



**Pathways Academy Extended COVID-19 Learning Plan**

Address of School District: 11340 East Jefferson Ave; Detroit, MI 48214

District Code Number: 82737

Building Code Number(s): 02396

District Contact Person: Michelle Shawver

District Contact Person Email Address: mshawver@pathwaysdetroit.com

Local Public Health Department: Detroit Health Department; 100 Mack Ave.; 3<sup>rd</sup> Floor Detroit,  
MI 48201

Local Public Health Department Contact Person Email Address:  
Paul Berry or Matthew Wojnar - 313-876-4000; 313-876-4560 or 313-296-9996

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Detroit Public Schools Community District

Date of Adoption by Board of Directors: September 11, 2020

## Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-



confirms how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.

A handwritten signature in blue ink, appearing to read 'Lear...', is written over a horizontal line.

President of the Board of Directors

September 15, 2020

Date



## **Introduction and Overview**

Pathways Academy Charter School is committed to keeping our students and their babies at the center of all that we do. The public health crisis has only strengthened our commitment. We are intentionally focused on our students, most of whom are pregnant teens or teen parents (moms and dads) and emphasize the collaboration between schools, communities, and health care sectors for the purpose of better aligning resources in support of the whole child.

Pathways Academy has created this COVID-19 Extended Learning Plan to demonstrate our focus and commitment to our students and their families. We will use this plan as a blueprint to ensure our instructional program is effective. We will monitor our student engagement and academic performance throughout the 2020-2021 school year and make adjustments and modifications as necessary to ensure we reach the educational goals set forth in this COVID-19 Extended Learning Plan.



## Educational Goals

### **Mid-Year**

#### Students with Good Attendance

As measured by the NWEA by the end of January 2021, 75% of Pathways Academy students grades 7-11 in the 49<sup>th</sup> percentile rank or lower with 90% attendance or better will be able to:

#### ELA

- Decode words, recognize common words, and understand word relationships. They use context clues and reference materials to decipher word meaning and nuance.
- Read and comprehend literary texts and informational texts, make inferences and predictions, and draw conclusions. They determine main ideas, analyze the development of themes, and summarize.
- Analyze the structure of literary texts and analyze literary elements of a text, such as plot, character, theme, and setting. They analyze literary devices and evaluate the author's craft.
- Analyze the structure of informational texts, evaluating texts for bias and for the quality of claims and evidence. They evaluate the author's craft, determining the author's point of view and purpose.
- Use various research and writing skills to plan, develop, and revise writing.
- Improve their reading and writing proficiency by 2.5 percentile ranks as measured by the NWEA.

#### Math

- Understand and apply algebraic concepts, including extending patterns, simplifying expressions, solving equations and inequalities, plotting points on the coordinate plane, and working with functions.
- Understand and apply geometry concepts, including identification and classification of two- and three-dimensional figures, symmetry and transformations, similar and congruent figures, the Pythagorean Theorem, and scale factors.
- Understand and apply concepts of measurement, including measuring; conversion; using appropriate units; and calculating perimeter, circumference, area, and surface area.
- Understand and apply concepts of organizing, reading, and interpreting graphs, collecting and analyzing data, and determining probability and using it to predict outcomes.
- Improve their math concepts and estimation skills by 2.5 percentile ranks as measured by the NWEA.

#### Chronically Absent Students = Non-Engaged



As measured by the NWEA by the end of January 2021, 75% of Pathways Academy students grades 7-11 in the 49<sup>th</sup> percentile rank or lower with greater than 50%, but less than 90% attendance, will be able to:

### ELA

- Decode words, recognize common words, and understand word relationships. They use context clues and reference materials to decipher word meaning and nuance.
- Read and comprehend literary texts and informational texts, make inferences and predictions, and draw conclusions. They determine main ideas, analyze the development of themes, and summarize.
- Analyze the structure of literary texts and analyze literary elements of a text, such as plot, character, theme, and setting. They analyze literary devices and evaluate the author's craft.
- Analyze the structure of informational texts, evaluating texts for bias and for the quality of claims and evidence. They evaluate the author's craft, determining the author's point of view and purpose.
- Use various research and writing skills to plan, develop, and revise writing.
- Improve their reading and writing proficiency by 1.5 percentile ranks as measured by the NWEA.

