren) won't be there today. Call your healthcare provider right away. If you don't have one or cannot be seen, go to www.mi.gov/coronavirustest or call 2-1-1 to find a location to have your child(ren) tested for COVID-19.

- If the answer is YES to any of the symptom questions, but NO to any close contact/potential exposure questions, your student may return based on the guidance for their symptoms (see "[Managing Communicable Diseases in Schools](#)"):
 - Fever: at least 24 hours have passed with no fever, without the use of fever-reducing medications
 - Sore throat: improvement (if strep throat: do not return until at least 2 doses of antibiotic have been taken)
 - Cough/Shortness of breath: improvement
 - Diarrhea, vomiting, abdominal pain: no diarrhea or vomiting for 24 hours
 - Severe headache: improvement
- This screening tool is subject to change based on the latest information on COVID-19
- By arriving at school, families are signifying that they have reviewed the checklist and their child is healthy to attend
- All staff members must complete and submit the Partner Solutions COVID-19 Screening Checklist each time they arrive at the school building

Testing Protocols for Students and Staff and Responding to Positive Cases

- Information about testing protocols has been provided by the Central Michigan District Health Department (CMDHD) and may be updated as new guidance is issued
- [CMDHD has developed a process for responding to a COVID-19 case at school](#)
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask, if not already, and be transported by their parent or guardian for off-site testing
- Staff who develop a fever or become ill with COVID-19 symptoms at school should be referred 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 have been released from isolation according to CDC or Central Michigan District Health Department 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 should 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 14 days at home. Students and staff should 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.
- Students or staff members that have symptoms of COVID-19 and test positive for COVID-19:
 - Keep out of school until it has been at least 10 days from the first day they had symptoms, they have had 24 hours with no fever and other symptoms have improved. There is no need to get a “negative test” or a doctor’s note to clear the child or staff to return to school if they meet these criteria.
- Students or staff members that have symptoms of COVID-19, have risk for exposure to COVID-19, and no testing has been done (or results are pending):
 - Keep out of school until it has been at least 10 days from the first day they had symptoms, they have had 24 hours with no fever and other symptoms have improved.
- Students or staff members that have symptoms of COVID-19, have risk for exposure to COVID-19, and tests negative for COVID-19:
 - Your student may return based on the guidance for their symptoms
 - Fever: at least 24 hours have passed with no fever, without the use of fever-reducing medications
 - Sore throat: improvement in symptom (if strep throat: do not return until at least two doses of antibiotic have been taken);
 - Cough/Shortness of breath: improvement in symptom
 - Diarrhea, vomiting, abdominal pain: no diarrhea or vomiting for 24 hours
 - Severe headache: improvement in symptom
- Child or staff that has been exposed to COVID-19 but has no symptoms:
 - Must be in quarantine (exclude from school) for 14 days from the last day they were exposure
 - Distance learning instruction will be provided
- Child or staff member with household member who tests positive for COVID-19:
 - An exposed student or staff member with a household contact with COVID-19 would be asked to quarantine at home for 14 days from last close contact. If ongoing care of the person with COVID-19 is required in



the home, and the student or staff member has to be that caregiver and is repeatedly exposed, their quarantine would be 14 days from the time that person is no longer deemed infectious (at least 10 days after symptom onset/positive test), totaling at least 24 days.

Responding to Positive Tests Among Staff and Students

- Notify the Central Michigan District Health Department (CMDHD) and Renaissance staff 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.
- CMDHD will initiate contact tracing. 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 14 days after exposure. CMDHD may identify other contacts who require quarantine.
- Staff with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious
- CMDHD will provide instruction about return to work using the most current guidelines from the CDC for this determination
- A close contact will be, at a minimum, these individuals starting two days before the contagious person started having symptoms (or was tested if they never have symptoms):
 - If the contagious individual were a teacher: adults tend to be more contagious; the entire class will need to be on quarantine
 - Classmates sitting or often within 6 to 12 feet of the contagious individual in the classroom, unless it only occurred one time and was less than 15 minutes
 - Lunchmates of student if sitting with 6 to 12 feet of contagious individual
 - Playmates on the playground or in gym within 6 to 12 feet of the contagious individual unless interactions are consistently kept very brief and no common items are shared
 - Sports teammates within 6 to 12 feet of the contagious individual unless interactions are consistently kept very brief and no common items are shared, and locker room time is not shared
 - Opposing teammates in sporting events that shared time on the field or court with the contagious individual unless it can be confirmed that there were no potential interactions within 6 to 12 feet between the contagious individual and specific teammates and no contact with shared items (i.e., the contagious person didn't touch the ball, others did not touch the ball)



