



**SAGINAW COVENANT ACADEMY
COVID-19 Preparedness and Response Plan**

Address of School District:
508 S Washington Ave, Saginaw, MI 48607

District Code Number: SCA-73900

Building Code Number: SCA-03044

District Contact Person: Amanda Acker

District Contact Person Email Address: aacker@covenantacademiesfoundation.org

Local Public Health Department: Christina Harrington

Local Public Health Department Contact Person Phone/Email Address:
(989) 758-3813
SCHD@Saginawcounty.com

Name of Intermediate School District: Saginaw ISD

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: July 22, 2020



Assurances

- SCA 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 SCA.
- SCA 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.
- SCA will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- SCA's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- SCA 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.
- SCA 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.
- SCA prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Paulina Spate Alb
President of the Board of Directors

7/24/20

Date



Introduction and Overview

The Saginaw Covenant Academy schools serves to prevent youth homelessness and youth incarceration by providing educational opportunities and other services, including residential, to dropout, homeless, at-risk and disenfranchised youth. We focus on retention, progress and graduation. Through access to education, support services and community partnerships, our schools offer unconditional love and absolute respect to our most vulnerable youth.

Saginaw Covenant Academy will fulfill its mission of providing educational opportunities to children and youth who are homeless or at great risk. In the spirit of open enrollment, educational services will be offered to all youth who seek help, with a priority of concern and commitment to those for whom no other service is available. SCA will make every effort to work with their families. SCA will collaborate with community agencies and associations and actively participate in community efforts to improve conditions of families and children. SCA will advocate with and on behalf of youth to raise awareness in the community about suffering. Our mission is based on the belief that all children and youth have the right to an education, and to love, respect and genuine concern. Our individual and shared philosophy will permeate all our activities.

To meet our mission, we uphold and practice to the following values daily:

- We serve as parents-first in a family-like environment
- We create a covenant with each student
- We love unconditionally
- We provide absolute respect
- We are understanding
- We are accepting
- We build trust
- We minimize barriers so students can attend school, make progress, and ultimately graduate
- We offer hope for a better future

Since the onset of the COVID-19 pandemic and the school closures, Saginaw Covenant Academy has been committed to ensure all of our students have their needs met and continue to



make progress towards their high school diploma. SCA is committed to providing all students a chromebook for which they can access our online curriculum, as well as weekly care packages of food and personal hygiene supplies. Through all phases of this plan, feedback was gathered from staff, students, board members and the community through surveys and special forces meetings. We are especially appreciative of our authorizer, Grand Valley State University, supporting our efforts to write this Preparedness Plan that best meets the unique needs of our students.

As always, our team is guided by our mission and our covenant to students. In developing this plan, we are committed to maintaining our mission and guiding principles of unconditional love and absolute respect for all students.



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

Academy is closed for in-person instruction

Phase 1, 2, or 3 Safety Protocols

I. Building Access, Spacing, and Movement

- A. Academy is closed for in-person instruction
- B. Staff entering the building to conduct minimum basic school operations (only with approval from the School Leader) must adhere to the following steps:
 - 1) Complete a screening questionnaire (<https://misymptomapp.state.mi.us/>) to check for symptoms including completing a temperature check.
 - 2) Wear a face mask
 - 3) Sanitize hands using the sanitizing machine located at the front entrance
 - 4) Sign in at the security desk, noting their name, phone number, date and time of entrance/exit from the building
- C. Saginaw Covenant Academy does not provide a licensed childcare facility, does not own buses, and does not participate in athletics.
- D. SCA will not be used by a licensed childcare provider.

II. Food Service

- A. Meals will continue to be provided to students. Distribution locations will be established where students can pick up food. If a student is unable to get to the distribution site, redeployed staff will drop off the meal packages to students homes.
- B. All inter-school activities are discontinued.
- C. After-school activities are suspended.

III. Athletics

- A. All athletics are suspended

IV. Cleaning Protocol

- A. Cleaning supplies will be audited
- B. SCA will be maintained. A staff member will be assigned to do a weekly walk-through of the facility to note anything of concern. Items of concern will be shared with the School Leader. SCA is closed for in-person instruction



- C. Saginaw Covenant Academy contracts with a 3rd party vendor to clean the school building.
The vendor will abide by all required clearing protocols as established by the CDC School Decision Tree.
- D. Cleaning will continue while the school building is not open.
- E. All cleaning products will be stored in a locking janitorial closet.
- F. Cleaning staff will wear masks, gloves and face shields when performing cleaning activities.

IV. Transportation

- A. Student transportation will not be provided while in Phase 1-3. The SCA van will only be used to transport food or supplies to students in need.

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

Saginaw Covenant Academy is closed for in-person instruction

- I. SCA will implement a **mental health screening for all students upon return to school**.
 - A. This screening will be conducted by a trained professional. All professionals who conduct screenings will be trained on relevant best practices.
 - B. The screening will be compliant with HIPAA and FERPA policies.
 - C. Screening instructions will protect confidentiality while adhering to mandated reporting guidelines.
- II. SCA will establish and communicate guidelines to all staff regarding **identification and rapid referral of at-risk students** to appropriate building-level support teams.
 - A. Upon enrolling, each student is assigned an Advocate, a staff member who is responsible for supporting the student's social-emotional well-being and academic progress.
 - B. Advocates check-in with each student on their caseload weekly and record levels of student well-being on the "Student Care Tracker" a live document with up-to-date information on each student enrolled at SCA.
 - C. SCA will establish a Mission Support Team, which consists of SCA School Leader, a Mission Specialist, a Family Support Specialist, and other staff members. One role of the Mission Support team is the timely identification of at-risk students, using the Student Care Tracker, and organizing targeted intervention depending on student needs.



- III. The Academies will provide all staff with timely, responsive, and ongoing **training/professional development as well as needed tools, resources, and implementation support**, focused on a variety of topics. Specifically, Advocates, teachers, and administrators will have access to the following areas of professional development:
- A. A scope and sequence of **Mindsets and Success Skills** shown to be conducive to mental and social-emotional health as well as academic and professional success. Staff members will be able to identify and cultivate these competencies in students.
 - B. The **Developmental Relationship Framework**, created by the Search Institute, which outlines the five dimensions of relationships that are conducive to social-emotional health and wellness: Express Care, Challenge Growth, Provide Support, Share Power, and Expand Possibilities.
 - C. A **Restorative Practices model for school culture**, which emphasizes student development and community healing instead of punitive discipline. Over time, trainings will encompass the full spectrum of restorative practices: Affective Language, Affective Questions, Informal Conferences, Circles, and Formal Conferences.
 - D. **Trauma-Informed Strategies for Classroom Management**, including the use of consistent, positive behavioral supports and differentiated strategies for struggling students. This will include identification of students at risk and proper local referral protocols.
 - E. Strategies for promoting **Balance and Wellness**, with an emphasis on exercise, nutrition, and sleep habits. Staff members will learn specific strategies to promote wellness in their students and themselves and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- IV. SCA will establish a **comprehensive crisis management plan** that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member). The plan will include the following components:
- A. Multiple access points for crisis information to get to school leadership in an urgent fashion.
 - B. Efficient chain-of-command communication structures to support the dissemination of crisis-related information to the entire school community.
 - C. Easily accessible school support resources, including mental health and counseling support, made available immediately upon crisis activation.



- V. SCA will compile and update a **comprehensive list of wellness resources** available to both staff and students that will be provided in conjunction with screening activities, and that reference school and community wellness resources. The list will include:
 - A. Contact information (email and phone numbers) for organizations providing mental health support
 - B. Local community organizations, focused on mental health, serving at-risk youth.
 - C. Suicide Prevention hotlines and resources
 - D. Websites providing self-care and wellness resources for adolescents and adults

- VI. SCA will establish ongoing **reporting protocols for school staff** to evaluate physical and mental health status.
 - A. Advocates will use the Student Care tracker to update student physical and mental health wellness during their check-ins with each student. These check-ins will take place weekly.
 - B. The Mission Support Team will monitor the Student Care Tracker to ensure that it is being regularly and accurately updated.

- VII. SCA will provide **resources for staff self-care**, including resiliency strategies. These resources include:
 - A. Mindfulness practices
 - B. Resiliency Strategies
 - C. Exercise recommendations and guidance
 - D. Nutrition recommendations and guidance

- VIII. SCA will designate a **mental health liaison (school-based)** who will work across the school, local public health agencies, and community partners.

- IX. SCA will leverage **MDE resources for student and staff mental health and wellness support**. In particular, each academy will utilize resources from the University of Michigan TRAILS program, Edgenuity lessons, and Michigan Virtual to provide contextual knowledge and specific strategies for self-care and wellness.

- X. SCA will activate **communication channels for school stakeholders to address mental health concerns** resulting from COVID-19 by providing accurate and up-to-date contact information for relevant school personnel and community organizations that provide mental health resources.

- XI. SCA will **communicate proactively with parents and guardians**, via a variety of channels, regarding the **return to school transition**. Such communication, which will take place over email and phone calls, will include:



- A. Destigmatization of COVID-19 and normalizing advised public health measures.
- B. Providing guidance around ways to respond productively in times of crisis.
- C. Offering resources including best practices of talking through trauma with children.
- D. Specific positive self-care strategies that promote health and wellness for individuals of various ages and contexts.

Phase 1, 2, 3 - Instruction

SCA will be closed for in-person instruction when in Phases 1-3.

In Phases 1-3, instruction will be delivered using the online learning platform Edgenuity, which is self-paced and delivers state-approved curriculum with MMC Standards. Students will work on one class at a time until completed and credit is earned. During this Phase, students will complete a daily self-reflection in Google Classroom regarding their academic progress. Teachers will reach out within 12 hours if students, or teachers, are feeling a face to face virtual check-in is necessary based on the feedback students shared. Teachers will use the data collected from these daily self-reflections to look for trends, address gaps, and design other synchronous opportunities for learning. NWEA will also be given 3 times a year virtually during this phase. Teachers will use this data to drive possible opportunities for virtual small group instruction. Once a week, teachers will schedule a virtual 1:1 Academic Conference, using Google Meets, with each of their current rostered students. During this Phase, these meetings will be done virtually. Teacher and student will review progress from the past week and set goals (for the next week, month, semester). Teachers will work with students to pre-arrange and schedule this for the same time and day each week.

I. Governance

- A. SCA Create a district **Return to Instruction and Learning working group**
 - 1. Will bring together Academic Acceleration Special Forces led by the Director of Academic Progress.
 - 2. This diverse group includes teachers, School Leaders, Supervisors of Academic Progress, Advocates, etc.



3. Gather feedback through online surveys and virtual focus groups and conversations to share with stakeholders, including students, their experiences with remote instruction and eliminate their time away from SCA and what they feel is needed moving forward.
4. Plan for this acceleration of student learning
5. Provide resources and supports for teachers and school leaders to help students access grade-appropriate assignments and learning.
6. Plan for a variety of potential instructional delivery scenarios.
7. Plan for and communicate for each scenario to all stakeholders.
8. This plan will be shared out with stakeholders and feedback received will be discussed and implemented, when appropriate.
9. This plan will be shared out on the SCA website, available at the school, and given to Stakeholders.
10. To gather feedback from families, teachers, students and school leaders SCA push out online surveys, conduct virtual focus groups with our students/parents, and participate with the above stakeholders in a virtual manner, to understand how students have experienced their time away from SCA. Asking for input from students about what they thought went well, what needs improving, pitfalls and successes they have experienced during at-home learning and how their connection to their peers and their academy community has held up.

II. Remote Instruction (or BEFORE the Return to In-Person/Hybrid Instruction)

- A. **Revised remote learning plans** will be distributed to all involved stakeholders in their home language and have opportunities for ongoing feedback.
 1. Learning Plans will be posted on our website and will also be disseminated to all Stakeholders.
- B. Activate **remote learning programs** and deliver **standards-aligned curricula** and **high-quality instructional materials**. SCA will work to **integrate synchronous and asynchronous learning** and best practices that promote student engagement, consistency, and differentiation. Some of the materials that will be used will be Edgenuity, Google Classroom, and NWEA. This is not an exhaustive list as MDE high-quality digital resources are still being researched and vetted.



