



Saginaw Preparatory PSA COVID-19 Preparedness and Response Plan

Name of School: **Saginaw Preparatory PSA**

Address of School District: **5173 Lodge Street Saginaw, MI 48601**

District Code Number: **73908**

Building Code Number(s): **08519**

District Contact Person: **James Kenney**

District Contact Person Email Address: **james.kenney@leonagroup.com**

Local Public Health Department: **Saginaw County Health Department**

Local Public Health Department Contact Person Email Address: **chillman@saginawcounty.com**

Name of Intermediate School District: **Saginaw Intermediate School District**

Name of Authorizing Body: **Saginaw Valley State University**

Date of Adoption by Board of Directors: **August 3, 2020**

Preparedness & Response Plan Assurances
--

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. Link to - [Workplace Preparedness Plan](#)
- The Academy will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan **Phase 1, 2, or 3**.
- The Academy assures that during **Phase 1, 2, or 3** of the Michigan Safe Start Plan it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- The Academy assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- The Academy assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- The Academy assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- During all phases of the *Michigan Safe Start Plan* the Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.

- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan **Phase 4**.
- The Academy assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.

James Perkins

President of the Board of Directors

August 3, 2020

Date

Preparedness & Response Plan Introduction

School Community Introduction of Efforts to Date

Saginaw Preparatory Academy has strived for consistency and support to our families throughout this pandemic. On March 13th, the morning following the announcement from our governor, our staff sprang

into action building take home packet work and packaging school supplies for students to take home. By March 15th, our food service program shared our robust food service plan with the Saginaw community and began serving meals the next day. In collaboration with our food service provider, we have served over 200,000 meals to children throughout Saginaw county.

Saginaw Prep's team immediately got to work, providing both paper/pencil and web-based enrichment opportunities during the first few days of closure. We encouraged families to read every day and complete the academic enrichment opportunities provided. We worked to calm worries and ease concerns as testing and COVID-19 cases increased across our county.

On April 2nd we learned that in-person instruction was suspended for the remainder of the academic year. One day later we received concrete guidance regarding Continuity of Learning expectations and we immediately got to work. By Friday, April 10th we submitted a draft CoL plan to our authorizer for review and presented it to the Academy's board for approval on Thursday, April 16th. During the week of April 13th, our instructional team got to work, building paper/pencil and online learning experiences for our students. Chromebooks were distributed during this week and throughout the closure window. Paper/pencil packets were mailed home for all three rounds of instruction. The main office remained staffed to best support families during the uniquely challenging window.

Throughout the Spring 2020 closure, families stated their appreciation for Saginaw Prep's level of support - academically, social-emotionally, and physically. They appreciated that videos were made available both on student platforms (such as google classroom and class dojo), but also on Saginaw Prep's newly created youtube.com channel. Additionally, families with multiple students were able to access everything from our landing page on our school website, saginawprepacademy.com/landing-page, which continues to serve as a repository for videos, direct instruction, and supplemental resources.

School Mission, Vision and Core Values

Mission - The mission of Saginaw Preparatory Academy is to prepare students for academic excellence and responsible citizenship.

Vision - Saginaw Preparatory will provide a safe and nurturing environment where both students and staff can come together as a community of life-long learners.

Core Values - We believe:

- All children have worth and are capable of learning at high levels.
- Pursue high standards of academic excellence.
- Appreciate the richness of diversity.
- Family involvement is essential for student learning.
- All stakeholders are critical in the educational process.

Guiding Principles

Keep Students at the Center - Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

Plan for Student Learning: Build on each student’s strengths, interests, and needs & use this knowledge to positively affect learning.

Develop a Weekly Plan & Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.

Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family. Safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access - Plan and deliver content in multiple ways so all students can access learning.

Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan's State Standards.

Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, live virtual instruction, asynchronous videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.

Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning - Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.

Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.

Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

Saginaw Preparatory's commitment to keeping students at the center of 2020-2021 school year planning means that all families will have the option to select a 100% virtual learning experience for the year. This option will remain in place for the entire school year.

Families that select 100% Virtual Learning will still benefit from teaching and learning with Saginaw Preparatory's dedicated team, PBIS team social-emotional support, meals, and technology resources. The commitment to 100% Virtual Learning is made for one marking period at a time. If a family decides that 100% Virtual Learning is not for them, they'll be able to request a change to in-person learning for the upcoming marking period. Please note that this program will be much more intensive and have higher expectations than the Spring 2020 program. Grades will be earned and report cards will be issued reflecting student engagement and academic progress.

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

Safety Protocols

In Phases 1, 2 and 3 there is increasing or substantial community spread and testing and tracing efforts may not be sufficient to control the virus. During these phases, there is no in-person instruction. All instruction will take place in a remote fashion. All athletic activities and student bussing operations are suspended. School employees and contractors are permitted to be physically present in the school building to conduct basic operations, including remote instruction. PPE and hygiene requirements will apply to all staff present and cleaning practices will be adjusted to maintain the building's cleanliness and functional order.

Building Access for Employees and Essential Contractors

1. Only employees and essential contractors (facilities maintenance, technology support, etc.) are allowed into the building. All visitors will perform a self check prior to entering the school building and will self report to the school via the COVID-19 Screening Survey. Refusal of screening will deny that individual access to the facility. All individuals must put a mask on before they enter the building. Refusal to do so will deny them entry to the building unless they have a medical reason not to wear a mask. All visitors will sign-in and sign-out during each visit to support contract tracing if necessary.
 - a. Visitor Health Questionnaire
 - i. [COVID-19 Essential Visitor Screening Survey](#)(paper version)
 - ii. [SCHD Workplace Screening](#) (paper version)
 - b. Contactless sign-in/sign-out
 - i. [Visitor Google Form](#) (google version)
 - ii. [QR Code](#)
 - c. Paper based sign-in/sign-out log (available in main office)
2. Employees will complete the online Staff Self-Screening Questionnaire prior to reporting to school. Employees will not bring visitors or helpers with them to the building under any circumstances. All employees must put a mask on before entering the building. Refusal to do so will deny them entry to the building unless they have a medical reason not to wear a mask. All employees will sign-in and sign-out during each visit to support contract tracing if necessary.
 - a. [Staff Self Screening Questionnaire](#) (google version)
 - b. [SCHD Workplace Screening](#) (paper version)
 - c. Contactless sign-in/sign-out
 - i. [Visitor Google Form](#)
 - d. Paper based sign-in/sign-out log (available in main office)
3. All school employees and visitors are required to enter through a single entry point located at our front entrance. Employees will perform a self check prior to entering the office and self report to their supervisor. ***Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work.*** The employee must notify their supervisor of their situation.
4. Social distancing must be followed throughout all areas of the building, maintaining a minimum of six feet of space between individuals. Masks are required in all common areas of the building and during any time when more than one individual is working or meeting in the same workspace.
 - a. Employees may wear their own masks or we will provide a mask if necessary
5. If an in-person meeting is required, then it will be held in a large enough area to maintain social distancing.
6. All supplies, packages, including mail will be left at a designated location. All packages shall be sanitized before being distributed to the appropriate person. Individuals expecting delivery of food or other personal items should meet the delivery service outside of the building.
7. Limit the number of people using the same bathrooms, staff workrooms, and classrooms. All high touch surfaces and common areas will be sanitized regularly and often. Hand sanitizer stations will be available throughout the building.
8. Clean-in/Clean-out system will be put in place schoolwide. All shared equipment must be sanitized before and after use. Provided sanitizing wipes will be available at all equipment locations. No work space and/or personal equipment shall be shared with other employees. Avoid sharing other personal items as well.
 - a. If a work space is shared, then the work space must accommodate the social distancing requirement including movement in the office at all times. Barriers and masks will be required for all shared work spaces.
9. Anyone who is ill, becoming ill or who has had close contact with someone who is ill WILL NOT be permitted to enter the building.