- Classmates or others that had interactions with the contagious individual lasting over 15 minutes in confined areas such as bathrooms, offices, or rooms where distancing of 6 to 12 feet is difficult
- Any other person outside of school that had similar exposure to a contagious individual is considered a close contact
- CMDHD will assist with necessary communications as needed

Food Service, Gathering, and Extracurricular Activities

- Breakfast and lunch will be served in classrooms
- Indoor assemblies that bring together students from more than one classroom are prohibited
- Off-site field trips are suspended

Athletics

- Comply with all guidance published by Michigan High School Athletic Association (MHSAA)
- Every participant should confirm that they are healthy and without any symptoms prior to any event.
- Each participant must use a clearly marked water bottle for individual use
- Spectators may be allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained among people not part of the same household
- Once social distancing gym capacity is reached, entrance into the event will not be permitted
- Large scale indoor spectator events, such as tournaments, are suspended

Cleaning

- Frequently touched surfaces will be regularly cleaned
- The library and open space, and other common spaces, will be cleaned after every class
- Student desks must be wiped down before meals and at the end of each day
- Staff must wear gloves, masks, and face shields when performing cleaning activities



Busing and Student Transportation

- Transportation is not offered to students
- Off-site field trips are suspended

Medically Vulnerable Students and Staff

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



Phase 4 Mental & Social-Emotional Health

Renaissance teachers and staff believe in the value of building strong connections with students as individuals. Developing strong relationships and a positive classroom culture through schoolwide practices, such as Morning Meeting, promotes open conversations and ongoing learning about social-emotional health. These relationships also assist staff in early identification of students who may need additional support.

Our Multi-tiered System of Supports practices provide a process for discussing student academic, behavioral, and social-emotional needs. Teachers refer a student for discussion and a team of colleagues reviews information and identifies strategies to assist the student.

Our Dean of Students is a school social worker who serves as an onsite resource for student, teacher, and family support. She leads staff professional development training on social-emotional learning, trauma-informed best practices, identification of students at risk, and Positive Behavior Intervention Supports (PBIS).

Resources for the whole child, including those specific to social-emotional health and the COVID-19 pandemic have been collected and shared on the school's website.



Phase 4 Instruction

Renaissance Public School Academy will offer two modes of instruction for all students during the 2020-21 school year: On-site Instruction or Virtual Instruction.

On-site, in person instruction will be available to all students following the guidelines listed below when our region is in Phase 4, 5, or 6 as determined by the State of Michigan. If our region's phase designation changes to Phase 1, 2, or 3, in person instruction will be suspended and instruction will continue in a distance learning format. If, under the guidance of the Central Michigan District Health Department, students or classrooms are placed in quarantine, instruction will continue in a distance learning format until the quarantine period has been lifted.

A Virtual Instruction option, detailed below, will also be available to all students for the entire school year regardless of the pandemic phase level designation for our region. In an attempt to provide clarity and differentiate between scenarios, for the purposes of these descriptions, the phrase "Virtual Instruction" will be used to describe the option in which students will engage in virtual learning from home for the entire school year regardless of pandemic phase. "Distance Learning" will be used to describe on-site learning that transitions to remote instruction for a period of time if our region is designated as Phase 1, 2, or 3, or to address quarantine needs.

The specific learning activities used in each format will not necessarily be identical in each option, however, every student will receive instruction focused on the same foundational skills for that content area. The end goal of developing student understanding related to an identified academic standard remains the same even if the particular lessons used to develop this understanding may vary between the on site and virtual instruction options.