1. Identify the most critical prerequisite skills and content knowledge students need to access that grade level content
 2. Identify the most important skills and concepts of each unit of study or standard for courses (**Power Standards**)
 3. Study the standards alongside year-long scopes and sequences to understand:
 - a) **what** standards and topics will be covered **when**
 - b) **how students will apply** their knowledge of the standards
 - c) **how they will show** that knowledge
 4. Teach staff how to monitor student progress on grade-appropriate assignments and adjust supports based on student results
- C. Assess every student** upon return to school
1. An assessment screener will be given when SCA goes back in session. The assessment that will be used will be decided by the Academic Acceleration Special Forces Team. When In-person, the assessment screener will be given in the building. When Remote, the assessment screener will be given virtually. The results will be used to drive instructional decisions for teachers, students, and families.
 2. Three times a year, NWEA MAP will be given to further assess learning and address gaps. When implementing Remote instruction, SCA is investigating the online version of NWEA. The Academic Acceleration Special Forces Team will investigate curriculum based and/or interim assessments. Teachers will be taught how to use informal assessments to address gaps and accelerate learning when we are In-person and/or Remote.
- D. Review students' IEPs and 504 plans**
1. IEPs, 504s, and EL Plans will be reviewed. Current needs, based on assessment data, parent feedback and in coordination with the general education and special education teacher will be reflected in an amendment, if needed.
 2. Parent/student feedback will be an integral part of this review.
 3. IEPs will be revised when data shows revisions and amendments are necessary.
 4. Accommodations and modifications will be designed to match services accordingly based on data and input from the IEP Team.



5. **Online intervention and support services** will be implemented and all programs and learning environments will be supported, this includes Career and Technical Education Programs. SCA does not serve students in birth to five services.
6. Time will be built into the schedule to allow **collaboration between general education and special education teachers** to ensure IEP compliance.
7. The accessibility needs of students with disabilities will be considered and will be provided/arrange for assistive technology as needed/where possible.
8. Outside agencies will continue to be collaborated with to secure supports for students who are transitioning to **postsecondary**.

E. **Conduct checkpoints with school leaders** around curriculum and instruction and monitoring of student progress.

1. School Leaders will be a part of Academic Acceleration Special Forces. This group will meet weekly and **monitoring of student progress** will be a part of each weekly check-in.

F. Continue to stay abreast of **MDE Policies and Guidance**.

G. Develop a **continuation of services plan** for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

III. **Communication and Family Supports**

A. **Implement a communication system** to ensure that we communicate with all families and students using multiple modes of communication in their home language. Modes of communication will include home visits with required social distancing procedures, phone calls, text messaging, facebook, website and postings at SCA.

1. Academic Acceleration Special Forces will develop and evaluate the **communication plan** in regards to closure and reopening. SCA will implement and communicate information and continue to gather feedback and evaluate the communication plan.
2. There will be clear communication surrounding the expectations of the closing and reopening of SCA.



3. **Learning supports and resources for families** to use at home will be researched by the Academic Acceleration Special Forces. These resources will be available in a variety of ways for families including online, mailed, and pick up at Virtual Training Workshops.
4. Academic Acceleration Special Forces will develop and run a **Virtual Training Workshop** for families and students. These will be held numerous times.

IV. **Professional Learning and training through virtual modes for educators**

- A. Develop and implement **restorative supports** for teachers to address equity and implicit bias, social-emotional learning and learning around culturally responsive education.
- B. Professional Development is being developed and will be implemented with teachers. Teachers will have time built into schedules to meet with Professional Learning Communities to collaborate with one another to **share ideas, success, failures, and learning** around remote learning and plan for a week's worth of instruction to establish consistency and appropriate workload. This PD will begin to be implemented by the end of July. There will be planned PD built into the school year calendar that will occur on a weekly basis.
- C. Teachers will have time built into schedules to meet and collaborate with one another to **review student assessments results, progress and completed assignments**. A tracker will be developed to monitor progress.
- D. Teachers will also receive training in other **online learning resources** that are proven to be effective to deliver high quality instruction, including robust synchronous instruction and asynchronous.
- E. Develop and train our staff and teachers on the concepts and **best practices of accelerated learning and strong instruction** and assure teachers understand these concepts and best practices so they are able to incorporate them into their teaching practice. Teachers will be trained and monitored in implementing Student-Centered Learning.
- F. Trainings will continue to be updated and teachers will continue to participate in training to assure the **high quality of remote learning** and instruction is being provided to all students

V. **Monitoring**

- A. Students will have **connectivity and access to devices** to engage and complete academy activities.



1. Chromebooks and HotSpots were purchased for students and staff. Both devices are provided to all current and newly enrolling students and will continue to be passed out to students.
- B. Developing systems to **monitor and track student attendance and student work and student connectivity and access**. Student attendance and work completion is monitored on a daily basis.
 1. Teachers of Record and Mentor Teachers will continue to reach out to students to discuss the subject, discover progress or investigate lack of progress, and provide assistance to promote learning and development. They will also be monitoring attendance and student connectivity and access.
 2. Students will self-access the quality of their own work and reflect on teacher feedback. There will be the opportunity for teachers and students to meet and share feedback and assess learning progress.

Phase 1, 2, or 3 Operations

SCA will be closed for In-Person Instruction

Operations

I. Facilities

- A. While SCA is closed, materials and cleaning supplies will be audited by the Operations Assistant and orders will be placed to fill the supplies.
- B. While SCA is closed, it will be maintained in good working order to prepare for students' return.
- C. SCA contracts with Cintas for procurement of cleaning and disinfection supplies. Cintas will refill supplies as needed.
- D. SCA does not have any additional facilities that are used for learning.
- E. SCA contracts with a cleaning vendor. The vendor will follow guidelines issued by OSHA and the CDC, including wearing face masks/coverings. This vendor will execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- F. SCA will work with the ISD in their contingency plan to coordinate the use of the building for essential actions.



- G. SCA will, if it becomes necessary, coordinate with the Local Emergency Management Plan (LEMP) for support in the procurement of cleaning and disinfection supplies.

II. Technology

- A. Chromebooks and HotSpots were purchased for students and staff. Both devices are provided to all current and newly enrolling students and will continue to be passed out to students. The needs of each student are monitored weekly to ensure each has access to the appropriate technology and connectivity needs to continue learning and that students are able to submit assignments and be evaluated accordingly.
- B. SCA has a Technology Special Forces in place. This team is made up of the technology point person at SCA (Tim Ostrom 989-751-0079), Supervisor of Academic Progress, School Leaders, and teachers. This team is working with all teachers, staff, students, and families to assist with the technology support plan for families and with troubleshooting.
- C. Staff have been given basic training in Google Classroom. There will be extensive PD given in Google Classroom so, while in Phases 1-3 and 4, if Hybrid, robust synchronous instruction and engagement will continue to take place daily. This training will continue to be updated and teachers will continue to participate in training to assure the highest level of instruction is being provided to all students. Teachers will also receive training in other online learning resources that are proven to be effective to deliver high quality instruction. Training and support will be given to parent volunteers as well.
- D. Working to update internet infrastructure at SCA to support all technology needs through the use of wi-fi via more access points.
- E. Extra Chromebooks are on-site to mitigate time staff may be without a device.
- F. Software is installed on student and teacher machines to monitor compliance with online learning programs and device usage.
- G. SCA not be using parent volunteers to serve as a technology liaison and help desk.
- H. Trinity, who is our contracted vendor, will assist in processing, returning and maintaining devices as needed.



- I. Technology Special Forces has the following in place and continues to meet weekly to review and update the following:
 1. District technology plan that includes support plan for families, guidance for SCA and training and support for educators to adapt remote learning for the classroom
 2. Distribution of technology
 3. Return of technology, including sanitizing and bagging
 4. Monitors needs of students and families
 5. Tracker tools
 6. Technology Handbook for Students & Families
 7. Technology Handbook for Staff
 8. Inventory needs, including ordering accessories that may be needed over the summer or during the school year.
 9. Required maintenance needs
 10. Developing and implementing training to all staff
 11. Surveys of families to assess technology needs
 12. Assess technology equipment and training needs
 13. Work with a contracted organization to conduct prepared maintenance routines to remove malware and fix standard issues. A tracker is kept to identify the needs of each repair that is needed.

- II. **Budget, Food Service, Enrollment, and Staffing**
 - A. Students and staff will be provided a chromebook and hotspot to continue accessing their online curriculum while the building is closed. If students need additional instructional resources, materials will be provided.
 - B. Saginaw Covenant Academy will continue to work with MDE to understand flexibility with hiring and will develop a plan to conduct interviews via Google Meet.
 - C. Saginaw Covenant Academy will continue to work with our food service vendor to ensure students still receive meals while the building is closed. Meal distribution sites and food services processes will be determined by the vendor. Saginaw Covenant Academy will use School Messenger to ensure students know the distribution sites and processes for picking up meals. In the event a student can not get to a distribution site, a staff member will drop the meal off to the students home.
 - D. Staff attendance will remain the same as if the building was open. Staff will be required to work their normal work schedule from a remote location, such as their home.



Students will be required to continue to meet the attendance requirements, virtually, as defined by the MDE 5-O-D program and the Saginaw Covenant Academy Student Handbook.

E. Building Administration, Teachers and office staff will continue their job responsibilities from a remote location, like their home. Support staff will be redeployed to assist with the Care Team responsibilities such as delivering food and hygiene supplies, assisting with technology needs and distribution, participating in remote meetings and any other tasks that become necessary.

III. Transportation

A. There is no transportation provided by SCA.

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

SCA will operate with both in-person virtual learning and remote virtual learning. This is to accommodate, for example, students with children, medically high-risk students, and those who have opportunities to work during the school day.

I. Personal Protective Equipment

A. Face masks/coverings must be worn at all times by staff, students and all visitors/guests except during meal times. *No one will be allowed to enter the building without a face mask unless there is a medical condition that precludes them from wearing one or if they are not able to remove a mask/covering on their own accord.* If a student is refusing to wear a face mask, he/she will not be allowed to enter the building or will be asked to leave for the day and work from home. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one

B. Face masks will be purchased by SCA and provided at the door for those who do not have one. Students wishing to wear their own facial coverings are allowed to do so, but must wash them before returning to the building.

C. Face masks must be washed daily, or disposed of daily. If students are not able to wash them, SCA has washers and dryers available to wash them for the students.



D. Staff, students, or visitors who medically cannot tolerate a face covering does not need to wear one, but must have a medical note stating such. If there is a situation in which there is a student transportation need, both the staff member and student will wear a face mask/covering while in the vehicle.

E. Special education teachers will not be required to wear a clear mask because of working with adult learners (16+), however, there may be exceptions depending on the needs of the students.

II. Hygiene

A. SCA has entered into a contract with Cintas to provide, and maintain stock for the following items: soap, hand sanitizer (with at-least 60% alcohol), paper towel, tissues, etc.). SCA is working to implement frequent and systematic checks and refills of soap and hand sanitizers.

B. Signs will be posted throughout the building with instructions on how to hand wash and sanitize.

C. Teachers will instruct students daily on how to properly sanitize when students enter the classroom. This instruction will include washing hands with soap and water for at least 20 seconds and/or the safe use of hand sanitizer and also how to properly sanitize their desk.

D. Teachers will instruct students on how to cough/sneeze into their elbow or a tissue, throwing their tissue away immediately and then with handwashing immediately following.

E. Teachers will have schedules of which students hand wash or use hand sanitizer every 2-3 hours.

F. Students will only use their personal chromebooks while in the classroom, there will be no sharing of devices or items. If they can not use their chrome books, students will work on only one desktop for the entire school day and the desktop computer and desk area will be sanitized after.