COVID-19 Exposure, Work from Home, and Return to work

1. Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify the Vice President of Human Resources.
 - a. Individuals with significant exposure to a POSITIVE or SUSPECTED POSITIVE COVID-19 case should actively monitor symptoms and should work-from-home for 14 calendar days from last exposure. “Significant exposure” is GREATER than 15 minutes and/or LESS than six feet apart.
2. If you have been tested for COVID-19, please notify your school leader immediately that you are awaiting test results. School leaders will notify the Vice President of Human Resources.
 - a. Anyone who has tested positive for COVID-19 cannot return to work until they have been at home, away from others and symptom-free for three calendar days from the date of testing without the use of drugs or medicine to suppress fever or symptoms, have improved respiratory symptoms, and it’s been at least 10 days since symptoms first appeared.
 - b. Anyone who is symptom-free for at least three consecutive days, without the use of medicine to suppress fever or symptoms AND has a negative COVID-19 test result may return to work.
3. Anyone who has any symptoms of illness, should notify their school leader immediately. School leaders should notify the Vice President of Human Resources.
 - a. Anyone who has tested negative for COVID-19 AND has any symptoms of illness (fever, cough, shortness of breath), should stay home, away from others and can return after they have been symptom-free for three calendar days. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.
 - b. Anyone who has any symptoms of illness should stay home, away from others and can return after they have been symptom-free for three calendar days. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.
 - i. At this time, a healthcare provider’s note for employees who are sick with acute respiratory illness is not required to validate their illness or to return to work.
4. Anyone displaying any symptoms of illness, should notify their school leader immediately. School leaders should notify HR.
 - a. Anyone displaying any symptoms of illness in the workplace, should be isolated until they can leave the school.
 - b. Anyone displaying any symptoms of illness should stay home, away from others and can return after they have been symptom free for seven days from the date symptoms first appeared; and have three consecutive days without fever and with improvement in respiratory symptoms.
 - i. People with significant exposure to this person will be notified and sent home.
 - ii. Areas where this person worked, including common areas, will be closed for cleaning/sanitization.
5. HR/School Leader will send out a notice to those exposed without identifying the individual who tested positive.
 - a. Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify HR.
 - b. Individuals with significant exposure should work from home for 14 calendar days from last exposure. “Significant exposure” is GREATER than 15 minutes and/or LESS than 6 feet apart.
6. If the employee wants to request to work from home they need to contact their school leader who will then contact the Vice President of Human Resources who will initiate the necessary paperwork.
 - a. The school leader will contact the Vice President of Human Resources who will then contact the employee to discuss their reasoning for not wanting to return to work. A plan will be developed on an individual basis, as feasible depending on their role and job duties.

Additional Saginaw County Health Department Workplace Guidance - [SCHD COVID-19 Guidance](#)

Mental & Social-Emotional Health

When schools are closed for in-person instruction, the following measures will be instituted to support the mental health and positive well-being of Saginaw Preparatory’s students.

1. Implement mental health screenings (note, this may be complete if school was providing in-person learning before reverting to Phases 1-3). Screening will be age-appropriate and there will be transparent disclosure of all protocols in place to protect confidentiality while adhering to mandated reporting guidelines. SDQ Elementary (paper version) SDQ Elementary (google version) SDQ Middle School (paper version) SDQ Middle School (P/T google version) SDQ Middle School (Student google version)
2. Establish and communicate guidelines to all staff and contractors regarding identification and rapid referral of at-risk students to appropriate building level support teams.
3. 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, including: social-emotional learning, trauma-informed best-practices, identification of students at-risk, proper local referral protocols, and self care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
4. Establish and /or review the Academy’s comprehensive crisis management plan that leverage available internal and external community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of school staff member.)
5. Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
6. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
7. Provide resources for staff self-care, including resiliency strategies.
1. Designate Robert King - SSW, as Saginaw Preparatory’s school-based mental-health liaison who will work across the school, local public health agencies, and community partners.
8. Leverage MDE resources for student and staff mental health wellness and support.
9. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
10. Communicate with families, via a variety of channels, return to school transition information, including: destigmatization of COVID-19, understanding normal behavioral responses to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

Instruction

In Phases 1-5, the Saginaw Preparatory’s superintendent/governance team will maintain a Return to Instruction and Learning working group that includes key stakeholders. This group will gather feedback from families, students, and staff about their experiences with remote learning. The working group will incorporate that feedback and input to improve programmatic effectiveness and share the learning plan with all involved stakeholders. Remote instruction plans will include the following elements.

1. Ensure that remote learning plans are revised based on feedback and input from stakeholders and distributed to all involved in their home language. Create opportunities for ongoing feedback to ensure effective experiences.
2. Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources. Link to - SPA Remote Learning framework Summary
3. Support staff and instructional coaches to assess every student in grades preK-8 during the first few weeks of school, using a screener, diagnostic, and/or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.

<p>4. Review students' IEPs, IFSPs, and 504 plans in coordination with general education and special education teachers to reflect the child's needs based on assessment data and family feedback, and design accommodations and match services accordingly.</p> <ul style="list-style-type: none"> a. Begin online interventions and support services. Plans must include all programs and learning environments, especially special education. b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistant technologies, where possible.
<p>5. Conduct checkpoints with instructional coaches around curriculum, instruction and ongoing monitoring of students progress, specifically focusing on the progress of students in need of additional support.</p>
<p>6. Remain connected with MDE and the Saginaw Intermediate School District about policies and guidance.</p>
<p>7. 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.</p>
<p>8. Develop EDPs for each preK-8 student or review/revise to reflect fully online instruction if plans are already in place.</p>

Effective communication and strong supports are critical in all phases, but require an additional level of emphasis during fully-remote instruction. Saginaw Preparatory will use additional communication systems as needed to reach every student and family in their home language through multiple modalities. Communication will focus on many areas, including - expectations around the duration of the closure and reopening of the school building, decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. Information will also be provided to share supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child learn critical grade level content. Families will also receive opportunities to access and use the academy's digital systems and tools, and workshops that will help families enhance their digital literacy.

Saginaw Preparatory's working group will activate plans to monitor and assess connectivity and access to ensure that all families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. Systems will also be developed to monitor and track students' online attendance on a daily basis. Teachers and other qualified staff will assess the quality of student work and provide meaningful feedback to families. Students will also self-assess the quality of their work and reflect on that feedback and the learning progress.

Operations

Building closure windows provide an excellent opportunity to audit current cleaning/health and safety materials and reinforce the supply chain for cleaning and disinfection supplies. The school building will be kept in good working order to prepare for the return of students. The custodial team (and external providers if deemed necessary) will execute school cleaning and disinfection protocols according to the CDC School Decision Tree. During cleaning duties, custodians will wear surgical masks. During this window, Saginaw Preparatory will also create a contingency plan for community food services and additional area child care for essential workers if needed. If we are unable to secure appropriate cleaning and disinfection supplies, we will coordinate with Local Emergency Management Programs to support procurement.

Technology plays a critical role in all phases for Saginaw Preparatory's plan. Listed below are the components that will be addressed in all five phases.

<p>1. Survey families to collect information about the numbers, types, and condition of devices used for learning in their home.</p>
<p>2. Designate a single point of contact to interface with our TLG Technology Team.</p>

3. Revise Saginaw Preparatory’s Technology Plan. Where possible, include professional development, training and support for educators to adapt teaching and learning strategies to reflect the needs of remote learning. Saginaw Preparatory’s updated Technology plan: SPA Technology Plan
4. Identify a general technology lead. This individual will coordinate with other Academy staff to provide additional support for staff, students, and families. In Phase 3, this would function in a “help desk” format.
5. Assign technology process leaders to key efforts, programs, and web-based resources and share that information within the Academy, including the TLG Technology Team.
6. Develop procedures for the return and inventory of district owned devices as part of a return to school technology plan. These procedures should include: <ul style="list-style-type: none"> a. Safely bagging devices collected at schools. b. Sanitizing the devices prior to a repair/replacement evaluation. c. Ordering accessories that may be needed to support at-home, tech-dependent learning. d. Conducting repaired maintenance routines to remove malware and repair standard issues.
7. Identify an asset tracking tool.
8. Develop an on-site triage for staff and student devices to minimize the time that individuals may be without a needed device.
9. Develop a technology support plan for families that includes resources in a variety of formats - videos, help desk phone support, written instructions, etc. to ensure that students and families can access online teaching and troubleshoot problems with access.
10. Continue to monitor device usage and compliance with online learning programs with Go Guardian and classroom/grade level specific tracking strategies.
11. Ensure that students (and families depending on the grade level) can submit assignments and receive evaluation and feedback accordingly.
12. Schedule ongoing staff professional development on teaching and learning platforms and tools.
13. Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and/or loss of technology.
14. Ensure that every student has access to the appropriate technology and connectivity needed to continue learning.

Michigan’s current budget realities are leaving schools in an exceptionally challenging position. Saginaw Preparatory will, to the best of its ability, provide instructional resources and materials to staff and students. Additionally, the Academy will work with MDE to understand the flexibility provided in regarding hiring to meet the current needs and develop a plan to govern hiring in a remote environment.

Food Service programming will continue and adjustments will be made as needed to ensure meals are provided to Saginaw Preparatory’s students. If necessary, Saginaw Preparatory will provide a list of alternative meal options to families. The Academy will make adjustments to food service processes, device distribution delivery sites, and communication plans as necessary to support the transportation realities of families. Clearly defined logistical expectations for all stakeholders, including but not limited to - attendance expectations, “time on schooling” by grade level, and student grading/feedback by teachers will support understanding and a shared commitment for all involved.

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

Safety Protocols

Phase 4 school-based programming provides clear expectations for PPE and hygiene. Spacing, movement, and access guidelines are in place to limit the number of students in any one classroom and the building as a whole on any given day. Screening expectations, testing protocols, and corresponding responses to positive tests provide clarity for all stakeholders. Students, their families, and staff will know in advance how situations will be handled and their role in keeping everyone safe. Additionally, all ancillary components of school functioning, such as - food service, athletics, extracurricular activities, building cleaning and maintenance, student bussing and transportation, and addressing the needs of medically vulnerable students and staff are impacted. The tables below detail specifics for each component of the safety protocols.