Instructional Practices Common to On Site and Virtual Instruction

- Integrated instructional units based on identified foundational skills
- Renaissance Mission & Vision Essential skills
- Clearly defined success criteria
- Ongoing formative assessment
- Feedback to guide student progress
- Continuation of IEP and 504 plan services and supports
- Targeted intervention support when needed



- Seesaw communications to share current instructional topics and skills
- Active monitoring of student attendance and engagement
- Use of digital tools to enhance student collaboration
- Virtual student-led conferences and learning celebrations

Option 1: On-Site, in person Instruction

- On-site instruction will take place similar to past practices at Renaissance Academy, with the addition of the safety measures described in this section
- Social distancing will restrict student collaboration in close physical proximity
- Student collaboration will continue through the use of digital tools
- Specials classes, such as music and library, will take place in the home classroom
- Physical Education classes will take place outside
- Students will have additional scheduled recess times
- Students will not mix across classrooms inside the building for joint activities
- Students from multiple classes may attend outside recess together
- A modified schedule will be in place during the first weeks of the school year to allow students to learn about and practice safety procedures
- If more than 60% of our student enrollment capacity choose to attend school on site, this plan may be further revised to promote adequate social distancing

Option 2: Virtual instruction

- This full-year program is offered according to the requirements of Section 5-O-D of the Michigan Department of Education Pupil Accounting Manual
- The distance learning option follows the same [2020-2021 academic calendar](#) as the on-site option and accounts for 180 days and a minimum of 1098 instructional hours
- A parent or guardian must sign a consent form agreeing to allow their child to participate in Renaissance Academy Virtual Instruction courses prior to the start of the school year
- An Educational Development Plan (EDP) defining the anticipated course engagement dates will be drafted for each student during the first month of virtual instruction
- The EDP will also include:
 - The student's preferred learning style.
 - The student's interests
 - Areas of academic development



- Areas of personal/social development
- A timeline and measures for the development of the above items
- Postsecondary and career goals as applicable
- The EDP can be modified at any time in response to student needs
- Sample schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:00 ELA	9:00 - 10:00 ELA	9:00 - 10:00 ELA	9:00 - 10:00 ELA	9:00 - 10:00 ELA
10:15 - 11:45 Science or Social Studies PBL (content area alternates by unit)	10:15 - 11:45 Science or Social Studies PBL (content area alternates by unit)	10:15 - 11:45 Science or Social Studies PBL (content area alternates by unit)	10:15 - 11:45 Science or Social Studies PBL (content area alternates by unit)	10:15 - 11:45 Science or Social Studies PBL (content area alternates by unit)
1:00 - 2:00 Math	1:00 - 2:00 Math	1:00 - 2:00 Math	1:00 - 2:00 Math	1:00 - 2:00 Math
2:15 - 3:00 PE and Health	2:15 - 3:00 Music	Teacher Professional Development	2:15 - 3:00 STEM	2:15 - 3:00 Arts & Crafts

- Teachers will work with students and families to coordinate a specific schedule that works best for their individual needs
- Students are required to demonstrate engagement and maintain regular two-way communication with their teacher
- Students and virtual teachers are required to complete weekly participation logs
- Students will be assigned to the virtual class of one teacher who will be their mentor and primary point of contact for instruction and feedback in all core content areas
- Academic intervention services will be available virtually if needed
- A home internet connection is needed to opt-in to the full-year distance learning option
- A school-issued chromebook will be provided to each student
- Distance learning students may be required to be on-site for NWEA Growth benchmark assessments depending upon the requirements of the Center for Charter Schools at Central Michigan University



- A continuation of services plan will be developed for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers

Governance

- Create a district Return to Instruction and Learning working group
- Gather feedback from students, families, and teachers about their experiences with distance learning
- Revise and communicate the Renaissance distance learning plan as outlined in Phase 3
- Seek the advice and approval of the Renaissance Board of Directors and the Center for Charter Schools at Central Michigan University

Communications and Family Supports

- Update and maintain family contact information in Seesaw and SwiftReach messaging systems
- Offer parent training on Seesaw use
- Share information about instructional options in the family newsletter
- Share information about instructional options during beginning of the year family visits, either onsite or virtually
- Post or link recommended resources on the school website for ease of access