G. Saginaw Covenant Academy does not have lockers in our schools. Students will be encouraged to keep personal items at home, however, if students must bring them, the items will be held in their backpacks.

H. While in the building, students do not share materials. Students work at individual work stations. Student work stations will be cleaned after every use.



I. Automatic hand sanitizing stations will be located in every classroom, office and common area for students and staff to use with frequent checks to refill soap and hand sanitizers.

III. Spacing, Movement & Access

A. Students will be spaced 6 feet apart by utilizing every other desk. Chairs will be removed from the classroom to ensure classroom sizes remain smaller and students only occupy every other desk station.

C. All desks in classrooms are already set-up to face the same direction.

D. As much as possible, teachers will maintain 6 feet of spacing between themselves and students.

E. No family members or guests will be allowed to enter the school building, except under extenuating circumstances as determined by the School Leader.

F. Signage will be posted to indicate proper social distancing.

G. Floor tape will be used to indicate 6 foot intervals in areas where lines form including the front entrance near the security station, bathrooms, administrative offices, and any other place where line formation is anticipated.

H. Waiting rooms and reception areas will have chairs spaced out to accommodate appropriate social distancing.

I. Restrooms will have signs posted to indicate proper social distancing and hand washing hygiene techniques.

J. Adult guests entering the building (only with approval from the School Leader) must adhere to the following steps:

1) Complete a screening questionnaire to check for symptoms

2) Wear a face mask

3) Sanitize hands using the sanitizing machine located at the front entrance

4) Sign in at the security desk, noting their name, phone number, date and time of entrance/exit from the building

VI. Screening Students and Staff

A. Saginaw Covenant Academy will be cooperating with the local health department regarding implementing protocols for screening students and staff.

B. Staff will conduct daily self-examinations, including temperature checks, prior to coming to work using the app/website: <https://misymptomapp.state.mi.us/>. If staff have any respiratory issues, gastrointestinal symptoms, or has a temperature of 100.4 or greater



they will not come into the building. If able, they will be asked to work from home while exhibiting symptoms of illness.

D. Saginaw Covenant Academy will use the following location and designated staff person to care and serve as a quarantine area in the event someone becomes ill during the school day.

Saginaw:

- Location: Front Entrance Office
- Staff Member: School Leader

E. If a student becomes ill while in school, the following steps will be taken:

- Student will be given a surgical mask to wear with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Student will be placed in the quarantine area until they can be picked up
- Parent/Guardian will be notified to come pick up their child
- The staff member caring for the student will also wear a surgical mask
- Sick students will stay home from school until they have tested negative OR recovered according to the CDC guidelines.

V. **Testing Protocols for Students and Staff, and Responding to Positive Cases**

A. Saginaw Covenant Academy will be cooperating with the local health department regarding implementing protocols for screening students and staff.

B. Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask, quarantine in the identified space until a parent or guardian, emergency contact, or ambulance if clinically unstable, can arrive and transport the student to off-site testing.

C. Staff who develop a fever or become ill with COVID-19 symptoms while at work will also wear a mask and will leave immediately to seek off-site testing.

D. Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to the CDC guidelines.

E. If a positive diagnosis, families and students will be notified of the positive case and encouraged to monitor for symptoms. Immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than 6 feet in close proximity



to the student or staff member who tested positive) so they can quarantine for 14 days at home and monitor themselves for symptoms.

VI. Responding to Positive Tests Among Staff and/or Students

A. Saginaw Covenant Academy will be cooperating with the local health department if a confirmed case of COVID-19 is identified and notify them if there is a confirmed positive case while maintaining confidentiality consistent with the Americans with Disability Act (ADA) and other applicable federal and state privacy laws. SCA will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information.

- The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.

B. SCA will collect contact information for any close contacts of the affected individuals from two days before he or she showed symptoms to the time when he or she was last present at the school.

C. To ensure accurate contact information, students will be asked to log their name, phone number and time at school every time they arrive/exit the building.

D. Anyone in close contact with the affected person will be asked to quarantine for 14 days after exposure.

E. SCA will not discuss the name of the positive case, only disclosing that a positive case occurred.

F. Employees with a confirmed case of COVID-19 are not permitted to return to the school until they are no longer infectious, per the local health department guidelines.

G. The affected area will be closed for 24 hours before cleaning to minimize the risk of any airborne particles. Building staff and Cintas staff will wear surgical masks, gloves and face shields when cleaning the area.

VII. Food Service, Gathering and Extracurricular Activities

A. Assemblies will not be allowed. Students will stay in classrooms and not join with any other classes during the school day.



- B. Food will be served to students in their classrooms and will use disposable utensils. Students will be given the option to take the food home to eat, or eat in the classroom.
- C. Students, teachers, and staff will wash hands before and after every event.
- D. Off-site field trips that require van/bus transportation to an indoor location are suspended.
- E. SCA does not have recess.
- F. If there are assemblies or other school-sanctioned events, SCA will offer telecasting or a webcast link.
- G. Extracurricular activities will be able to continue with the use of facial coverings.

VIII. Athletics

- A. Saginaw Covenant Academy schools do not participate in school sponsored athletics.

IX. Cleaning

- A. Saginaw Covenant Academy contracts with a 3rd party vendor to clean the school building. The vendor will abide by all required clearing protocols. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- B. Saginaw Covenant Academy students do not change classes throughout the day. They remain in the same classroom for the entire academic session/day. Therefore, classrooms will be cleaned daily. Computers and desks will be wiped down after every use. Libraries, computer labs, arts, and other classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class.
- C. Saginaw Covenant Academy schools do not have playground equipment.
- D. All cleaning products will be stored in a locking janitorial closet where students can not access them.
- E. Staff will wear masks, gloves and face shields when performing cleaning activities.



X. Transportation

- A. Saginaw Covenant Academy schools do not have buses, but do have one van for the purposes of transporting students if needed.
- B. Students and staff are required to use hand sanitizer before and after they use the school van for transportation.
- C. Masks must be worn while in the van by staff and students.
- D. The van will be cleaned and disinfected at the end of each day.
- E. Frequently touched surfaces will be cleaned between each use.
- F. Sick students will not be allowed to use the van. Instead, a parent/guardian will need to pick them up from school.
- G. Weather permitting, a window in the van will be kept open when cleaning, between trips and while in route, if possible.
- H. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

XI. Medically Vulnerable Students and Staff

- A. SCA will review all current plans (e.g. IHP, IEP, 504) that accommodates that special healthcare needs of students and update their care plans as needed to decrease their risk of exposure to COVID-19. New plans can also be created for other students, as needed, to decrease their risk of exposure. Medically vulnerable students will be allowed to work from home using the chrome book device given to them when they enroll. A hotspot will also be provided, if needed.
- B. Accommodations will be provided to medically vulnerable staff and they will be allowed to work from home.
- C. A Process is being created with and implemented for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Phase 4: Mental & Social-Emotional Health

- I. SCA will continue to provide an initial **mental health screening** for all newly enrolled students.
 - A. This screening will be conducted by a trained professional when possible. All



- professionals who conduct screenings will be trained on relevant best practices.
- B. The screening will be compliant with HIPAA and FERPA policies.
 - C. Screening instructions will protect confidentiality while adhering to mandated reporting guidelines.
- II. SCA will maintain guidelines for all staff regarding **identification and rapid referral of at-risk students** to appropriate building-level support teams. Advocates will continue to check-in with each student on their caseload weekly and record levels of student well-being bi-weekly on the “Student Care Tracker,” an online document with up-to-date information on each student enrolled at SCA.
- A. The Mission Support team will continue to identify at-risk students using the tracker and organize targeted intervention based upon student needs.
- III. SCA will continue to provide all staff with timely, responsive, and ongoing **training/professional development as well as needed tools, resources, and implementation support**, focused on a variety of topics. Specifically, Advocates, teachers, and administrators will have access to the following areas of professional development:
- A. A scope and sequence of **Mindsets and Success Skills** shown to be conducive to mental and social-emotional health as well as academic and professional success. Staff members will be able to identify and cultivate these competencies in students.
 - B. The **Developmental Relationship Framework**, created by the Search Institute, which outlines the five dimensions of relationships that are conducive to social-emotional health and wellness: Express Care, Challenge Growth, Provide Support, Share Power, and Expand Possibilities.
 - C. A **Restorative Practices model for culture**, emphasizing student development and community healing instead of punitive discipline. Over time, trainings will encompass the full spectrum of restorative practices: Affective Language, Affective Questions, Informal Conferences, Circles, and Formal Conferences.
 - D. **Trauma-Informed Strategies for Classroom Management**, including the use of consistent, positive behavioral supports and differentiated cool-down strategies for struggling students and the identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - E. Establish a point person to centralize mental health referrals, communications to families/ students, and public-facing wellness materials. Implement strategies for promoting **Balance and Wellness**, with an emphasis on exercise, nutrition, and sleep habits. Staff members will learn specific strategies to promote wellness in their students and themselves.



- IV. SCA will maintain a **comprehensive crisis management plan** that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- V. SCA will maintain a **comprehensive list of wellness resources** available to both staff and students that will be provided in conjunction with screening activities, and that reference school and community wellness resources. The list will include:
 - A. Contact information (email and phone numbers) for students to seek mental health assistance
 - B. Local community organizations, focused on mental health, serving at-risk youth.
 - C. Suicide Prevention hotlines and resources.
 - D. Websites providing self-care and wellness resources for adolescents and adults
- VI. SCA will maintain ongoing **reporting protocols for school staff** to evaluate physical and mental health status.
 - A. Advocates will use the Student Care tracker to update student physical and mental health wellness during their check-ins with each student. These check-ins will take place weekly.
 - B. The Mission Support Team will monitor the Student Care Tracker to ensure that it is being regularly and accurately updated.
- VII. SCA will maintain a collection of **resources for staff self-care**, including resiliency strategies. These resources include:
 - A. Mindfulness practices
 - B. Resiliency Strategies
 - C. Exercise recommendations and guidance
 - D. Nutrition recommendations and guidance
- VIII. SCA will maintain an active **mental health liaison (school-based)** who will work across the school, local public health agencies, and community partners.
- IX. SCA will continue to leverage **MDE resources for student and staff mental health and wellness support**. In particular, SCA will utilize resources from the University of Michigan TRAILS program, Edgenuity lessons, and Michigan Virtual to provide contextual knowledge and specific strategies for self-care and wellness.
- X. SCA will maintain **communication channels for school stakeholders to address mental health concerns** resulting from COVID-19 by providing accurate and up-to-date contact information for relevant school personnel and community organizations that



provide mental health resources.

- XI. SCA will continue to **communicate proactively with parents and guardians**, via a variety of channels, regarding the **return to school transition** and relevant policies and procedures aligned with Phase 4.

- XII. SCA will Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - A. Destigmatization of COVID-19;
 - B. Understanding normal behavioral response to crises;
 - C. General best practices of talking through trauma with children; and
 - D. Positive self-care strategies that promote health and wellness.

Phase 4: Instruction

SCA will operate with both in-person virtual learning and remote virtual learning. This is to accommodate, for example, students with children, medically high-risk students, and those who have opportunities to work during the school day.

In Phase 4, instruction will be delivered using the online learning platform Edgenuity, which is self-paced and delivers state-approved curriculum with MMC Standards. Students will work on one class at a time until completed and credit is earned. During this Phase, students will complete a daily self-reflection in Google Classroom regarding their academic progress. Teachers will reach out within 12 hours if students, or teachers, are feeling a face to face check-in is necessary based on the feedback students shared. Ideally, teachers will be able to meet with students who are attending in-person by the day's end for these check-ins. For students that choose to continue with remote learning, these face to face check-ins will be done virtually, using Google Meets. Teachers will use the data collected from these daily self-reflections to look for trends, address gaps, and design other synchronous opportunities for learning. NWEA will also be given 3 times a year. Teachers will use this data to drive opportunities for small group instruction in the classroom or virtually through Google Meets. For students who choose to continue with remote learning, these small groups will be completed virtually, using Google Meets. Once a week, teachers will schedule a 1:1 Academic Conference



with each of their current rostered students. Teacher and student will review progress from the past week and set goals (for the next week, month, semester). Teachers will work with students to pre-arrange and schedule this for the same time and day each week. For students that choose to continue remote learning, these 1:1 Academic Conferences will be held virtually using Google Meets.