Personal Protective Equipment (PPE)
1. Facial coverings must always be worn by all staff, except for meals. Facial coverings can be homemade (fabric) or disposable level-one (basic) grade surgical masks. Fabric facial coverings must be washed daily and disposable facial coverings must be disposed of at the end of each day. Medical conditions may exempt staff from this requirement. Documentation will be required.
2. Facial coverings must be worn by preK-8 students, staff, and bus drivers during school transportation. Facial coverings can be homemade (fabric) or disposable level-one (basic) grade surgical masks. Fabric facial coverings must be washed daily and disposable facial coverings must be disposed of at the end of each day. Medical conditions may exempt students, staff, and bus drivers from this requirement. Documentation will be required.
3. Facial coverings must be worn in hallways and other common areas by preK-8 students in the building. Facial coverings can be homemade (fabric) or disposable level-one (basic) grade surgical masks. Fabric facial coverings must be washed daily and disposable facial coverings must be disposed of at the end of each day. Medical conditions may exempt students from this requirement. Documentation will be required.
4. Facial coverings must be worn in classrooms by all students in grades 3-8. Mask breaks may be built in for grades 3-5 if social distancing measures are in place and current community health indicators are positive. Medical conditions may exempt students from this requirement. Documentation will be required.
5. Facial coverings will be strongly encouraged (especially when students are not working at their desk), but not required for grades K-2 while students are in their classroom. Hybrid schedules and a significant number of virtual learners will greatly reduce the number of students in each classroom, allowing for the socially distancing strongly recommended in Phase 4.

Hygiene
1. Adequate supplies to support healthy hygiene behaviors will be provided. This includes but is not limited to - soap/paper towels, 60%+ alcohol hand sanitizer, tissues, and signs reinforcing proper handwashing techniques.
2. Students will engage in direct instruction and receive frequent reminders regarding proper handwashing techniques - including the use of soap/water for at least 20 seconds. Students will engage in direct instruction and frequent reminders regarding the proper use of hand sanitizer.
3. Students and staff will engage in direct instruction regarding how to cough and sneeze into their elbows, or to cover their mouth and noses (when not masked) with a tissue. Used tissues will be disposed of immediately and hands will be washed or sanitized after each event.
4. Systematically and frequently check and refill soap and hand sanitizer stations. Saginaw Preparatory's cleaning and hygiene protocols/schedules - SPA Cleaning and Disinfecting Practices
5. Students and staff will engage in regular (every 2-3 hours) handwashing sessions using a combination of bathroom sinks and portable hand washing units. Hand sanitizing stations will be available in each classroom, office, and high traffic areas.
6. Saginaw Preparatory will limit the sharing of personal and classroom items and supplies, such as writing materials, manipulatives, etc. When items must be shared, they will be sanitized appropriately between uses.
7. Students' personal items will be kept separate in individual cubbies, containers or hooks.

Spacing, Movement and Access
1. Student desks/work spaces will be kept six feet apart. Hybrid schedules and a significant number of virtual learners will greatly reduce the number of students in the classroom.
2. When tables are used for small group/center learning, clear cleanable dividers will provide protection for students and staff. All furniture and dividers will be sanitized between uses.
3. Whenever feasible, student desks will face the same direction.
4. Teachers, to the extent feasible, will maintain six feet of spacing between themselves and students or use a physical barrier, such as a clear cleanable divider between them and students.
5. Family members or other guests are not allowed in the building except under extenuating circumstances. In the rare occasion that a guest is allowed in the building, they will enter the building masked, be screened using Phase 1-3 protocols, sign-in, be escorted by an employee throughout the duration of their visit, and sign-out before leaving.
6. Easy to understand signage will be posted throughout the school building and grounds to indicate proper social distancing. Markers will be placed in high-traffic zones at six foot intervals and in waiting/reception areas. Signs will be posted in and outside of bathrooms to indicate proper social distancing and hand washing techniques
7. Students in grades preK-8 will operate in cohort groups and work primarily out of one classroom. Specials, whenever possible, will be brought into the classroom. Recesses will be scheduled throughout the day, one student group at a time. Bathroom break and recess schedules will be developed to limit cohort crossings to the extent possible.
8. When weather allows, windows will be opened to promote fresh air circulation.
9. Student arrival and dismissal will be monitored to discourage congregation and ensure students go directly to their classroom or vehicle. Building entrances and exits will be kept separate during these busy times to keep traffic moving in the same direction.

Screening Students & Staff
Saginaw Preparatory Academy will cooperate with the Saginaw County Health Department regarding implementing protocols for screening students and staff.
1. All students and employees are required to enter through one entry point - the main door located off Lodge St.
2. Masks (unless medically prohibitive) and social distancing must be followed upon entry, maintaining a minimum of six feet of space between individuals.
3. Temperature screenings will be conducted upon entry into the building. <i>Any staff who have a temperature of 100.4 or higher and/or has any covid-19 like symptoms may not remain in the building. Any students with a temperature of 100.4 or higher and/or has a COVID-19 like symptoms will be provided a disposable surgical mask and placed in a secure, supervised location until they can be picked up by a parent or approved adult.</i> Refusal of screening will deny that individual access to the school building. <ul style="list-style-type: none"> a. Multiple infrared no-touch thermometers will be available to reduce wait times.
4. All students will be consistently monitored for signs of a runny nose, cough, fever, or gastrointestinal symptoms that may develop during the day.
5. Designated areas within the building will be used to isolate students with COVID-19 symptoms until they can be safely received by a parent or approved adult. <ul style="list-style-type: none"> a. Distancing and barriers will be used to keep ill students properly spaced from one another b. Designated staff will have appropriate PPE to safely monitor ill students c. The parent/guardian of students with COVID-19 symptoms will be encouraged to contact a medical professional to explore the student’s symptoms and determine if COVID-19 testing is indicated.

6. Employees will self monitor throughout the day for COVID-19 symptoms that develop during their shift. They will need to notify the school leader if they develop any of these symptoms.
 - a. The school leader will follow the guidelines outlined in the COVID-19 Exposure, work from home, and return to work procedures.

Testing Protocols for Students and Staff

Saginaw Preparatory Academy will cooperate with the Saginaw County Health Department regarding implementing protocols for testing students and staff that are exhibiting COVID-19 symptoms.

1. Anyone (staff or students) who has a possible exposure or COVID-19 symptoms should notify their school leader immediately. School leaders will notify the Vice President of Human Resources and the Saginaw County Health Department.
 - a. Individuals with significant exposure to a POSITIVE or SUSPECTED POSITIVE COVID-19 case should actively monitor symptoms and should work from home (if possible) or learn from home for 14 calendar days from last exposure. “Significant exposure” is GREATER than 15 minutes and/or LESS than six feet apart.
2. Anyone (staff or students) that has been tested for COVID-19, should notify your school leader immediately that you are awaiting test results. School leaders will notify the Vice President of Human Resources.
 - a. Anyone who has tested positive for COVID-19 cannot return to work/school until they have been at home, away from others and symptom-free for three calendar days from the date of testing without the use of drugs or medicine to suppress fever or symptoms, have improved respiratory symptoms, and it’s been at least 10 days since symptoms first appeared.
 - b. Anyone who is symptom-free for at least three consecutive days, without the use of medicine to suppress fever or symptoms AND has a negative COVID-19 test result may return to work/school.
3. Anyone who has any symptoms of illness, should notify their school leader immediately. School leaders should notify the Vice President of Human Resources.
 - a. Anyone who has tested negative for COVID-19 AND has any symptoms of illness (fever, cough, shortness of breath), should stay home, away from others and can return after they have been symptom-free for three calendar days. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.
 - b. Anyone who has any symptoms of illness should stay home, away from others and can return after they have been symptom-free for three calendar days. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.
 - i. At this time, a healthcare provider’s note for employees who are sick with acute respiratory illness is not required to validate their illness or to return to work.
4. Anyone displaying any symptoms of illness at work, should notify their school leader immediately. School leaders should notify HR.
 - a. Anyone displaying any symptoms of illness in the workplace, should be isolated until they can leave school.
 - b. Anyone displaying any symptoms of illness should stay home, away from others and can return after they have been symptom free for seven days from the date symptoms first appeared; and have three consecutive days without fever and with improvement in respiratory symptoms.
 - i. People with significant exposure to this person will be notified and sent home.
 - ii. Areas where this person worked, including common areas, will be closed for cleaning/sanitization.
5. HR/School Leader will send out a notice to those exposed without identifying the individual who tested positive.
 - a. Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify HR and the Saginaw County Health Department.
 - b. Individuals with significant exposure should work from home or learn from home for 14 calendar days from last exposure. “significant exposure” is GREATER than 15 minutes and/or LESS than 6 feet apart.
 - c. Appropriate quarantine measures will be put in place for staff and students identified as having “significant exposure” with the individual who tested positive.

Responding to Positive Tests Among Staff and Students

Saginaw Preparatory Academy will cooperate with the Saginaw County Health Department regarding implementing protocols for responding to positive tests among students and staff. The Academy will collect the

contact information for any close contacts of the affected individuals from two days before he/she showed symptoms to the time whe he/she was last present in the school building.