Professional Learning

- Reflect as a staff on the strengths and challenges of distance learning
- Review the feedback shared by students and parents
- Identify key strategies and practices for distance learning
- Update classroom procedures with respect to masks, social distancing, and proper hygiene practices
- Identify supports that will ease the transition for students and families between on-site and distance learning, if needed
- Review formative assessment practices
- Determine checkpoints for offering specific, actionable feedback to students at designated times during instructional units
- Renew Positive Behavior Intervention Supports (PBIS) practices
- Present and share collaborative discussions around social-emotional health resources
- Define and communicate instruction, engagement, and feedback expectations for students who choose the year-long distance learning model



- Grade level team collaboration
- Student Study Team/Multi-Tiered System of Supports (MTSS) planning
- Mentor teacher collaboration
- Substitute teacher training
- Classroom teacher planning and preparation for substitute teachers
- Cross-training of support services tasks



Phase 4 Operations

Facilities

Before Reopening	If Closure is Needed
<ul style="list-style-type: none"> ● Obtain surgical masks, face shields, and gloves for cleaning staff ● Thoroughly clean the building according to established protocols ● Continually update protocols based on ongoing guidance received from OSHA and CDC ● Plan and prepare for increased cleaning to occur during the school day ● Evaluate spaces available for student learning ● Inspect HVAC systems 	<ul style="list-style-type: none"> ● Custodial staff should wear surgical masks, face shields, and gloves when cleaning ● Thoroughly clean the building according to established protocols ● Continually update protocols based on ongoing guidance received from OSHA and CDC ● Maintain the building in operating condition for rapid reopening

Budget, Food Service, Enrollment, and Staffing

Before Reopening	If Closure is Needed
<ul style="list-style-type: none"> ● Define student arrival and dismissal procedures ● Survey families to determine their interest in either in-person or distance learning ● Plan for needed staffing changes ● Plan for substitute teaching needs ● Use CARES act funds for cleaning, instruction, and technology purchases ● Update student and staff handbooks ● Train staff on food service protocols 	<ul style="list-style-type: none"> ● Communicate food service options to families so students can continue to receive meal assistance during the closure



Technology

Before Reopening	If Closure is Needed
<ul style="list-style-type: none">● Survey families on home availability of technology and internet access● Update procedures for distribution, return and inventory of chromebooks● Sanitize chromebooks● Repair or replace damaged chromebooks	<ul style="list-style-type: none">● Deploy chromebooks for distance learning● Communicate procedures for distribution, return and inventory of chromebooks

Transportation

- Transportation is not offered to students
- Off-site field trips are suspended



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

Phase 5 Safety Protocols

Personal Protective Equipment: Masks and Facial Coverings

Renaissance Academy will continue to follow the protocols described in Phase 4, with the following lessened restrictions:

Staff	Students
<ul style="list-style-type: none"> ● Masks must be worn by staff except during meals 	<ul style="list-style-type: none"> ● Masks must be worn by all students in hallways and common areas ● Masks are encouraged to be worn by all students in classrooms except during meals

Food Service, Gathering, and Extracurricular Activities

Renaissance Academy will continue to follow the protocols described in Phase 4, with the following lessened restrictions:

- Limited use of building common spaces may be utilized
- Limited gatherings of students from more than one classroom may be considered

Athletics

Renaissance Academy will continue to follow the protocols described in Phase 4, with the following lessened restrictions:

- Spectator capacity limits may be increased



Busing and Student Transportation

Renaissance Academy will continue to follow the protocols described in Phase 4, with the following lessened restrictions:

- Limited field trips may resume
- Students will be required to wear masks on busses

Hygiene

Spacing, Movement and Access

Screening Students and Staff

Testing Protocols for Students and Staff and

Responding to Positive Cases

Responding to Positive Tests Among Staff and Students

Cleaning

Medically Vulnerable Students and Staff

Renaissance Academy will continue to follow the protocols described in Phase 4



Phase 5 Mental & Social-Emotional Health

Renaissance Academy will continue to follow the protocols described in Phase 4



Phase 5 Instruction

Governance

Instruction

Communications and Family Supports

Professional Learning

Renaissance Academy will continue to follow the protocols described in Phase 4



Phase 5 Operations

Facilities

Budget

Food Service

Enrollment and Staff

Technology

Transportation

Renaissance Academy will continue to follow the protocols described in Phase 4