I. Governance

A. SCA Create a district **Return to Instruction and Learning working group**

1. Will bring together Academic Acceleration Special Forces led by the Director of Academic Progress.
2. This diverse group includes teachers, School Leaders, Supervisors of Academic Progress, Advocates, etc.
3. Gather feedback through online surveys and virtual focus groups and conversations to share with stakeholders, including students, their experiences with remote instruction and eliminate their time away from school and what they feel is needed moving forward.
4. Plan for this acceleration of student learning
5. Provide resources and supports for teachers and school leaders to help students access grade-appropriate assignments and learning.
6. Plan for a variety of potential instructional delivery scenarios.
7. Plan for and communicate for each scenario to all stakeholders including if a return to remote learning.
8. This plan will be shared out with stakeholders and feedback received will be discussed and implemented, when appropriate.
9. This plan will be shared out on the SCA website, available at the school, and given to Stakeholders.
10. Conducting virtual focus groups with our students/parents to understand how students have experienced their time away from school. Asking for input from students about what they thought went well, what needs improving, pitfalls and successes, learning how they have experienced at-home learning and how their connection to their peers and their school community has held up.

II. Remote Instruction (BEFORE the Return to In-Person/Hybrid Instruction)



- A. **MDE will be consulted for high-quality digital resources.**
- B. **Learning plans** are distributed to all involved stakeholders in their home language and have opportunities for feedback.
 - 1. Learning Plans will be posted on our website and will also be disseminated to all Stakeholders.
- C. **Activate learning programs and deliver standards-aligned curricula and high-quality instructional materials.** SCA will work to **integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.**
 - 1. Identify the most critical **prerequisite skills** and content knowledge students need to access that grade level content
 - 2. Identify the most important skills and concepts of each unit of study or standard for courses (**Power Standards**)
 - 3. Study the standards alongside year-long scopes and sequences to understand:
 - a) **-what** standards and topics will be covered **when**
 - b) **-how students will apply** their knowledge of the standards
 - c) **-how they will show** that knowledge
 - 4. Teach staff how to **monitor student progress** on grade-appropriate assignments and **adjust supports** based on student results
- D. Teachers will be expected to **implement In-Person Virtual Instruction and Remote Virtual Instruction.**
 - 1. Continue to adjust instructions for existing projects as well as add new or alternate assignments, projects, essays, or other ways that students can demonstrate growth, learning, and proficiency.
 - 2. Continue training and use of Google Classroom.
 - 3. Implement and train on robust synchronous instruction. Emphasis for teaching and learning will be on daily synchronous education with supplemental asynchronous.
 - 4. Assess and establish regular training for teachers to participate in training to assure the highest level of instruction is being provided to all students.
 - 5. Receive training in other online learning resources that are proven to be effective to deliver high quality instruction.
 - 6. Teachers will also learn how to more successfully implement asynchronous instruction.



7. Teachers will have rigorous schedules each day as they work to deliver the highest level of instruction.
 8. Develop and train teachers on the concepts and best practices of accelerated learning and strong instruction.
 9. Implement best practices to incorporate them into their teaching practice.
 10. Train and monitor teachers in implementing Student-Centered Learning.
 11. SCA will develop and implement restorative supports for teachers to address equity and implicit bias, social-emotional learning and culturally responsive education.
- E. Expectations will be made clear to school leaders and teachers around hybrid or remote instruction that include:
1. Best practices for blended or remote learning;
 2. Grade-level proficiencies;
 3. Modes of student assessment and feedback;
 4. Differentiated support for students;
 5. The inclusion of social-emotional learning; and
 6. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students
- F. SCA will set an instructional vision that ensures that:
1. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 2. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 3. Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students
- G. Outside agencies will continue to be collaborated with to **secure supports for students who are transitioning to postsecondary.**
- H. Identify the most important skills and concepts of each unit of study or standard for courses (**Power Standards**)
1. Identify the **most critical prerequisite skills** and content knowledge students need to access that grade level content



2. Study the standards alongside year-long scopes and sequences to understand:
 - a) **what** standards and topics will be covered **when**
 - b) **how students will apply** their knowledge of the standards
 - c) **how they will show** that knowledge

- I. **Review students' IEPs and 504 plans**
 1. IEPs, 504s, and EL Plans will be reviewed. Evolving needs, based on assessment data, parent feedback and in coordination with the general education and special education teacher, will be reflected in the IEP process.
 2. Parent/student feedback will be an integral part of this review.
 3. IEPs will be revised when data shows revisions and amendments are necessary.
 4. Accommodations and modifications will be identified based on data and input from the IEP Team.
 5. **Online intervention and support services** will be implemented and all programs and learning environments will be supported, this includes Career and Technical Education Programs. SCA does not serve students in birth to five services.
 6. Time will be built into the schedule to allow **collaboration between general education and special education teachers** to ensure IEP compliance.
 7. Consider accessibility needs of students with disabilities and provide/arrange for assistive technology as needed/where possible.

- J. Implement Academic RTI to access academic phases and identify gaps.
- K. Stay abreast of **MDE Policies and Procedures**.
- L. SCA will develop a **continuation of services plan** for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- M. Outside agencies will continue to be collaborated with to **secure supports for students who are transitioning to postsecondary**.
- N. **Implement restorative supports for teachers** to address equity and implicit bias, social-emotional learning, and culturally responsive education;



- O. Determinations will be made to address needs of students for teaching and **learning outside of the regular school day.**
- P. Developing systems to **monitor and track student attendance and student work.** Systems will be put into place so students are monitored on a daily basis.
 - 1. Teachers of Record and Mentor Teachers will continue to reach out to students to discuss the subject, discover progress or investigate lack of progress, and provide assistance to promote learning and development.
- Q. All students will have **connectivity and access to digital learning**
 - 1. Chromebooks and HotSpots were purchased. Both devices remain available to current and any newly enrolling students and will continue to be passed out to students.

III. **Communication and Family Supports**

- A. **Implement a communication system** to ensure that we communicate with all families and students using multiple modes of communication in their home language. Modes of communication will include home visits with required social distancing procedures, phone calls, text messaging, facebook, website and postings at SCA.
 - 1. **Clear expectations regarding students return to school in each of the opening scenarios.** Academic Acceleration Special Forces will develop and evaluate the **communication plan** in regards to closure and reopening. Implementing and communicating out information, and continuing to gather feedback and evaluate the communication plan.
 - 2. Clear communication will be disseminated to parents and students which will lay out the schedule for students and the expectations of the schedules and configurations of SCA. There will also be communicated disseminated to families regarding the modes of assessment, details on the curricula used in each core subject and the grade-level proficiencies.
 - 3. Academic Acceleration Special Forces will develop and evaluate the communication plan in regards to closure and reopening.
- B. **Learning supports and resources for families** will be supported by the Academic Acceleration Special Forces who will run a **Virtual Training Workshop** for families and students. These will be held numerous times. This training will review how to access and use Edgenuity and Google Classroom. These trainings will also consist of teaching strategies to support their child's



learning at home, their digital literacy and supports and resources for home use for grade level activities and learning.

IV. Professional Learning

- A. **Provide Professional Learning and training through virtual modes** for educators and School Leaders before we return to SCA or to the hybrid model of instruction.
- B. Professional Development is being developed and will be implemented to teachers. Teachers will have time built into schedules to meet with Professional Learning Communities to collaborate with one another to **share ideas, success, failures, and learning** around remote learning and plan for a weeks's worth of instruction to establish consistency and appropriate workload. This PD will begin to be implemented by the end of July. There is time built into the school year for weekly professional development.
- C. Professional development around **intentional curriculum planning** will be planned and implemented
- D. Teachers will have time built into schedules to **meet and collaborate with one another to assess student assessment and progress**. A tracker will be developed to monitor progress.
- E. Teachers will work with one another to identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
- F. Training will continue to be updated and teachers will continue to participate in training to assure the **highest level of instruction** is being provided to all students (robust **synchronous instruction** and asynchronous).
- G. Teachers will receive training in other **methods of online instruction** that are proven to be effective to **deliver high quality instruction**.
- H. Train and develop our staff and teachers on the **concepts and best practices of accelerated learning and strong instruction** and assure teachers understand these concepts and best practices so they are able to incorporate them into their teaching practice. Teachers will be trained and monitored in implementing Student-Centered Learning.
- I. Develop and **implement restorative supports** for teachers to address equity and implicit bias, social-emotional learning and learning around culturally responsive education.



- J. SCA will build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are **equitable and engaging**.

V. Instruction (when schools re-open for In-person/Hybrid instruction)

A. **Learning plans** are distributed to all involved stakeholders in their home language and have opportunities for feedback.

1. Learning Plans will be posted on our website and will also be disseminated to all Stakeholders.

B. SCA will **activate learning programs** and **deliver standards-aligned curricula** and **high-quality instructional materials**. SCA will work to **integrate synchronous and asynchronous learning** and **best practices that promote student engagement, consistency, and differentiation**.

1. Identify the most critical **prerequisite skills** and content knowledge students need to access that grade level content
2. Identify the most important skills and concepts of each unit of study or standard for courses (**Power Standards**)
3. Study the standards alongside year-long scopes and sequences to understand:
 1. **what** standards and topics will be covered **when**
 2. **how students will apply** their knowledge of the standards
 3. **how they will show** that knowledge
4. Teach staff how to **monitor student progress** on grade-appropriate assignments and **adjust supports** based on student results and deliver SCAffolded, accelerated instruction based on grade level standards.
 1. Teachers will be expected to **implement hybrid and/or remote instruction**.
 2. Continue to adjust instructions for existing projects as well as add new or alternate assignments, projects, essays, or other ways that students can demonstrate growth, learning, and proficiency.
 3. Continue training and use of Google Classroom.



4. Implement and train on robust synchronous instruction. Emphasis for teaching and learning will be on daily synchronous education with supplemental asynchronous.
5. Assess and establish regular training for teachers to participate in training to assure the highest level of instruction is being provided to all students.
6. Receive training in other online learning resources that are proven to be effective to deliver high quality instruction.
7. Teachers will also learn how to more successfully implement asynchronous instruction.
8. Teachers will have rigorous schedules each day as they work to deliver the highest level of instruction.
9. Develop and train teachers on the concepts and best practices of accelerated learning and strong instruction.
10. Implement best practices to incorporate them into their teaching practice.
11. Train and monitor teachers in implementing Student-Centered Learning.
12. SCA will develop and implement restorative supports for teachers to address equity and implicit bias, social-emotional learning and culturally responsive education.

C. An **assessment screener** will be given when SCA goes back in session. The assessment that will be used will be decided by the Academic Acceleration Special Forces Team. When In-person, the assessment screener will be given in the building. When Remote, the assessment screener will be given virtually. The results will be used to drive instructional decisions for teachers, students, and families.

D. SCA will Conduct **checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress**, specifically honing in on the growth of students who need acceleration.

E. Outside agencies will continue to be collaborated with to **secure supports for students who are transitioning to postsecondary**.

1. Identify the most important skills and concepts of each unit of study or standard for courses (**Power Standards**)
2. Identify the **most critical prerequisite skills** and content knowledge students need to access that grade level content



3. Study the standards alongside year-long scopes and sequences to understand:
 - what** standards and topics will be covered **when**
 - how students will apply** their knowledge of the standards
 - how they will show** that knowledge

F. Review students' IEPs and 504 plans

1. IEPs, 504s, and EL Plans will be **reviewed and current levels assessed**.
2. IEPs will be revised when data shows revisions and amendments are necessary to **design accommodations and match services accordingly**.
3. Online intervention and support services will be implemented. This will be a data-based intervention program.
4. Time will be built into the schedule to allow **collaboration between general education and special education teachers** to ensure IEP compliance.
5. When necessary, assistive technology will be provided.