1. Immediately report positive cases to the SCHD at (989)758-3887 and share all pertinent information. Then contact The Leona Group’s HR VP to provide updates and next steps.
2. Complete the [What to Do if Someone Tests Positive for COVID-19 form](#), using the [Evaluation of Close Contacts to a Conformed or Probably Case for Return to School](#) guidance from the SCHD. Report any new information to the SCHD to support contact tracing.
3. Communicate to all close contacts (less than 6 ft. apart for at least 15 minutes) that an individual tested positive for COVID-19. Use the guidance document to ensure appropriate communication occurs.
4. Review all data to determine necessary steps for closure (classroom/wing/entire building) and cleaning/disinfection. Communicate information to all stakeholders to a straightforward manner using a variety of platforms. Clearly identify that close contacts were notified, the cleaning and disinfection protocols taking place and the length of closure.
5. Wait for 24 hours before the crew goes in to disinfect the impacted zones. PPE for cleaning staff is a surgical mask, face shield and gloves. Follow guidelines for cleaning protocols and preferred clearing products.

All students receiving in-person instruction during Phase 4 will be served breakfast and lunch in their classroom. Additionally, hybrid (two days of in-school learning) students will be sent home with a meal box that contains three days of breakfast and lunch to address their meal needs for the three days they are engaged in home-based learning. Students and staff will wash or sanitize their hands and eating stations (desk, table, etc.) before and after eating each meal.

During Phase 4, all large scale (50+ student) assemblies are suspended. Off-site field trips are also suspended in this phase, as we can not control the clearing and safety protocols for non-school facilities. The Academy’s recess schedule will allow for one cohort of students to use the playground at one time. Additional “one cohort” outdoor breaks on school property or short walks in the immediate vicinity are also encouraged to provide breaks from the structured physical classroom.

Student athletics may occur during Phase 4, if local conferences and community sport leagues agree that community conditions support safe play and enough players/families agree to the stringent requirements. All athletics will comply with MHSAA guidelines. Proper hand hygiene techniques will be used before and after every practice, event, and gathering. Every participant must confirm that they are healthy and without any COVID-19 symptoms prior to each practice, event, and gathering. All equipment will be disinfected before and after use. If school transportation is provided, busing and student transportation cleaning/safety guidelines apply. If spectators are allowed (depending on local public health conditions, which may vary from game to game), they must sit/stand six feet apart and use appropriate facing coverings. Students may only use individual, clearly labeled water bottles. Unnecessary physical contact, such as handshakes and fist bumps, is not allowed. Outdoor physical conditioning is allowed as long as social distancing is enforced. Indoor physical conditioning activities that require shared equipment and large scale indoor spectator events are suspended in Phase 4. Large scale outdoor spectator or stadium events are limited to 100 people and individuals not part of the same household must maintain six feet of distance from each other.

Facility cleaning protocols in Phase 4 are intensive but straightforward. The table below and linked documents detail specifics for areas throughout the building.

Cleaning

1. Frequently touched surfaces, including light switches, doors, benches, and bathrooms must undergo cleaning at least every hour with either an EPA-approved disinfectant or diluted bleach solution.
2. Shared learning areas (labs, art, etc.) and shared desks, tables, etc. must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
3. Playground structures must continue to undergo normal routine cleaning, but do not require an EPA approved disinfectant.
4. Safely use and store all cleaning and disinfection products, including storing securely away from children and with adequate ventilation. Staff must wear gloves, surgical masks, and face shields when performing all cleaning activities.
See Saginaw Preparatory's School Cleaning Expectations and Checklist for specifics - SPA Cleaning and Disinfecting Practices

Saginaw Preparatory Academy provides transportation for all preK-8 students that require transportation to and from school. In addition to Saginaw Preparatory's buses, we also use the transportation services provided by Auxilio. The table below details specific cleaning and PPE requirements in Phase 4.

Busing & Student Transportation
1. Require the use of hand sanitizer before entering the bus. Hand sanitizer will be provided..
2. The bus driver, staff and all students (preK-8), if medically feasible, must wear facial coverings on the bus.
3. Clean and disinfect transportation vehicles before and after every transit route, paying special attention to frequently touched surfaces and equipment. Children must not be present during cleaning. Cleaning and disinfection will be completed by Auxilio for their buses and by our transportation staff for our buses.
4. Families will be expected to arrange for transportation if the child presents with COVID-19 symptoms and cannot ride the bus.
5. When weather allows, bus windows will remain open while the bus is in motion to help reduce the spread of the virus by increasing air circulation.

All strongly recommended guidance detailed on page 28 of the MI Safe Start plan regarding medically vulnerable students and staff will be followed.

Mental & Social-Emotional Health

When schools are in Phase 4, the following measures will be instituted to support the mental health and positive well-being of Saginaw Preparatory's students.

1. Implement mental health screenings. Screening will be age-appropriate and there will be transparent disclosure of all protocols in place to protect confidentiality while adhering to mandated reporting guidelines. SDQ Elementary (paper version) SDQ Elementary (google version) SDQ Middle School (paper version) SDQ Middle School (P/T google version) SDQ Middle School (Student google version)
2. Establish and communicate guidelines to all staff and contractors regarding identification and rapid referral of at-risk students to appropriate building level support teams.
3. 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, including: social-emotional learning, trauma-informed best-practices, identification of students at-risk, proper local referral protocols, and self care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
4. Establish and /or review the Academy's comprehensive crisis management plan that leverage available internal and external community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of school staff member.)

5. Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
6. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
7. Provide resources for staff self-care, including resiliency strategies.
8. Designate Robert King - SSW, as Saginaw Preparatory's school-based mental-health liaison who will work across the school, local public health agencies, and community partners.
9. Leverage MDE resources for student and staff mental health wellness and support.
10. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
11. Communicate with families, via a variety of channels, return to school transition information, including: destigmatization of COVID-19, understanding normal behavioral responses to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

Instruction

In Phases 1-5, the Saginaw Preparatory's superintendent/governance team will maintain a Return to Instruction and Learning working group that includes key stakeholders. This group will gather feedback from families, students, and staff about their experiences with remote learning. The working group will incorporate that feedback and input to improve programmatic effectiveness and share the learning plan with all involved stakeholders. Phase 4 instruction plans will include the following elements.

1. Saginaw Preparatory Academy will activate a robust, standards-aligned, hybrid learning program. This program will integrate both synchronous and asynchronous learning opportunities and best-practices that promote student engagement, consistency, and differentiation. Consult with MDE, SISD and The Leona Group's Department of Academic Achievement to secure and use high-quality digital and print resources. <i>Note that if Saginaw City/County conditions warrant (increasing positive test rates, large increases in positive cases, etc.), Saginaw Preparatory Academy may transition to a 100% Remote Learning framework while formally in Phase 4 as a larger region.</i>
2. Clearly defined framework and expectations for all stakeholder groups. Expectations will include - best practices for blended learning, grade-level proficiency mastery, clear assessment and actionable feedback, differentiated supports, including of SEL and guidance about daily instructional time and workload per grade level to ensure consistency for students.
3. Well communicated vision that ensures all students will - start the year with access to grade-level instruction and high-quality standards-aligned instructional material in all core content subjects, meaningful assessment that supports student growth, and access to engaging and effective SEL practices that will strengthen connections with students.
4. A focus on the most essential learning of each grade in order to prioritize and accelerate instruction.
5. Review students' IEPs, IFSPs, and 504 plans in coordination with general education and special education teachers to reflect the child's needs based on assessment data and family feedback, and design accommodations and match services accordingly. <ul style="list-style-type: none"> a. Begin face-to-face and online interventions and support services. Plans must include all programs and learning environments, especially special education. b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistant technologies, where possible. c. Inventory all intervention programs and services available to students on the district and school level and identify any gaps. d. Develop a continuation of services plan for students needing OT/PT and/or Speech & Language services. Provide a plan for completing evaluations by school psychologists and social workers.
6. Ensure that every student has: <ul style="list-style-type: none"> a. Access to standards-aligned, grade-level instruction, including strategies to accelerate learning.

<ul style="list-style-type: none"> b. Assessments completed to determine readiness to access grade-level content and support student growth. c. Scaffolds and supports that meet their diverse academic and social-emotional needs.
7. Conduct checkpoints with instructional coaches around curriculum pacing and ongoing monitoring of students progress, specifically honing in on the growth of students that need acceleration.
8. Conduct review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services such as OT/PT and Speech while school buildings are closed.
9. Procure additional standards-aligned tools or materials to support grade-level instruction, scaffolding, differentiation, interventions, based on students' needs.
10. Set clear expectations for all stakeholders about the integration of high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in the event that there is a full-shift back to 100% remote instruction for all learners.
11. Engage in open and honest dialogue with families about their child's progress and targeted plans for additional support if deemed necessary.
12. Activate plans to assess and monitor: <ul style="list-style-type: none"> a. Connectivity & Access - ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. b. Attendance - develop systems to monitor and track students' online attendance on a daily basis. c. Student Work - teachers and students will communicate about the child's progress with a focus on formative feedback.
Link to Saginaw Preparatory Academy's Hybrid Instruction Model - SPA Hybrid Learning Framework Summary

Professional Learning
1. Provide adequate time for schools and educators to engage in: <ul style="list-style-type: none"> d. Intentional curriculum planning and documentation to ensure stability of instruction for hybrid and 100% online learners. e. Identify students that may struggle to engage in at-home learning (either hybrid or virtual) and develop a plan to support the student/family throughout all Phases. f. Identify students that may require additional academic and/or social-emotional support and develop an effective plan to meet the student's needs. g. Sharing of knowledge, ideas, and strategies regarding the effectiveness of digital tools and resources that support hybrid and 100% remote instruction.
2. Develop and implement a professional learning plan to offer restorative supports for staff about equity and implicit bias, social-emotional learning, and culturally responsive education. Train instructional staff on the selected digital systems and their effective use. Enhance instructional staff's understanding of and capacity to design and implement hybrid and remote learning experiences that are equitable and engaging.

Effective communication and strong supports are critical in all phases, but require an additional level of emphasis during fully-remote and hybrid/blended instruction. Saginaw Preparatory will use additional communication systems as needed to reach every student and family in their home language through multiple modalities. Communication will focus on many areas, including - expectations around the reopening of the school building, clear information about hybrid schedules and day to physically report to school, decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. Information will also be provided to share supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child learn critical grade level content. Families will also receive opportunities to access and use the academy's digital systems and tools, and workshops that will help families enhance their digital literacy.

Operations

The maintenance of our physical plant is of critical importance, especially in Phase 4, to mitigate the potential spread of COVID-19. The table below details Saginaw Preparatory Academy's plans for facilities maintenance in Phase 4.

1. Maintain audits and supply chain options for cleaning and disinfection supplies. Coordinate with local LEMP if support is needed.
2. Audit all indoor and outdoor facilities that the Academy may use for learning during the 2020-2021 school year. Focus on the number of classrooms available, the size of the classrooms, additional spaces (gym, cafe, annex) on campus and the ventilation options in each space.
3. Provide concrete guidance for cleaning and disinfecting all core assets, including buildings and playgrounds. See link for cleaning/disinfecting expectations and checklists - SPA Cleaning and Disinfecting Practices
4. Alert school-based custodial and infection control staff of any changes in the recommended cleaning guidelines issued by OSHA and/or CDC. Anticipate real-time updates and conditions vary based on the status of community spread. Meet at least weekly as a custodial team to review processes and make necessary changes. Provide custodial teams with advanced training in cleaning and disinfecting practices.
5. Deep clean over the summer (June-August 2020) to support a clean and healthy start to the new year.
6. Maintain facilities for in-person operations: <ol style="list-style-type: none">Check HVAC systems in each classroom. Change air filters regularly.Distribute wastebaskets, tissues, sanitizer to every office and classroom in a manner that is easily accessible for staff and students.Post signage about regular and effective handwashing techniques, coughing etiquette, nose blowing expectations throughout the building. Share the same resources with families and other stakeholder groups.Custodial staff should follow guidance from the CDC about the use of facial coverings and other PPE when performing cleaning duties.
7. Weekly facility walk-throughs with School Leader and Lead Custodian to review successes and challenges in building cleaning and disinfection..
8. Procure level-1 facial coverings for school staff. When possible secure transparent front masks to support learning and engagement. Procure level-1 surgical masks for cleaning and janitorial staff.
9. Activate school clearing and disinfection protocols according to the CDC School Decision Tree if the facility or a portion of the facility is closed due to positive cases. Custodial staff should wear surgical masks when performing cleaning duties, and wait 24 hours before cleaning impacted areas. CDC School Decision Tree

Budget, Food Service, Enrollment, and Staffing

Michigan's current budget realities are leaving schools in an exceptionally challenging position. Saginaw Preparatory will, to the best of its ability, provide instructional resources and materials to staff and students. Additionally, the Academy will work with MDE to understand the flexibility provided in regarding hiring to meet the current needs and develop a plan to govern hiring in a remote environment. The table below details the Academy's plans in Phase 4.

1. Analyze student arrival and departure protocols and determine necessary adjustments to support social distancing and appropriate PPE.
2. Actively communicate with families about their return to school and their desired mode of instruction - 100% virtual or hybrid. Inquire about the need for additional student supervision due to work schedules and/or lack of daycare. Develop a list of students with pre-existing medical conditions that may benefit from a virtual learning environment.
3. Actively communicate with staff about their return to school and concerns they may have regarding expectations, safety,

procedures, etc.
4. Assess the need for new and/or additional positions with a specific focus on students and staff wellness, technology support, and other COVID-19 related needs. Review how job responsibilities may shift in light of COVID-19 realities. Consider redeploying underutilized staff to serve core/critical needs. Modify positions (when possible) to accommodate high-risk staff.
5. Communicate enrollment and attendance policy changes with all relevant stakeholders. Detail what those changes mean for them and provide examples.
6. Build and send back-to-school communications to all relevant stakeholders, include updates regarding all critical policies and procedures. Verify that all staff and student/family handbooks are up-to-date and contain necessary COVID-19 procedures and information.
7. Develop and maintain budgets that take into account the realities of the 2020-2021 school year - decreased funding, variations in enrollment, resource constraints, and additional safety, cleaning and PPE expenses. Consult with legal counsel to preemptively address liability questions, vendor issues, etc. due to COVID-19.
8. Develop orientation procedures to support staff, students, and relevant stakeholders to operational and procedures changes. Create teaching schedules, staff/students arrival and dismissal procedures, bus schedules, lunch schedules, and bell schedules with safety protocols in mind.
9. Collaborate with the food service team to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology plays a critical role in all phases for Saginaw Preparatory’s plan. Listed below are the components that will be addressed in all five phases. All K-8 students will already have access to an individual Chromebook for the year, as they are either working in a hybrid or 100% remote structure. Students who are engaged in the hybrid program are expected to bring their computer to and from school every day. This will be critically important especially during the first few weeks of school to ensure that students are prepared to use the online resources needed to support successful completion of grade-level learning.

1. Survey families to collect information about the numbers, types, and condition of devices used for learning in their home.
2. Designate a single point of contact to interface with our TLG Technology Team.
3. Revise Saginaw Preparatory’s Technology Plan. Where possible, include professional development, training and support for educators to adapt teaching and learning strategies to reflect the needs of remote learning. Saginaw Preparatory’s updated Technology plan: SPA Technology Plan
4. Identify a general technology lead. This individual will coordinate with other Academy staff to provide additional support for staff, students, and families. In Phase 3, this would function in a “help desk” format.
5. Assign technology process leaders to key efforts, programs, and web-based resources and share that information within the Academy, including the TLG Technology Team.
6. Develop procedures for the return and inventory of district owned devices as part of a return to school technology plan. These procedures should include: <ol style="list-style-type: none"> a. Safely bagging devices collected at schools. b. Sanitizing the devices prior to a repair/replacement evaluation. c. Ordering accessories that may be needed to support at-home, tech-dependent learning. d. Conducting repaired maintenance routines to remove malware and repair standard issues.
7. Identify an asset tracking tool.
8. Develop an on-site triage for staff and student devices to minimize the time that individuals may be without a needed device.

9. Develop a technology support plan for families that includes resources in a variety of formats - videos, help desk phone support, written instructions, etc. to ensure that students and families can access online teaching and troubleshoot problems with access.
10. Continue to monitor device usage and compliance with online learning programs via Go Guardian and classroom/grade level specific tracking strategies.
11. Ensure that students (and families depending on the grade level) can submit assignments and receive evaluation and feedback accordingly.
12. Schedule ongoing staff professional development on teaching and learning platforms and tools.
13. Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and/or loss of technology.
14. Ensure that every student has access to the appropriate technology and connectivity needed to continue learning.
15. Provide regular opportunities to collect and review technology-dependent lessons to update the Academy's remote learning plan. Review chronic technology issues and develop a plan to address them.

Safe and sufficient student transportation is key. Many Saginaw Preparatory families depend on busses to transport their children to and from school. Before entering Phase 4 it is critical that we work closely with the Academy's transportation provider to inventory busses to determine the following. How many busses are available? How much variation is the size and maximum capacity of available busses? Have the busses been used recently? Are there sufficient drivers to meet this year's needs? Once all the necessary information has been gathered, finalize bus procedures for drivers, staff, and students. Communicate clearly with all stakeholders the importance of following procedures.

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

Safety Protocols

Phase 5 school-based programming provides clear expectations for PPE and hygiene. Spacing, movement, and access guidelines are in place to limit the number of students in any one classroom and the building as a whole on any given day. Screening expectations, testing protocols, and corresponding responses to positive tests provide clarity for all stakeholders. Students, their families, and staff will know in advance how situations will be handled and their role in keeping everyone safe. Additionally, all ancillary components of school functioning, such as - food service, athletics, extracurricular activities, building cleaning and maintenance, student bussing and transportation, and addressing the needs of medically vulnerable students and staff are impacted. The tables below detail specifics for each component of the safety protocols.