G. Implement Academic RTI to access academic phases and identify any gaps.

H. Stay abreast of **MDE Policies and Procedures**.

I. SCA will develop a **continuation of services plan** for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

J. Outside agencies will continue to be collaborated with to **secure supports for students who are transitioning to postsecondary**.

K. **Implement restorative supports for teachers** to address equity and implicit bias, social-emotional learning, and culturally responsive education;

L. Determinations will be made to address needs of students for teaching and **learning outside of the regular school day**.

M. Developing systems to **monitor and track student attendance and student work**. Systems will be put into place so students are monitored on a daily basis.

N. Teachers of Record and Mentor Teachers will continue to reach out to students to discuss the subject, discover progress or investigate lack of progress, and provide assistance to promote learning and development.

O. All students will have **connectivity and access to digital learning**



1. Chromebooks and HotSpots were purchased. Both devices remain available to current and any newly enrolling students and will continue to be passed out to students.

Phase 4: Operations

I. Facilities

- A. Before in-person instruction begins, materials and cleaning supplies will be audited and orders will be placed to fill the supplies.
- B. SCA contracts with Cintas for procurement of cleaning and disinfection supplies. Cintas will refill supplies as needed.
- C. SCA does not have any additional facilities that are used for learning.
- D. The building will be cleaned daily by the cleaning vendor. Staff will clean frequently touched surfaces several times a day. School-level guidance for cleaning and disinfecting will be provided to staff.
- E. SCA contracts with a cleaning vendor. The vendor will follow guidelines issued by OSHA and the CDC. Deep cleaning over the summer will occur. SCA will keep the vendor, Cintas, immediately informed of the status of community spread across local geographies.
- F. SCA does not employ custodial staff, however, SCA cleaning vendor will continue to clean the building while closed, deep clean before the building opens for students, and clean daily while open.
- G. The building has 8 classrooms available. On average, each room is 900 square feet. There is a gym, multi-purpose room and library also available for use. Each space has windows or doors to the outside that can be opened for ventilation.
- H. School security protocols will be audited and changes will be made to be aligned with the safety protocols in this plan.
- I. School security will follow the CDC protocols for interacting with the general public.
- J. Prior to in-person instruction, the following facility items will be checked:
 1. HVAC/Boiler and air filters (and changed regularly)



2. Wastebaskets, cleaning supplies, CDC Approved soap will be placed in the office and classrooms to ensure these materials can be used upon entry and exit into any discrete location and during travel between sites.
 3. Signage will be posted throughout the building. Signage will address hand washing, cough etiquette, nose blowing and social distancing.
 4. Procure level-1 facial coverings, including those with a transparent front for low income students, and students with special needs. (This academy does not service preK-5).
 5. Procure level-1 surgical masks for cleaning and janitorial staff.
 6. Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
 7. Maintain facilities for resumption of school operations
- K. The school leader will conduct a walkthrough of facilities prior to opening to ensure the building common areas and classrooms are ready for staff and students.
- L. If schools are instructed to close, the building will continue to be cleaned (while wearing surgical masks) and facilities will be maintained while closed.

III. Technology

- A. Surveys of students and staff to determine technology access and needs, including internet and computer needs. Chromebooks and HotSpots were purchased. Both devices are provided to all current and newly enrolling students and will continue to be passed out to students. The needs of each student will continue to be monitored weekly to ensure: each has access to the appropriate technology; connectivity; can submit assignments, and be evaluated accordingly.
- B. SCA has a Technology Special Forces in place. This team is made up of the technology point person at SCA (Tim Ostrom 989-751-0079), Supervisor of Academic Progress, School Leaders, and teachers. This team is working with all teachers, staff, students, and families to assist with the technology support plan for families and with troubleshooting.
- C. Staff have been given basic training in Google Classroom and GoGuardian Teacher. There will be extensive PD given in Google Classroom so while in Phases 1-3 and 4, if Hybrid, robust synchronous instruction will continue to take place daily. This training will continue to be updated and teachers will continue to participate in training to assure the highest level of instruction is being



provided to all students. Teachers will also receive training in other online learning resources that are proven to be effective to deliver high quality instruction. Training and support will be given to parent volunteers as well.

- D. Working to update internet infrastructure at SCA to support all technology needs through the use of wi-fi via more access points.
- E. Extra Chromebooks are on-site to mitigate time staff may be without a device.
- F. Software is installed on student and teacher machines to monitor compliance with online learning programs and device usage.
- G. Contracted organization, Trinity, will conduct prepared maintenance routines to remove malware and fix standard issues. A tracker is kept to identify the needs of each repair that is needed.
- H. SCA not be using parent volunteers to serve as a technology liaison and help desk.
- I. Technology Special Forces has the following in place and continues to meet weekly to review and update the following:
 - a. Develop district technology plan that includes support plan for families, guidance for SCA and training and support for educators to adapt remote learning for the classroom
 - b. Distribution of technology
 - c. Return of technology, including sanitizing and bagging
 - d. Monitors needs of students and families
 - e. Tracker tools
 - f. Inventory needs, including ordering accessories that may be needed over the summer or during the school year.
 - g. Technology Handbook for Students & Families
 - h. Technology Handbook for Staff
 - i. Inventory needs
 - j. Required maintenance needs
 - k. Developing and implementing training to all staff
 - l. Surveys of families to assess technology needs
- J. If schools are instructed to close for in-person instruction,
 - a. all students have an assigned laptop and HotSpot when needed
 - b. new students will be assigned a laptop and HotSpot if needed
 - c. students will be keeping their laptop until they graduate, or when they drop out of SCA.



- d. Access points will be functional
- e. Return of technology, including sanitizing and bagging
- f. SCA will conduct maintenance when possible
- K. If schools are instructed reopen for in-person instruction,
 - a. continue infrastructure evaluations
 - b. identify chronic technology issues that arose during the closure period
 - c. review tracking and inventory results to under the quality and progress of technology processes
 - d. Since Edgenuity is used, it is not necessary to complete technology-facing lesson plans

II. Budget, Food Service, Enrollment, and Staffing

- A. Minute-by-Minute plans will be developed for student arrival and dismissal
- B. Outreach to students is being conducted to understand which students are planning to enroll and re enroll for the 20-21 school year, including students who may have preexisting conditions and which to continue to work remotely.
- C. Staffing plans are being developed. At this time we are not aware of any staff planning to retire or not return. We are considering deploying high-risk staff to provide remote services.
- D. SCA is assessing the need for new or additional staff to specifically focus on technology, wellness, social work, and other COVID-19 related needs.
- E. SCA does not have a local bargaining unit to consult.
- F. SCA will recruit, interview and hire new staff if needed. When doing so, guidance will be provided on hiring staff remotely.
- G. Underutilized staff will be redeployed to serve core needs.
- H. Changes to the attendance policy will be communicated to students through Edgenuity and School Messenger.
- I. SCA has applied and received CARES Act funds.
- J. Coordination with related service providers in the school and community will continue in an effort to address new student and adult needs.



- K. SCA will inventory the need for substitute teachers.
- L. Back to school communications will be sent to all school staff, students, families and community stakeholders, and will include policy and procedures.
- M. Staff and student handbooks will be provided electronically.
- N. Legal counsel will be consulted regarding liability questions, related concerns, or vendor issues relative to COVID-19.
- O. School leaders and Covenant Academies Foundation staff will review budgets to consider changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- P. All staff, new and returning, will be oriented to new operational changes.
- Q. Master schedules and bell schedules will be developed with safety protocols in mind.
- R. Academy staff will collaborate with food service staff to ensure any necessary changes are implemented based on local public health guidance.

IV. Transportation

- A. Saginaw Covenant Academy does not provide bus transportation for students. SCA does operate one van to transport students when needed or under special circumstances and we don't currently contract with bus transportation at this time.
- B. Academy has a van for the purposes of transporting students, if needed.
 - 1. Students and staff are required to use hand sanitizer before and after they use the school van for transportation.
 - 2. Masks must be worn while in the van by staff and students.
 - 3. The van will be cleaned and disinfected at the end of each day.
 - 4. Frequently touched surfaces will be cleaned between each use.
 - 5. Sick students will not be allowed to use the van. Instead, a parent/guardian will need to pick them up from school.
 - 6. Weather permitting, a window in the van will be kept open when cleaning, between trips and while in route, if possible.
 - 7. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

If schools are instructed to close for in-person instruction



- A. The van will be used to deliver food, hygiene supplies, and other instructional materials when needed.

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

SCA will operate with both in-person virtual learning and remote virtual learning. This is to accommodate, for example, students with children, medically high-risk students, and those who have opportunities to work during the school day.

In Phase 5, instruction will be delivered using the online learning platform Edgenuity, which is self-paced and delivers state-approved curriculum with MMC Standards. Students will work on one class at a time until completed and credit is earned. During this Phase, students will complete a daily self-reflection in Google Classroom regarding their academic progress. Teachers will reach out within 12 hours if students, or teachers, are feeling a face to face check-in is necessary based on the feedback students shared. Ideally, teachers will be able to meet with students who are attending in-person by the day's end for these check-ins. For students that choose to continue with remote learning, these face to face check-ins will be done virtually, using Google Meets. Teachers will use the data collected from these daily self-reflections to look for trends, address gaps, and design other synchronous opportunities for learning. NWEA will also be given 3 times a year. Teachers will use this data to drive opportunities for small group instruction in the classroom. For students who choose to continue with remote learning, these small groups will be completed virtually, using Google Meets. Once a week, teachers will schedule a 1:1 Academic Conference with each of their current rostered students. Teacher and student will review progress from the past week and set goals (for the next week, month, semester). Teachers will work with students to pre-arrange and schedule this for the same time and day each week. For students that choose to continue remote learning, these 1:1 Academic Conferences will be held virtually using Google Meets one week and the next week will be held in person.

Phase 5: Safety Protocols

I. Personal Protective Equipment

- A. Face masks/coverings must be worn at all times by staff, students and all visitors/guests except during meal times. *No one will be allowed to enter the building*



without a face mask unless there is a medical condition that precludes them from wearing one or if they are not able to remove a mask/covering on their own accord. If a student is refusing to wear a face mask, he/she will not be allowed to enter the building or will be asked to leave for the day and work from home. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one

B Face masks will be purchased by SCA and provided at the door for those who do not have one. Students wishing to wear their own facial coverings are allowed to do so, but must wash them before returning to the building.

C. Face masks must be washed daily, or disposed of daily. If students are not able to wash them, SCA has washers and dryers available to wash them for the students.

D. Staff, students, or visitors who medically cannot tolerate a face covering does not need to wear one, but must have a medical note stating such. If there is a situation in which there is a student transportation need, both the staff member and student will wear a face mask/covering while in the vehicle.

E. Special education teachers will not be required to wear a clear mask because of working with adult learners (16+). This will be reviewed and changed if necessary.

II. Hygiene

A. SCA has entered into a contract with Cintas to provide, and maintain stock for the following items: soap, hand sanitizer (with at-least 60% alcohol), paper towel, tissues, etc.)

B. Signs will be posted throughout the building with instructions on how to hand wash and sanitize.

C. Teachers will instruct and reinforce students handwashing with soap and water for at least 20 seconds or hand sanitizer with 60% alcohol and how to properly sanitize when students enter the classroom.

D. Teachers will instruct students on how to cough/sneeze into their elbow or a tissue, with handwashing immediately following.

E. While in the building, students do not share materials. Students work at individual work stations. Student work stations will be cleaned after every use.



F. Automatic hand sanitizing stations will be located in every classroom, office and common area for students and staff to use.