Personal Protective Equipment (PPE)
1. Facial coverings must always be worn by all staff, except for meals. Facial coverings can be homemade (fabric) or disposable level-one (basic) grade surgical masks. Fabric facial coverings must be washed daily and disposable facial coverings must be disposed of at the end of each day. Medical conditions may exempt staff from this requirement. Documentation will be required.
2. Facial coverings must be worn by preK-8 students, staff, and bus drivers during school transportation. Facial coverings can be homemade (fabric) or disposable level-one (basic) grade surgical masks. Fabric facial coverings must be washed daily and disposable facial coverings must be disposed of at the end of each day. Medical conditions may exempt students, staff, and bus drivers from this requirement. Documentation will be required.

3. Facial coverings must be worn in hallways and other common areas by preK-8 students in the building. Facial coverings can be homemade (fabric) or disposable level-one (basic) grade surgical masks. Fabric facial coverings must be washed daily and disposable facial coverings must be disposed of at the end of each day. Medical conditions may exempt students from this requirement. Documentation will be required.
4. Facial coverings must be worn in classrooms by all students in grades 3-8. Mask breaks may be built in if social distancing measures are in place and current community health indicators are positive. Medical conditions may exempt students from this requirement. Documentation will be required.
5. Facial coverings will be strongly encouraged (especially when students are not working at their desk), but not required for grades K-2 while students are in their classroom. The anticipation of a high-number of virtual learners will reduce the number of students in the classroom and allow for 2-3 feet between desks.

Hygiene

1. Adequate supplies to support healthy hygiene behaviors will be provided. This includes but is not limited to - soap/paper towels, 60%+ alcohol hand sanitizer, tissues, and signs reinforcing proper handwashing techniques.
2. Students will engage in direct instruction and receive frequent reminders regarding proper handwashing techniques - including the use of soap/water for at least 20 seconds. Students will engage in direct instruction and frequent reminders regarding the proper use of hand sanitizer.
3. Students and staff will engage in direct instruction regarding how to cough and sneeze into their elbows, or to cover their mouth and noses (when not masked) with a tissue. Used tissues will be disposed of immediately and hands will be washed or sanitized after each event.
4. Systematically and frequently check and refill soap and hand sanitizer stations. Saginaw Preparatory’s cleaning and hygiene protocols/schedules - [SPA Cleaning and Disinfecting Practices](#)
5. Students and staff will engage in regular (every 3-4 hours) handwashing sessions using a combination of bathroom sinks and portable hand washing units. Hand sanitizing stations will be available in each classroom, office, and high traffic areas.
6. Saginaw Preparatory will limit the sharing of personal and classroom items and supplies, such as writing materials, manipulatives, etc. When items must be shared, they will be sanitized appropriately between uses.
7. Students’ personal items will be kept separate in individual cubbies, containers, and hooks.

Spacing, Movement and Access

1. If the majority of students return to full-time instruction in Phase 5, student desks/work spaces will be kept approximately 2-3 feet apart. A significant number of virtual learners will reduce the number of students in the classroom. Note - if local conditions require the maintenance of the hybrid model, student desks will remain 6 feet apart.
2. When tables are used for small group/center learning, clear cleanable dividers will provide protection for students and staff. All furniture and dividers will be sanitized between uses.
3. Whenever feasible, student desks will face the same direction.
4. Teachers, to the extent feasible, will maintain six feet of spacing between themselves and students or use a physical barrier, such as a clear cleanable divider between them and students.
5. Family members or other guests are not allowed in the building except under extenuating circumstances. In the rare occasion that a guest is allowed in the building, they will enter the building masked, be screened using Phase 1-3 protocols, sign-in, be escorted by an employee throughout the duration of their visit, and sign-out before leaving.
6. Easy to understand signage will be posted throughout the school building and grounds to indicate proper social distancing. Markers will be placed in high-traffic zones at six foot intervals and in waiting/reception areas. Signs will be posted in and outside of bathrooms to indicate proper social distancing and hand washing techniques

7. Students in grades preK-8 will operate in cohort groups and work primarily out of one classroom. Specials, whenever possible, will be brought into the classroom. Recesses will be scheduled throughout the day, one students group at a time. Bathroom break and recess schedules will be developed to limit cohort crossings to the extent possible.
8. When weather allows, windows will be opened to promote fresh air circulation.
9. Student arrival and dismissal will be monitored to discourage congregation and ensure students go directly to their classroom or vehicle. Building entrances and exits will be kept separate during these busy times to keep traffic moving in the same direction.

Screening Students & Staff
Saginaw Preparatory Academy will cooperate with the Saginaw County Health Department regarding implementing protocols for screening students and staff.
1. All students are required to enter through two potential entry points - the main door located off Lodge St.
2. Masks (unless medically prohibitive) and social distancing must be followed upon entry, maintaining a minimum of six feet of space between individuals.
3. Temperature screenings will be conducted when deemed necessary. <i>Any staff who have a temperature of 100.4 or higher and/or has any covid-19 like symptoms may not remain in the building. Any students with a temperature of 100.4 or higher and/or has a COVID-19 like symptoms will be provided a disposable surgical mask and placed in a secure, supervised location until they can be picked up by a parent or approved adult.</i> <ol style="list-style-type: none"> a. Multiple infrared no-touch thermometers will be available to reduce wait times if needed.
4. All students will be consistently monitored for signs of a runny nose, cough, fever, or gastrointestinal symptoms that may develop during the day.
5. Designated areas within the building will be used to isolate students with COVID-19 symptoms until they can be safely received by a parent or approved adult. <ol style="list-style-type: none"> a. Distancing and barriers will be used to keep ill students properly spaced from one another b. Designated staff will have appropriate PPE to safely monitor ill students c. The parent/guardian of students with COVID-19 symptoms will be encouraged to contact a medical professional to explore the student’s symptoms and determine is COVID-19 testing is indicated.
6. Employees will self-monitor throughout the day for COVID-19 symptoms that develop during their shift. They will need to notify the school leader if they develop any of these symptoms. <ol style="list-style-type: none"> a. The school leader will follow the guidelines outlined in the COVID-19 Exposure, work from home, and return to work procedures.

Testing Protocols for Students and Staff
Saginaw Preparatory Academy will cooperate with the Saginaw County Health Department regarding implementing protocols for testing students and staff that are exhibiting COVID-19 symptoms.
1. Anyone (staff or students) who has a possible exposure or COVID-19 symptoms should notify their school leader immediately. School leaders will notify the Vice President of Human Resources and the Saginaw County Health Department. <ol style="list-style-type: none"> a. Individuals with significant exposure to a POSITIVE or SUSPECTED POSITIVE COVID-19 case should actively monitor symptoms and should work from home (if possible) or learn from home for 14 calendar days from last exposure. “Significant exposure” is GREATER than 15 minutes and/or LESS than six feet apart.

<p>2. Anyone (staff or students) that has been tested for COVID-19, should notify your school leader immediately that you are awaiting results. School leaders will notify HR.</p> <ul style="list-style-type: none"> a. Anyone who has tested positive for COVID-19 cannot return to work/school until they have been at home, away from others and symptom-free for three calendar days from the date of testing without the use of drugs or medicine to suppress fever or symptoms, have improved respiratory symptoms, and it's been at least 10 days since symptoms first appeared. b. Anyone who is symptom-free for at least three consecutive days, without the use of medicine to suppress fever or symptoms AND has a negative COVID-19 test result may return to work/school.
<p>3. Anyone who has any symptoms of illness should notify their school leader immediately. School leaders will notify HR.</p> <ul style="list-style-type: none"> a. Anyone who has tested negative for COVID-19 AND has any symptoms of illness (fever, cough, shortness of breath), should stay home, away from others and can return after they have been symptom-free for three calendar days. "Symptom-free" includes not using drugs or medicine to suppress fever and/or symptoms. b. Anyone who has any symptoms of illness should stay home, away from others and can return after they have been symptom-free for three calendar days. "Symptom-free" includes not using drugs or medicine to suppress fever and/or symptoms. <ul style="list-style-type: none"> i. At this time, a healthcare provider's note for employees who are sick with acute respiratory illness is not required to validate their illness or to return to work.
<p>4. Anyone displaying any symptoms of illness at work, should notify their school leader immediately. School leaders will notify HR.</p> <ul style="list-style-type: none"> a. Anyone displaying any symptoms of illness in the workplace, should be isolated until they can leave school. b. Anyone displaying any symptoms of illness should stay home, away from others and can return after they have been symptom free for seven days from the date symptoms first appeared; and have three consecutive days without fever and with improvement in respiratory symptoms. <ul style="list-style-type: none"> i. People with significant exposure to this person will be notified and sent home. ii. Areas where this person worked, including common areas, will be closed for cleaning/sanitization.
<p>5. The school leader will send out a notice to those exposed without identifying the individual who tested positive.</p> <ul style="list-style-type: none"> a. Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify HR and the Saginaw County Health Department. b. Individuals with significant exposure should work from home or learn from home for 14 calendar days from last exposure. "significant exposure" is GREATER than 15 minutes and/or LESS than 6 feet apart. c. Appropriate quarantine measures will be put in place for staff and students identified as having "significant exposure" with the individual who tested positive.