III. Spacing, Movement & Access

A. Students will be spaced 6 feet apart by utilizing every other desk. Chairs will be removed from the classroom to ensure classroom sizes remain smaller and students only occupy every other desk station.

B. All desks in classrooms are already set-up to face in the same direction.

C. As much as possible, teachers will maintain 6 feet of spacing between themselves and students.

D. Signage will be posted to indicate proper social distancing.

E. Floor tape will be used to indicate 6 foot intervals in areas where lines form including the front entrance near the security station, bathrooms, and administrative offices.

F. Waiting room areas will have chairs spaced out to accommodate appropriate social distancing.

G. Restrooms will have signs posted to indicate proper social distancing and hand washing hygiene techniques.

H. Adult guests entering the building (only with approval from the School Leader) must adhere to the following steps:

1) Complete a screening questionnaire to check for symptoms

2) Wear a face mask

3) Sanitize hands using the sanitizing machine located at the front entrance

4) Sign in at the security desk, noting their name, phone number, date and time of entrance/exit from the building

IV. Screening Students and Staff

A. Staff will conduct daily self-examinations, including temperature checks, prior to coming to work using the app/website: <https://misymptomapp.state.mi.us/>. If staff have any respiratory issues, gastrointestinal symptoms, or has a temperature of 100.4 or greater they will not come into the building. If able, they will be asked to work from home while exhibiting symptoms of illness.



B. Saginaw Covenant Academy will use the following location and designated staff person to care and serve as a quarantine area in the event someone becomes ill during the school day.

Saginaw:

- Location: Front Entrance Office
- Staff Member: School Leader

C. If a student becomes ill while in school, the following steps will be taken:

- Student will be given a surgical mask to wear with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Student will be placed in the quarantine area until they can be picked up
- Parent/Guardian will be notified to come pick up their child
- The staff member caring for the student will also wear a surgical mask
- Sick students will stay home from school until they have tested negative OR recovered according to the CDC guidelines.

D. Records will be kept of non-school employees and other visitors entering or exiting the buildings. These records will include date and time.

V. Testing Protocols for Students and Staff, and Responding to Positive Cases

A. Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask, quarantine in the identified space until a parent or guardian emergency contact, or ambulance, if clinically unstable, can arrive and transport the student to off-site testing.

B. Staff who develop a fever or become ill with COVID-19 symptoms while at work will also wear a mask and will leave immediately to seek off-site testing.

C. Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to the CDC guidelines.

D. If a positive diagnosis, families and students will be notified of the positive case and encouraged to monitor for symptoms. Immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than 6 feet in close proximity to the student or staff member who tested positive) so they can quarantine for 14 days at home and monitor themselves for symptoms. Classmates should be closely monitored for any symptoms. Only those that develop symptoms require testing.

VI. Responding to Positive Tests Among Staff and Students



A. Saginaw Covenant Academy will be cooperating with the local health department if a confirmed case of COVID-19 is identified and notify them if there is a confirmed positive case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.

Note: SCA will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information.

B. SCA will collect contact information for any close contacts of the affected individuals from two days before he or she showed symptoms to the time when he or she was last present at the school.

C. To ensure accurate contact information, students will be asked to log their name, phone number and time at school every time they arrive/exit the building.

D. Anyone in close contact with the affected person will be asked to quarantine for 14 days after exposure.

E. SCA will not discuss the name of the positive case, only disclosing that a positive case occurred.

F. Employees with a confirmed case of COVID-19 are not permitted to return to the school until they are no longer infectious, per the local health department guidelines.

G. The affected area will be closed for 24 hours and cleaning staff will wear surgical masks, gloves and face shields when cleaning the area.

VII. Food Service, Gathering and Extracurricular Activities

A. Students, teachers and cafeteria staff will wash their hands before and after every meal.

B. Food will be served to students in their classrooms. Students will be given the option to take the food home to eat, or eat in the classroom.

C. Staff serving food will wear gloves, face shields and surgical masks.

D. Graduation ceremonies will comply with the most current Executive Orders that set caps on congregations of people.



E. If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

VIII. Athletics

- A. SCA does not provide, sponsor or allow the use of the school facilities for athletic events and therefore hand hygiene techniques, disinfecting equipment, cleaning/disinfecting buses or use of individually marked water bottles or sharing of equipment is needed.

VIII. Cleaning

A. Saginaw Covenant Academy contracts with a 3rd party vendor to clean the school building. The vendor will abide by all required clearing protocols. Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA approved disinfectant or diluted bleach solution.

B. Saginaw Covenant Academy students do not change classes throughout the day. They remain in the same classroom for the entire academic session/day. Therefore, classrooms will be cleaned daily. Computers and desks will be wiped down after every use.

C. Saginaw Covenant Academy schools do not have playground equipment.

D. All cleaning products will be stored in a locking janitorial closet where students can not access them.

E. Staff will wear masks, gloves and face shields when performing cleaning activities.

IX. Transportation

A. Saginaw Covenant Academy schools do not have buses, but do have one van for the purposes of transporting students if needed.

B. Students and staff are required to use hand sanitizer before and after they use the school van for transportation.

C. Masks must be worn while in the van by staff and students.

D. The van will be cleaned and disinfected at the end of each day. SCA will Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. SCA will also clean, sanitize, and disinfect equipment including items such as car seats



and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.

- E. Frequently touched surfaces will be cleaned between each use.
- F. Sick students will not be allowed to use the van. Instead, a parent/guardian will need to pick them up from school.
- G. If the van driver becomes sick, he/she will follow the same protocols as all other staff and immediately be sent home. The van will then be disinfected thoroughly.

X. Medically Vulnerable Students and Staff

- A. SCA will review all current plans (e.g. IHP, IEP, 504) that accommodates that special healthcare needs of students and update their care plans as needed to decrease their risk of exposure to COVID-19. New plans can also be created for other students, as needed, to decrease their risk of exposure. Medically vulnerable students will be allowed to work from home using the chrome book device given to them when they enroll. A hotspot will also be provided, if needed.
- B. Accommodations will be provided to medically vulnerable staff and they will be allowed to work from home.

Phase 5: Mental & Social-Emotional Health

- I. Academy will continue to provide an initial **mental health screening** for all newly enrolled students.
 - E. This screening will be conducted by a licensed professional when possible. All professionals who conduct screenings will be trained on relevant best practices.
 - F. The screening will be compliant with HIPAA and FERPA policies.
 - G. Screening instructions will protect confidentiality while adhering to mandated reporting guidelines.
- II. SCA will maintain guidelines to all staff regarding **identification and rapid referral of at-risk students** to appropriate building-level support teams.
 - A. Advocates will continue to check-in with each student on their caseload weekly and record levels of student well-being bi-weekly on the “Student Care Tracker,” an online document with up-to-date information on each student enrolled at SCA.
 - B. The Mission Support team will continue to identify at-risk students using the tracker and organize targeted intervention based upon student needs.



III. SCA will continue to provide all staff with timely, responsive, and ongoing **training/professional development as well as needed tools, resources, and implementation support**, focused on a variety of topics. Specifically, Advocates, teachers, and administrators will have access to the following areas of professional development:

- A. A scope and sequence of **Mindsets and Success Skills** shown to be conducive to mental and social-emotional health as well as academic and professional success. Staff members will be able to identify and cultivate these competencies in students.
- B. The **Developmental Relationship Framework**, created by the Search Institute, which outlines the five dimensions of relationships that are conducive to social-emotional health and wellness: Express Care, Challenge Growth, Provide Support, Share Power, and Expand Possibilities.
- C. A **Restorative Practices model for culture**, emphasizing student development and community healing instead of punitive discipline. Over time, trainings will encompass the full spectrum of restorative practices: Affective Language, Affective Questions, Informal Conferences, Circles, and Formal Conferences.
- H. **Trauma-Informed Strategies for Classroom Management**, including the use of consistent, positive behavioral supports and differentiated cool-down strategies for struggling students.
- I. Strategies for promoting **Balance and Wellness**, with an emphasis on exercise, nutrition, and sleep habits. Staff members will learn specific strategies to promote wellness in their students and themselves.

VI. SCA will maintain a **comprehensive crisis management plan** that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

V. SCA will maintain a **comprehensive list of wellness resources** available to both staff and students that will be provided in conjunction with screening activities, and that reference school and community wellness resources. The list will include:

- A. Contact information (email and phone numbers) for students to seek mental health assistance
- B. Local community organizations, focused on mental health, serving at-risk youth.
- C. Suicide Prevention hotlines and resources.
- D. Websites providing self-care and wellness resources for adolescents and adults

VI. SCA will maintain ongoing **reporting protocols for school staff** to evaluate physical and mental health status.

- A. Advocates will use the Student Care tracker to update student physical and mental health wellness during their check-ins with each student. These check-ins



will take place weekly.

- B. The Mission Support Team will monitor the Student Care Tracker to ensure that it is being regularly and accurately updated.

VII. SCA will maintain a collection of **resources for staff self-care**, including resiliency strategies. These resources include:

- A. Mindfulness practices
- B. Resiliency Strategies
- C. Exercise recommendations and guidance
- D. Nutrition recommendations and guidance

VIII. SCA will maintain an active **mental health liaison (school-based)** who will work across the school, local public health agencies, and community partners.

VIII. SCA will continue to leverage **MDE resources for student and staff mental health and wellness support**. In particular, SCA will utilize resources from the University of Michigan TRAILS program, Edgenuity lessons, and Michigan Virtual to provide contextual knowledge and specific strategies for self-care and wellness.

X. SCA will maintain **communication channels for school stakeholders to address mental health concerns** resulting from COVID-19 by providing accurate and up-to-date contact information for relevant school personnel and community organizations that provide mental health resources.

XI. SCA will continue to **communicate proactively with parents and guardians**, via a variety of channels, regarding the **return to school transition** and relevant policies and procedures aligned with Phase 4.

Phase 5: Instruction

I. Governance :

- A. SCA Create a district **Return to Instruction and Learning working group**
 - 1. Will bring together Academic Acceleration Special Forces led by the Director of Academic Progress.
 - 2. This diverse group includes teachers, School Leaders, Supervisors of Academic Progress, Advocates, etc.



3. Gather feedback through online surveys and virtual focus groups and conversations to share with stakeholders, including students, their experiences with remote instruction and eliminate their time away from school and what they feel is needed moving forward.
4. Provide resources and supports for teachers and school leaders to help students access grade-appropriate assignments and learning.
5. This plan will be shared out with stakeholders and feedback received will be discussed and implemented, when appropriate.
6. This plan will be shared out on the SCA website, available at the school, and given to Stakeholders.
7. Conducting virtual focus groups with our students/parents to understand how students have experienced their time away from school. Asking for input from students about what they thought went well, what needs improving, pitfalls and successes, learning how they have experienced at-home learning and how their connection to their peers and their school community has held up.

II. Instruction

- A. Based on training and planning, **every student will have access to grade level and high quality instruction.**
- B. Train and work on ensuring the most critical **prerequisite skills** and content knowledge students need to **access that grade level content using formative assessments, screeners, or diagnostics.**
 1. Will identify the most important skills and concepts of each unit of study or standard for courses (Power Standards)
- C. **Academic and social-emotional needs will be addressed with the integration of SEL.**
- D. Teachers will be **expected to implement high quality in-person instruction** to all students.
 - a. Continue to adjust instructions for existing projects as well as add new or alternate assignments, projects, essays, or other ways that students can demonstrate growth, learning, and proficiency.
 2. Assess and establish regular training for teachers to participate in training to assure the highest level of instruction is being provided to all students.