<p>Responding to Positive Tests Among Staff and Students</p>
<p>Saginaw Preparatory Academy will cooperate with the Saginaw County Health Department regarding implementing protocols for responding to positive tests among students and staff. The Academy will collect the contact information for any close contacts of the affected individuals from two days before he/she showed symptoms to the time when he/she was last present in the school building.</p>
<p>1. Immediately report positive cases to the SCHD at (989)758-3887 and share all pertinent information. Then contact The Leona Group's HR VP to provide updates and next steps.</p>
<p>2. Complete the <i>What to Do if Someone Tests Positive for COVID-19 form</i>, using the <i>Evaluation of Close Contacts to a Conformed or Probably Case for Return to School</i> guidance from the SCHD. Report any new information to the SCHD to support contact tracing.</p>
<p>3. Communicate to all close contacts (less than 6 ft. apart for at least 15 minutes) that an individual tested positive for COVID-19. Use the guidance document to ensure appropriate communication occurs.</p>
<p>4. Review all data to determine necessary steps for closure (classroom/wing/entire building) and cleaning/disinfection. Communicate information to all stakeholders to a straightforward manner using a variety of platforms. Clearly identify that close contacts were notified, the cleaning and disinfection protocols taking place and the length of closure.</p>
<p>5. Wait for 24 hours before the crew goes in to disinfect the impacted zones. PPE for cleaning staff is a surgical mask, face shield and gloves. Follow guidelines for cleaning protocols and preferred clearing products.</p>

All students receiving in-person instruction during Phase 5 will be served breakfast and lunch in their classroom. Additionally, if the Academy is providing the hybrid model (two days of in-school learning), students will be sent home with a meal box that contains three days of breakfast and lunch to address their meal needs for the three days they are engaged in home-based learning. Students and staff will wash or sanitize their hands and eating stations (desk, table, etc.) before and after eating each meal.

During Phase 5, all large scale assemblies will be evaluated to determine if they are necessary and if risks can be appropriately mitigated. Off-site field trips will be evaluated in the same format. We'll also review the community health of the county/city that we are visiting before making final determinations. The Academy's recess schedule will allow for one cohort of students to use the playground at one time. Additional "one cohort" outdoor breaks on school property or short walks in the immediate vicinity are also encouraged to provide breaks from the structured physical classroom.

Student athletics may occur during Phase 5, if local conferences and community sport leagues agree that community conditions support safe play and enough players/families agree to the stringent requirements. All athletics will comply with MHSAA guidelines. Proper hand hygiene techniques will be used before and after every practice, event, and gathering. Every participant must confirm that they are healthy and without any COVID-19 symptoms prior to each practice, event, and gathering. All equipment will be disinfected before and after use. If school transportation is provided, busing and student transportation cleaning/safety guidelines apply. If spectators are allowed (depending on local public health conditions, which may vary from game to game), they must sit/stand six feet apart and use appropriate facing coverings. Students may only use individual, clearly labeled water bottles. Unnecessary physical contact, such as handshakes and fist bumps, should not occur. Outdoor physical conditioning is allowed as long as social distancing is enforced. Indoor physical conditioning activities that require shared equipment and large scale indoor spectator events should be closely monitored to maintain proper social distancing. Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people and individuals not part of the same household must maintain six feet of distance from each other.

Facility cleaning protocols in Phase 5 will remain the same as in Phase 4 to support the maintenance of a safe school facility. The table below and linked documents detail specifics for areas throughout the building.

Cleaning
1. Frequently touched surfaces, including light switches, doors, benches, and bathrooms must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
2. Shared learning areas (labs, art, etc.) and shared desks, tables, etc. must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
3. Playground structures must continue to undergo normal routine cleaning, but do not require an EPA approved disinfectant.
4. Safely use and store all cleaning and disinfection products, including storage securely away from children and with adequate ventilation. Staff must wear gloves, surgical masks, and face shields when performing all cleaning activities.
See Saginaw Preparatory's School Cleaning Expectations and Checklist for specifics - SPA Cleaning and Disinfecting Practices

Saginaw Preparatory Academy provides transportation for all preK-8 students that require transportation to and from school. In addition to Saginaw Preparatory's buses, we also use the transportation services provided by Auxilio. The table below details specific cleaning and PPE requirements in Phase 5.

Busing & Student Transportation

1. Require the use of hand sanitizer before entering the bus. Hand sanitizer will be provided.
2. The bus driver, staff and all students (preK-8), if medically feasible, must wear facial coverings on the bus.
3. Clean and disinfect transportation vehicles before and after every transit route, paying special attention to frequently touched surfaces and equipment. Children must not be present during cleaning. Cleaning and disinfection will be completed by Auxilio for their buses and by our transportation staff for our buses.
4. Families will be expected to arrange for transportation if the child presents with COVID-19 symptoms and cannot ride the bus.
5. When weather allows, bus windows will remain open while the bus is in motion to help reduce the spread of the virus by increasing air circulation.

All strongly recommended guidance detailed on page 28 of the MI Safe Start plan regarding medically vulnerable students and staff will be followed.

Mental & Social-Emotional Health

When schools are in Phase 5, the Academy will maintain their review process for all students with special healthcare needs and develop transportation plans to decrease their risk to COVID-19. Additionally, students/families will be asked to self-identify if high-risk during the enrollment process.

1. Implement mental health screenings. Screening will be age-appropriate and there will be transparent disclosure of all protocols in place to protect confidentiality while adhering to mandated reporting guidelines. SDQ Elementary (paper version) SDQ Elementary (google version) SDQ Middle School (paper version) SDQ Middle School (P/T google version) SDQ Middle School (Student google version)
2. Establish and communicate guidelines to all staff and contractors regarding identification and rapid referral of at-risk students to appropriate building level support teams.
3. 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, including: social-emotional learning, trauma-informed best-practices, identification of students at-risk, proper local referral protocols, and self care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
4. Establish a comprehensive crisis management plan that leverage available internal and external community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of school staff member.)
5. Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
6. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
7. Provide resources for staff self-care, including resiliency strategies.
8. Designate Robert King - SSW, as Saginaw Preparatory’s school-based mental-health liaison who will work across the school, local public health agencies, and community partners.
9. Leverage MDE resources for student and staff mental health wellness and support.
10. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
11. Communicate with families, via a variety of channels, return to school transition information, including: destigmatization of COVID-19, understanding normal behavioral responses to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

Instruction

In Phases 1-5, the Saginaw Preparatory's superintendent/governance team will maintain a Return to Instruction and Learning working group that includes key stakeholders. This group will gather feedback from families, students, and staff about their experiences with remote learning. The working group will incorporate that feedback and input to improve programmatic effectiveness and share the learning plan with all involved stakeholders. Phase 5 instruction plans will include the following elements.

1. Saginaw Preparatory Academy will either maintain a robust, standards-aligned, hybrid learning program or transition to 4-5 days per week of in-person instruction. This will depend on the community health conditions in the city and county of Saginaw. The hybrid program will integrate both synchronous and asynchronous learning opportunities and best-practices that promote student engagement, consistency, and differentiation. Consult with MDE, SISD and The Leona Group's Department of Academic Achievement to secure and use high-quality digital and print resources.
2. Clearly defined framework and expectations for all stakeholder groups. Expectations will include - best practices for blended learning, grade-level proficiency mastery, clear assessment and actionable feedback, differentiated supports, including of SEL and guidance about daily instructional time and workload per grade level to ensure consistency for students.
3. Well communicated vision that ensures all students will - start the year with access to grade-level instruction and high-quality standards-aligned instructional material in all core content subjects, meaningful assessment that supports student growth, and access to engaging and effective SEL practices that will strengthen connections with students.
4. A focus on the most essential learning of each grade in order to prioritize and accelerate instruction.
5. Review students' IEPs, IFSPs, and 504 plans in coordination with general education and special education teachers to reflect the child's needs based on assessment data and family feedback, and design accommodations and match services accordingly. <ul style="list-style-type: none">h. Begin face-to-face and online interventions and support services. Plans must include all programs and learning environments, especially special education.i. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.j. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.k. Develop a continuation of services plan for students needing OT/PT and/or Speech & Language services. Provide a plan for completing evaluations by school psychologists and social workers.
6. Ensure that every student has: <ul style="list-style-type: none">a. Access to standards-aligned, grade-level instruction, including strategies to accelerate learning.b. Assessments completed to determine readiness to access grade-level content and support student growth.c. Scaffolds and supports that meet their diverse academic and social-emotional needs.
7. Conduct checkpoints with instructional coaches around curriculum pacing and ongoing monitoring of students progress, specifically honing in on the growth of students that need acceleration.
8. Conduct review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services such as OT/PT and Speech while school buildings are closed.
9. Procure additional standards-aligned tools or materials to support grade-level instruction, scaffolding, differentiation, interventions, based on students' needs.
10. Set clear expectations for all stakeholders about the integration of high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in the

event that there is a full-shift back to 100% remote instruction for all learners.
11. Engage in open and honest dialogue with families about their child’s progress and targeted plans for additional support if deemed necessary.
12. Activate plans to assess and monitor: <ul style="list-style-type: none"> a. Connectivity & Access - ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. b. Attendance - develop systems to monitor and track students’ online attendance on a daily basis. c. Student Work - teachers and students will communicate about the child’s progress with a focus on formative feedback.
Link to Saginaw Preparatory Academy’s Hybrid Instruction Model - SPA Hybrid Learning Framework Summary

Professional Learning
1. Provide adequate time for schools and educators to engage in: <ul style="list-style-type: none"> l. Intentional curriculum planning and documentation to ensure stability of instruction for hybrid and 100% online learners. m. Identify students that may struggle to engage in at-home learning (either hybrid or virtual) and develop a plan to support the student/family throughout all Phases. n. Identify students that may require additional academic and/or social-emotional support and develop an effective plan to meet the student’s needs. o. Sharing of knowledge, ideas, and strategies regarding the effectiveness of digital tools and resources that support hybrid and 100% remote instruction.
2. Develop and implement a professional learning plan to offer restorative supports for staff about equity and implicit bias, social-emotional learning, and culturally responsive education. Train instructional staff on the selected digital systems and their effective use. Enhance instructional staff’s understanding of and capacity to design and implement hybrid and remote learning experiences that are equitable and engaging.

Effective communication and strong supports are critical in all phases, but require an additional level of emphasis during fully-remote and hybrid/blended instruction. Saginaw Preparatory will use additional communication systems as needed to reach every student and family in their home language through multiple modalities. Communication will focus on many areas, including - expectations around the reopening of the school building, clear information about hybrid schedules and day to physically report to school, decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. Information will also be provided to share supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child learn critical grade level content. Families will also receive opportunities to access and use the academy’s digital systems and tools, and workshops that will help families enhance their digital literacy.

Operations

The maintenance of our physical plant in Phase 5 will help to mitigate the potential spread of COVID-19. The table below details Saginaw Preparatory Academy’s plans for facilities maintenance in Phase 5.

1. Maintain audits and supply chain options for cleaning and disinfection supplies. Coordinate with local LEMP if support is needed.
2. Audit all indoor and outdoor facilities that the Academy may use for learning during the 2020-2021 school year. Focus on the number of classrooms available, the size of the classrooms, additional spaces (gym, cafe, annex) on campus and the ventilation options in each space.
3. Provide concrete guidance for cleaning and disinfecting all core assets, including buildings and playgrounds. See link for cleaning/disinfecting expectations and checklists - SPA Cleaning and Disinfecting Practices

4. Alert school-based custodial and infection control staff of any changes in the recommended cleaning guidelines issued by OSHA and/or CDC. Anticipate real-time updates and conditions vary based on the status of community spread. Meet at least weekly as a custodial team to review processes and make necessary changes. Provide custodial teams with advanced training in cleaning and disinfecting practices.
5. Deep clean over the summer (June-August 2020) to support a clean and healthy start to the new year.
6. Maintain facilities for in-person operations: <ol style="list-style-type: none"> Check HVAC systems in each classroom. Change air filters regularly. Distribute wastebaskets, tissues, sanitizer to every office and classroom in a manner that is easily accessible for staff and students. Post signage about regular and effective handwashing techniques, coughing etiquette, nose blowing expectations throughout the building. Share the same resources with families and other stakeholder groups. Custodial staff should follow guidance from the CDC about the use of facial coverings and other PPE when performing cleaning duties.
7. Weekly facility walk-throughs with School Leader and Lead Custodian to review successes and challenges in building cleaning and disinfection..
8. Procure level-1 facial coverings for school staff. When possible secure transparent front masks to support learning and engagement. Procure level-1 surgical masks for cleaning and janitorial staff.
9. Activate school clearing and disinfection protocols according to the CDC School Decision Tree if the facility or a portion of the facility is closed due to positive cases. Custodial staff should wear surgical masks when performing cleaning duties, and wait 24 hours before cleaning impacted areas. CDC School Decision Tree

Budget, Food Service, Enrollment, and Staffing

Michigan’s current budget realities are leaving schools in an exceptionally challenging position. Saginaw Preparatory will, to the best of its ability, provide instructional resources and materials to staff and students. Additionally, the Academy will work with MDE to understand the flexibility provided in regarding hiring to meet the current needs and develop a plan to govern hiring in a remote environment. The table below details the Academy’s plans in Phase 4.

10. Analyze student arrival and departure protocols and determine necessary adjustments to support social distancing and appropriate PPE.
11. Actively communicate with families about their return to school and their desired mode of instruction - 100% virtual or hybrid. Inquire about the need for additional student supervision due to work schedules and/or lack of daycare. Develop a list of students with pre-existing medical conditions that may benefit from a virtual learning environment.
12. Actively communicate with staff about their return to school and concerns they may have regarding expectations, safety, procedures, etc.
13. Assess the need for new and/or additional positions with a specific focus on students and staff wellness, technology support, and other COVID-19 related needs. Review how job responsibilities may shift in light of COVID-19 realities. Consider redeploying underutilized staff to serve core/critical needs. Modify positions (when possible) to accommodate high-risk staff.
14. Communicate enrollment and attendance policy changes with all relevant stakeholders. Detail what those changes mean for them and provide examples.
15. Build and send back-to-school communications to all relevant stakeholders, include updates regarding all critical policies and procedures. Verify that all staff and student/family handbooks are up-to-date and contain necessary COVID-19 procedures and information.
16. Develop and maintain budgets that take into account the realities of the 2020-2021 school year - decreased funding, variations in enrollment, resource constraints, and additional safety, cleaning and PPE expenses. Consult with legal counsel to preemptively address liability questions, vendor issues, etc. due to COVID-19.

17. Develop orientation procedures to support staff, students, and relevant stakeholders to operational and procedures changes. Create teaching schedules, staff/students arrival and dismissal procedures, bus schedules, lunch schedules, and bell schedules with safety protocols in mind.
18. Collaborate with the food service team to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology plays a critical role in all phases for Saginaw Preparatory’s plan. Listed below are the components that will be addressed in all five phases. All K-8 students will already have access to an individual Chromebook for the year, as they are either working in a hybrid or 100% remote structure. Students who are engaged in the hybrid program are expected to bring their computer to and from school every day. This will be critically important especially during the first few weeks of school to ensure that students are prepared to use the online resources needed to support successful completion of grade-level learning.

1. Survey families to collect information about the numbers, types, and condition of devices used for learning in their home.
2. Designate a single point of contact to interface with our TLG Technology Team.
3. Revise Saginaw Preparatory’s Technology Plan. Where possible, include professional development, training and support for educators to adapt teaching and learning strategies to reflect the needs of remote learning. Saginaw Preparatory’s updated Technology plan: SPA Technology Plan
4. Identify a general technology lead. This individual will coordinate with other Academy staff to provide additional support for staff, students, and families. In Phase 3, this would function in a “help desk” format.
5. Assign technology process leaders to key efforts, programs, and web-based resources and share that information within the Academy, including the TLG Technology Team.
6. Develop procedures for the return and inventory of district owned devices as part of a return to school technology plan. These procedures should include: <ul style="list-style-type: none"> a. Safely bagging devices collected at schools. b. Sanitizing the devices prior to a repair/replacement evaluation. c. Ordering accessories that may be needed to support at-home, tech-dependent learning. d. Conducting repaired maintenance routines to remove malware and repair standard issues.
7. Identify an asset tracking tool.
8. Develop an on-site triage for staff and student devices to minimize the time that individuals may be without a needed device.
9. Develop a technology support plan for families that includes resources in a variety of formats - videos, help desk phone support, written instructions, etc. to ensure that students and families can access online teaching and troubleshoot problems with access.
10. Continue to monitor device usage and compliance with online learning programs via Go Guardian and classroom/grade level specific tracking strategies.
11. Ensure that students (and families depending on the grade level) can submit assignments and receive evaluation and feedback accordingly.
12. Schedule ongoing staff professional development on teaching and learning platforms and tools.
13. Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and/or loss of technology.
14. Ensure that every student has access to the appropriate technology and connectivity needed to continue learning.
16. Provide regular opportunities to collect and review technology-dependent lessons to update the Academy’s remote learning

plan. Review chronic technology issues and develop a plan to address them.

Safe and sufficient student transportation is key. Many Saginaw Preparatory families depend on busses to transport their children to and from school. Before entering Phase 4 it is critical that we work closely with the Academy's transportation provider to inventory busses to determine the following. How many busses are available? How much variation is the size and maximum capacity of available busses? Have the busses been used recently? Are there sufficient drivers to meet this year's needs? Once all the necessary information has been gathered, finalize bus procedures for drivers, staff, and students. Communicate clearly with all stakeholders the importance of following procedures.

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board Directors **in time for approval by authorizer or seven days before the first day of school, whichever comes first.**

Date of Approval by the PSA Board of Directors: August 3, 2020

Link to the Board Meeting Minutes or Signature of Board President:

Link to the approved Plan posted on the District/PSA school website:

<https://www.saginawprepacademy.com/>

The Preparedness Plan will be collected by the authorizing body for public school academies for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's website home page no later than August 17, 2020.

Name of District/PSA Leader Submitting Plan: James Kenney

Date Received by the Authorizing Body: August 3, 2020

Date Submitted to State Superintendent and State Treasurer: *Insert here*