3. Teachers will have rigorous schedules each day as they work to deliver the highest level of instruction.
 4. Develop and train teachers on the concepts and best practices of accelerated learning and strong instruction.
 5. Implement best practices to incorporate them into their teaching practice.
 6. Train and monitor teachers in implementing Student-Centered Learning.
 7. SCA will develop and implement restorative supports for teachers to address equity and implicit bias, social-emotional learning and culturally responsive education.
- E. Outside agencies will continue to be collaborated with to **secure supports for students who are transitioning to postsecondary.**
- F. **Review students' IEPs and 504 plans**
1. IEPs, 504s, and EL Plans will be **reviewed and current levels assessed.**
 2. EPs will be revised when data shows revisions and amendments are necessary to **design accommodations and match services accordingly.**
 3. Time will be built into the schedule to allow **collaboration between general education and special education teachers** to ensure IEP compliance.
 4. When necessary, **assistive technology will be provided where possible.**
- G. In the process of developing Academic RTI which will focus on ALL students will be “put through” the RTI process to access academic phases and **identify any gaps.**
- H. **Develop a continuation of services plan** for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- I. Stay abreast of **MDE Policies and Procedures.**
- J. Outside agencies will continue to be collaborated with to secure supports for students who are **transitioning to postsecondary.**

III. **Communication and Family Supports**

- A. **Implement a communication system** to ensure that we communicate with all families and students using multiple modes of communication in their home language. Modes of communication will include home visits with required social distancing procedures, phone calls, text messaging, facebook, website and postings at SCA.



1. **Clear expectations regarding students return to school.** Academic Acceleration Special Forces will develop and evaluate the **communication plan** in regards to closure and reopening. Implementing and communicating out information, and continuing to gather feedback and evaluate the communication plan.
 2. Clear communication will be disseminated to parents and students which will lay out the schedule for students and the expectations of the schedules and configurations of SCA. There will also be communicated disseminated to families regarding the modes of assessment, details on the curricula used in each core subject and the grade-level proficiencies.
 3. Academic Acceleration Special Forces will develop and evaluate the communication plan in regards to closure and reopening.
- B. **Learning supports and resources for families** will be supported by the Academic Acceleration Special Forces who will run a **Virtual Training Workshop** for families and students. These will be held numerous times. This training will review how to access and use Edgenuity and Google Classroom. These trainings will also consist of teaching strategies to support their child's learning at home, their digital literacy and supports and resources for home use for grade level activities and learning.

IV. **Professional Learning**

- A. Provide Professional Learning and training through virtual modes for educators before we return to school or to the hybrid model of instruction and in person when back in the buildings.
- B. SCA will develop and **implement restorative supports** for teachers to address equity and implicit bias, social-emotional learning and culturally responsive education.
- C. Teachers will have time built into schedules to meet and **collaborate with one another to share ideas, success, and failures around remote learning.**
- D. Teachers will have time built into schedules to meet and **collaborate with one another to assess student assessment and progress.** A tracker will be developed to monitor progress.
- E. This training will continue to be updated and teachers will continue to participate in training to assure the **highest level of instruction is being** provided to all students (robust synchronous instruction and asynchronous).



- F. Teachers will also receive **training in other methods of online instruction** that are proven to be effective to deliver high quality instruction.
- G. SCA work to train and develop our staff and teachers on the concepts and best practices of accelerated learning and strong instruction and assure teachers understand these concepts and best practices so they are able to incorporate them into their teaching practice. Teachers will be trained and monitored in implementing Student-Centered Learning. This will be implemented with the utmost fidelity.

V. Instruction when School Reopens for In-Person Instruction

- A. **Conduct checkpoints with school leaders** around curriculum and instruction and monitoring of student progress.
- B. School Leaders will be a part of Academic Acceleration Special Forces. This group will meet weekly and monitoring of student progress will be a part of each weekly check-in.
- C. Developing systems to **monitor and track overall trends and gaps.**
- D. Each student's **IEP will be reviewed and amended**, if needed, to reflect the evolving needs of students. This will include any **associated services** that were not able to be held during the closure.
- E. Additional **Standards-aligned tools** will be used to support students' needs.
- F. **High quality digital tools will be implemented in teaching and learning** to increase teachers' and student' familiarity with online learning should we return to remote instruction.
- G. Determinations will be made to address needs of students for teaching and learning outside of the regular school day.

Phase 5: Operations

I. Facilities

- A. Before in-person instruction begins, materials and cleaning supplies will be audited and orders will be placed to fill the supplies.
- B. SCA contracts with Cintas for procurement of cleaning and disinfection supplies. Cintas will refill supplies as needed.



- C. SCA does not have any additional facilities that are used for learning.
- D. The building will be cleaned daily by the cleaning vendor. Staff will clean frequently touched surfaces several times a day. School-level guidance for cleaning and disinfecting will be provided to staff.
- E. SCA contracts with a cleaning vendor. The vendor will follow guidelines issued by OSHA and the CDC.
- F. SCA does not employ custodial staff, however, SCA cleaning vendor will continue to clean the building while closed, deep clean before the building opens for students, and clean daily while open.
- G. The building has 8 classrooms available. On average, each room is 900 square feet. There is a gym, multi-purpose room and library also available for use. Each space has windows or doors to the outside that can be opened for ventilation.
- H. School security protocols were audited and changes were made to be aligned with the safety protocols in this plan.
- I. School security will follow the CDC protocols for interacting with the general public.
- J. Prior to in-person instruction, the following facility items will be checked:
 - 1. HVAC/Boiler and air filters
 - 2. Wastebaskets, cleaning supplies, soap will be placed in all appropriate areas and in each classroom.
 - 3. Signage will be posted throughout the building. Signage will address hand washing, cough etiquette, nose blowing and social distancing.
 - 4. When cleaning, facial coverings (level 1 surgical masks) will be used as recommended by the CDC.
- K. The school leader will conduct a walkthrough of facilities prior to opening to ensure the building common areas and classrooms are ready for staff and students.
- L. If schools are instructed to close, the building will continue to be cleaned (while wearing surgical masks) and facilities will be maintained while closed.



II. Budget, Food Service, Enrollment, and Staffing

- A. Minute by Minute plans are developed for student arrival and dismissal
- B. Outreach to students is being conducted to understand which students are planning to enroll and re enroll for the 20-21 school year, including students who may have preexisting conditions and which to continue to work remotely.
- C. Staffing plans are being developed, at this time we are not aware of any staff planning to retire or not return.
- D. SCA is assessing the need for new or additional staff to specifically focus on technology, wellness, social work, etc.
- E. SCA does not have a local bargaining unit to consult.
- F. SCA will recruit, interview and hire new staff if needed. When doing so, guidance will be provided on hiring staff remotely.
- G. Underutilized staff will be redeployed to serve core needs.
- H. Changes to the attendance policy will be communicated to students through Edgenuity and School Messenger.
- I. SCA has applied and received CARES Act funds.
- J. Coordination with related service providers in the school and community will continue in an effort to address new student and adult needs.
- K. SCA will inventory the need for substitute teachers.
- L. Back to school communications will be sent to all students, families and community stakeholders, and will include policy and procedures.
- M. Staff and student handbooks will be provided electronically.
- N. Legal counsel will be consulted regarding liability questions, related concerns, or vendor issues relative to COVID-19.
- O. School leaders and Covenant Academies Foundation staff will review budgets to consider changing enrollment patterns, new staffing needs, and resource constraints.
- P. All staff, new and returning, will be oriented to new operational changes.



Q. Master schedules and bell schedules will be developed with safety protocols in mind.

R. Academy staff will collaborate with food service staff to ensure any necessary changes are implemented based on local public health guidance.

III. Technology

A. Chromebooks and HotSpots were purchased during the shutdown to enable each student to continue to have access to learning. Both devices remain available to current and any newly enrolling students and will continue to be passed out to students. SCA will do our due diligence to assure that, in addition to Chromebooks being given out, the internet needs of all students is monitored and addressed if a student does not have access to the internet.

B. SCA has a Technology Special Forces in place. As such there is a point person that leads this team (This team is made up of the technology point person at SCA (Tim Ostrom 989-751-0079). This team is working with all teachers, staff, students, and families to assist in technology needs and with troubleshooting.

C. Staff have been given basic training in Google Classroom and GoGuardian Teacher. This training will continue to be updated and teachers will continue to participate in training to assure the highest level of instruction is being provided to all students. Teachers will also receive training in other online learning resources that are proven to be effective to deliver high quality instruction.

D. Working to update infrastructure to support all technology needs.

E. Technology Special Forces has the following in place:

1. Distribution of technology
2. Return of technology, including sanitizing
3. Monitors needs of students and families
4. Tracker tools
5. Technology Handbook for Students & Families
6. Technology Handbook for Staff

IV. Transportation

A. Saginaw Covenant Academy schools do not have buses, but do have one van for the purposes of transporting students if needed.



- B. Students and staff are required to use hand sanitizer before and after they use the school van for transportation.
- C. Masks must be worn while in the van by staff and students.
- D. The van will be cleaned and disinfected at the end of each day. SCA will Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. SCA will also clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- E. Frequently touched surfaces will be cleaned between each use.
- F. Sick students will not be allowed to use the van. Instead, a parent/guardian will need to pick them up from school.
- G. If the van driver becomes sick, he/she will follow the same protocols as all other staff and immediately be sent home. The van will then be disinfected thoroughly.

SAGINAW COVENANT ACADEMY COVID-19 Preparedness and Response Plan

In accordance with Executive Order 2020-97, Saginaw Covenant Academy (“Academy”) institutes this COVID-19 Preparedness and Response Plan (“Plan”).

Academy aims to protect its workforce by enacting all appropriate prevention efforts. Academy is continually monitoring guidance from local, state, and federal health officials and implementing workplace and Plan modifications where appropriate.

Employees with questions are encouraged to contact Human Resources via phone at 616.528.2383 and/or email at glahaie@sovenantacademy.org.

Academy designates the following worksite supervisors/employees to implement, monitor, and report on this Plan: Devon Gilliam, School Leader. Academy will designate additional individuals as needed.

This Plan is maintained and posted at the Academy location: 508 S. Washington Ave, Saginaw, MI 48607.

[POST AND PROVIDE EMPLOYEES WITH COPY OF PLAN BY JUNE 1 OR WITHIN TWO WEEKS OF RESUMING IN-PERSON ACTIVITIES, WHICHEVER IS LATER.]

1. Prevention Efforts and Workplace Controls

a. Cleanliness and Social Distancing

The academy limits the number of employees present on premises and the movement of employees between work sites to no more than is strictly necessary. Employees who are able to perform their essential duties remotely may be permitted to work from home in accordance with approved telework arrangements.

Only critical infrastructure workers performing necessary work, or workers permitted by Executive Order to resume duties, are directed to report on-site. For such workers, the Academy abides by the recommended social distancing and other safety measures and establishes the following:

- Gatherings where social distancing cannot be maintained are prohibited;
- Staff meetings are postponed, cancelled or held remotely;
- Employees are encouraged to maintain physical distance even when on break, as well as before and after working hours;
- Employees are required to maintain physical distance when reporting to work, clocking in, leaving work, and clocking out;
- Academy utilizes ground markings, signs, and physical barriers, as appropriate, to further facilitate social distancing;
- Employees’ work stations are no fewer than six feet apart;

- Whenever possible, Academy utilizes flexible and/or rotational scheduling, including staggered start and break times, to limit the number of employees simultaneously working on-site;
- Academy assigns employees to dedicated entry points to reduce congestion at the main entrance;
- Academy provides visual indicators of appropriate spacing for employees throughout the premises and outside of the dedicated entry points in case of congestion;
- Academy restricts usage of non-essential common space;
- Academy utilizes physical barriers, where possible and appropriate, separating work stations from cafeteria tables;
- Academy turns off water fountains;
- Academy posts this Plan to emphasize the importance of personal hygiene;
- Employees' interactions with the general public and delivery personnel are modified to allow for social distancing and additional physical space between parties; and
- Non-essential travel and in-person visits are postponed or cancelled.

The Academy provides employees with, at a minimum, non-medical grade face coverings, as well as appropriate personal protective equipment (“PPE”) (e.g., gloves, goggles, face shields, face masks). Masks must be worn by employees when in shared spaces (e.g., in-person meetings, restrooms, hallways), and if they consistently maintain fewer than six feet of separation; face shields must be worn by employees if they consistently maintain fewer than three feet of separation. PPE is available in the main office and, when used, must be disposed of in the nearest trash receptacle.

In addition, Academy is instituting the following cleanliness measures:

- Where possible, increasing ventilation rates and circulation throughout worksites;
- Implementing a cleanliness plan and infection-control measures in accordance with EPA Guidance for Cleaning and Disinfecting, performing routine environmental cleaning and disinfection with an EPA-approved disinfectant, especially of common areas and frequently touched surfaces;
 - Identifying what needs to be cleaned with soap and water, including visibly dirty surfaces;
 - Identifying what needs to be disinfected with an EPA-approved disinfectant or EPA-approved alternative, considering estimates that COVID-19 lasts in the air for 3 hours and on common surfaces for varying lengths of time (e.g., 5 days on glass; 4 days on wood; 3 days on plastic and stainless steel; and 24 hours on cardboard);
- Where available, providing hand-washing and/or hand-sanitizing stations in high-traffic areas to enable easy access by employees.

Academy identifies the following locations as high-risk areas: HALLWAYS, MAIN OFFICE, BOARD CONFERENCE ROOM. Employees must maintain social distancing when occupying and/or passing through these areas. The main office should have no more than 4 people at a time, whereas the board conference room should have no more than 4 people at a time.

Academy provides employees with cleaning and disinfecting supplies that can be found in the cleaning supplies closet.

Employees are expected to minimize COVID-19 exposure by:

- Cleaning work stations at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees' phones, desks, offices, or other work tools and equipment;
- Frequently cleaning and disinfecting tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Discontinuing the use of hand dryers;
- Utilizing hand sanitizer when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;
- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on Academy premises to designated Plan supervisors and/or Human Resources;
- Complying with Academy's daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders; and
- Utilizing personal protective equipment and hand sanitizer on public transportation.

Employees are trained on the information contained within this Plan, as well as the CDC's "How to Protect Yourself and Others" and "How to Safely Wear and Take Off a Cloth Face Covering" posters, attached here. Employees return a signed acknowledgement to Human Resources, confirming their receipt and review of the information.

b. Supplemental Measures Upon Notification of Employee's COVID-19 Diagnosis and/or Symptoms

An employee with a COVID-19 diagnosis or who displays symptoms consistent with COVID-19 must be immediately removed from the worksite.

In response to a confirmed diagnosis or display of COVID-19 symptoms, as defined by the Daily Screening process, by any individual who worked at or visited the worksite, Academy:

- Informs all employees, owners, contractors, or suppliers who may have come into contact with the diagnosed/symptomatic individual in the 48 hours preceding the onset of symptoms of a potential exposure;
- Keeps confidential the identity of the diagnosed/symptomatic individual; and
- Implements its response plan and cleaning and disinfecting protocols, including shutting down appropriate areas of the premises, increasing ventilation, and conducting a deep cleaning of both the diagnosed/symptomatic individual's workstation and those common areas potentially infected by the individual.

All employees who worked in sustained, close proximity to the diagnosed/symptomatic individual (i.e., those employees who worked within six feet of the diagnosed/symptomatic individual for at least ten minutes) in the 48-hour timeframe are also removed from the worksite for at least 14 days; however, should these exposed employees later develop COVID-19 symptoms and/or receive a confirmed diagnosis, they may not report on-site until all return-to-work requirements are met, defined below.

Academy's Human Resources Department confidentially maintains a central log of diagnosed/symptomatic employees. If applicable, Academy notifies Academy leadership, contractors or owners of confirmed COVID-19 diagnoses among workers on premises.

Within 24 hours of a confirmed COVID-19 diagnosis, Academy notifies the local public health department.

Academy's Human Resources maintains documentation related to exposure notifications.

Academy completes an OSHA Form 300, as well as a Form 301, "if it is more likely than not that a factor or exposure in the workplace caused or contributed to the illness." If an employee infects a coworker, the coworker has suffered a work-related illness if one of the recording criteria (e.g., medical treatment or days away from work) is met.

c. Worker Exposure Classification

Employees' "worker exposure" is classified as medium risk by the Occupational Safety and Health Administration's guidance because they frequently and/or closely interact with the general public.

Given this classification, Academy provides the following controls in addition to the above-summarized prevention efforts: installing physical barriers where feasible, limiting exposure to the general public, and minimizing face-to-face contact.

2. Identification and Isolation of Sick and/or Exposed Employees

Risk and exposure determinations are made without regard to employees' protected characteristics, as defined by local, state, and federal law.

Any health-related information and documentation gathered from employees is maintained confidentially and in compliance with state and federal law. Specifically, medical documentation is stored separate from employees' personnel documentation.

a. Employees' Self-Monitoring

The following employees should **not** report to work and, upon timely notification to their supervisor and Human Resources, will be removed from the regular work schedule:

- Employees who are currently and atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste,

congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting, whether or not accompanied by a formal COVID-19 diagnosis;

- Employees who, in the last 14 days, have had close contact with and/or live with any person having a confirmed COVID-19 diagnosis; and
- Employees who, in the last 14 days, have had close contact with and/or live with any person who is atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting.

Such employees may only resume in-person work upon meeting all return-to-work requirements, defined below.

b. Daily Screenings

To prevent the spread of COVID-19 and reduce the potential risk of exposure, Academy screens employees and visitors on a daily basis at dedicated entry points; Academy ensures that employees and visitors utilize these entry points by barring entry via other egresses.

Employees are asked the following questions before entering the worksite:

1. Are you currently and atypically suffering from any of the following symptoms – fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting?
 - a. Once a touchless thermometer is available, temperature checks are performed.
 - b. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until employee is permitted to return to work as defined below.
2. Have you lived with, or had close contact with, someone in the last 14 days diagnosed with or displaying the symptoms of COVID-19?
 - a. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until at least 14 days after the close contact.
3. Have you travelled internationally in the last 14 days?
 - a. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until at least 14 days after the return from travel.

Visitors who reply “Yes” to any of the above questions are not permitted entrance.

Employees who develop symptoms during their shift must immediately report to their supervisor and/or Human Resources.

Academy’s Human Resources maintains documentation related to daily screenings.

c. Return-to-Work Requirements

Employees who were themselves diagnosed with COVID-19, or experienced symptoms thereof, as defined by the Daily Screening process, may only return to work upon confirmation of the cessation of symptoms and contagiousness, proof of which may be acquired via the test-based strategy or the symptom-based strategy.

The test-based strategy is preferred but relies upon the availability of testing supplies and laboratory capacity. Under this strategy, employees may discontinue isolation and return to work upon achieving the following conditions:

- Resolution of fever without the use of fever-reducing medications;
- Improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**
- Two consecutive negative results from COVID-19 tests conducted at least 24 hours apart and in accordance with the current FDA/CDC-recommended procedure.

Under the symptom-based strategy, employees may discontinue isolation and return to work upon achieving the following conditions:

- At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications;
- Improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**
- At least 10 days have passed since symptoms first appeared.

Employees who came into close contact with, or live with, an individual with a confirmed diagnosis or symptoms may return to work after either 14 days have passed since the last close contact with the diagnosed/symptomatic individual, or the diagnosed/symptomatic individual receives a negative COVID-19 test.

Employees are typically required to submit a release to return to work from a healthcare provider; given the current stressors on the healthcare system, Academy may accept written statements from employees confirming all the factors supporting their release.

3. Workplace Flexibilities and Potential Benefits for Employees Affected by COVID-19

Employees may be eligible for paid and unpaid leaves of absence.

Employees may be permitted to utilize available paid-time off provided under the Axios HR policy concurrently with or to supplement any approved leave.

a. FFCRA

Employees may qualify for two different types of paid leave under the Families First Coronavirus Response Act (“FFCRA”).

Under the Emergency Paid Sick Leave Act (“EPSLA”), employees may seek up to two weeks (i.e., 10 business days) of paid leave for the following reasons:

1. Subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. Advised to self-quarantine due to concerns related to COVID-19;
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis;
4. Caring for an individual subject to a quarantine or isolation order or advised to self-quarantine due to concerns related to COVID-19;
5. Caring for a son or daughter whose school or childcare provider is closed or unavailable due to COVID-19 precautions; and
6. Experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretary of the Treasury and the Secretary of Labor. (Please note, the Secretary of Health and Human Services has not defined conditions which trigger this subpart under the EPSLA.)

For full-time employees, two weeks of leave equates to 80 hours; for part-time employees, two weeks of leave equates to a number of hours equivalent to the number of hours usually worked in a two-week period.

Paid leave for reasons 1, 2, and 3, above, is paid at the employee's regular rate of pay, capped at \$511/day. Paid leave for reasons 4, 5, and 6, above, is paid at a rate equivalent to two-thirds of an employee's regular rate of pay or minimum wage, whichever is greater, capped at \$200/day.

Under the Emergency Family and Medical Leave Expansion Act, employees may seek up to twelve weeks of leave to care for a son or daughter whose school or childcare provider is closed or unavailable due to COVID-19 precautions. The first two weeks of leave, which run concurrently with the EPSLA leave, may be unpaid; the remaining ten weeks of leave are paid at a rate equivalent to two-thirds of an employee's regular rate of pay or minimum wage, whichever is greater, capped at \$200/day.

b. Executive Order 2020-36

Employees who require leave beyond the EPSLA because of their own COVID-19 diagnosis/symptoms, or because they have had close contact or live with an individual with a COVID-19 diagnosis/symptoms, may be eligible for unpaid leave under Executive Order 2020-36 until permitted thereunder to return to work.

c. Unemployment Compensation Benefits

Under Executive Order 2020-76, and the federal CARES Act, unemployment compensation benefits are expanded in terms of eligibility, amount, and duration.

Employees who are unable to report to work for reasons related to COVID-19 are referred to Human Resources for information on unemployment compensation benefits. Such reasons include the following:

1. Being under self-isolation or self-quarantine in response to elevated risk from COVID-19 due to being immunocompromised;
2. Displaying at least one of the principal symptoms of COVID-19 (i.e., fever, atypical cough, atypical shortness of breath);
3. Having close contact in the last 14 days with a confirmed COVID-19 diagnosis;

4. Needing to care for someone with a confirmed COVID-19 diagnosis; and
5. Fulfilling a family care responsibility as a result of a government directive (e.g., caring for a child whose school or childcare provider is closed or otherwise unavailable due to COVID-19).

d. FMLA and ADA

Employees may be entitled to unpaid leave under the Family and Medical Leave Act (“FMLA”) if their absence is related to their own serious health condition or that of a family member. COVID-19 may constitute a serious health condition where “complications arise.”

Academy is also mindful of its obligations under the Americans with Disabilities Act (“ADA”). Specifically, if an employee requests an accommodation because of a condition that may be complicated by COVID-19 (e.g., cystic fibrosis, emphysema, COPD), then Academy engages in the interactive process to provide a reasonable accommodation. This may mean allowing the employee to work remotely (if reasonable) or work an alternative schedule.

4. Plan Updates and Expiration

This Plan responds to the COVID-19 outbreak. As this pandemic progresses, Academy will update this Plan and its corresponding processes.

This Plan will expire upon conclusion of its need, as determined by Academy and in accordance with guidance from local, state, and federal health officials.

ACKNOWLEDGMENT

By signing below, Employee acknowledges receipt of and training on the following:

- Academy’s COVID-19 Preparedness and Response Plan;
- CDC’s “How to Protect Yourself and Others” poster; and
- CDC’s “How to Safely Wear and Take Off a Cloth Face Covering” poster.

Employee understands it is his/her responsibility to review and understand the above. Employee acknowledges and agrees that he/she will comply with all safety and COVID-19 procedures implemented by Academy.

Employee

Date