### Math

- Understand and apply algebraic concepts, including extending patterns, simplifying expressions, solving equations and inequalities, plotting points on the coordinate plane, and working with functions.
- Understand and apply geometry concepts, including identification and classification of two- and three-dimensional figures, symmetry and transformations, similar and congruent figures, the Pythagorean Theorem, and scale factors.
- Understand and apply concepts of measurement, including measuring; conversion; using appropriate units; and calculating perimeter, circumference, area, and surface area.
- Understand and apply concepts of organizing, reading, and interpreting graphs, collecting and analyzing data, and determining probability and using it to predict outcomes.
- Improve their math concepts and estimation skills by 1.5 percentile ranks as measured by the NWEA.



## End of Year

### Students with Good Attendance

As measured by the NWEA by the end of June 2021, 75% of Pathways Academy students grades 7-11 in the 49<sup>th</sup> percentile rank or lower with 90% attendance or better will be able to:

#### ELA

- Decode words, recognize common words, and understand word relationships. They use context clues and reference materials to decipher word meaning and nuance.
- Read and comprehend literary texts and informational texts, make inferences and predictions, and draw conclusions. They determine main ideas, analyze the development of themes, and summarize.
- Analyze the structure of literary texts and analyze literary elements of a text, such as plot, character, theme, and setting. They analyze literary devices and evaluate the author's craft.
- Analyze the structure of informational texts, evaluating texts for bias and for the quality of claims and evidence. They evaluate the author's craft, determining the author's point of view and purpose.
- Use various research and writing skills to plan, develop, and revise writing.
- Improve their reading and writing proficiency by 5 percentile ranks as measured by the NWEA.

#### Math

- Understand and apply algebraic concepts, including extending patterns, simplifying expressions, solving equations and inequalities, plotting points on the coordinate plane, and working with functions.
- Understand and apply geometry concepts, including identification and classification of two- and three-dimensional figures, symmetry and transformations, similar and congruent figures, the Pythagorean Theorem, and scale factors.
- Understand and apply concepts of measurement, including measuring; conversion; using appropriate units; and calculating perimeter, circumference, area, and surface area.
- Understand and apply concepts of organizing, reading, and interpreting graphs, collecting and analyzing data, and determining probability and using it to predict outcomes.
- Improve their math concepts and estimation skills by 5 percentile ranks as measured by the NWEA.

### Chronically Absent Students = Non-Engaged

As measured by the NWEA by the end of June 2021, 75% of Pathways Academy students grades 7-11 in the 49<sup>th</sup> percentile rank or lower with greater than 50%, but less than 90% attendance, will be able to:

#### ELA

- Decode words, recognize common words, and understand word relationships. They use context clues and reference materials to decipher word meaning and nuance.



- Read and comprehend literary texts and informational texts, make inferences and predictions, and draw conclusions. They determine main ideas, analyze the development of themes, and summarize.
- Analyze the structure of literary texts and analyze literary elements of a text, such as plot, character, theme, and setting. They analyze literary devices and evaluate the author's craft.
- Analyze the structure of informational texts, evaluating texts for bias and for the quality of claims and evidence. They evaluate the author's craft, determining the author's point of view and purpose.
- Use various research and writing skills to plan, develop, and revise writing.
- Improve their reading and writing proficiency by 3 percentile ranks as measured by the NWEA.

### Math

- Understand and apply algebraic concepts, including extending patterns, simplifying expressions, solving equations and inequalities, plotting points on the coordinate plane, and working with functions.
- Understand and apply geometry concepts, including identification and classification of two- and three-dimensional figures, symmetry and transformations, similar and congruent figures, the Pythagorean Theorem, and scale factors.
- Understand and apply concepts of measurement, including measuring; conversion; using appropriate units; and calculating perimeter, circumference, area, and surface area.
- Understand and apply concepts of organizing, reading, and interpreting graphs, collecting and analyzing data, and determining probability and using it to predict outcomes.
- Improve their math concepts and estimation skills by 3 percentile ranks as measured by the NWEA.



## Instructional Delivery & Exposure to Core Content

### Instruction

School will begin on September 1<sup>st</sup> using a 100% virtual model for instruction.

Activation of hybrid synchronous/asynchronous instructional model – utilizing Microsoft Teams or Zoom and Edmodo will begin on (or after) October 5<sup>th</sup> dependent on environmental conditions

*Once the hybrid model is implemented, the building will be closed for students on Wednesday of each for deep cleaning.*

Hybrid Instructional Model will allow students to participate in class either remotely or face-to-face. Plan for Student Learning: Building on individual strengths, interests, and needs thereby using this knowledge to positively affect learning.

Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time:

Teachers available for assistance Apex assistance Monday – Friday 9:00 – 3:15

Synchronous lessons:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:30	English	English	English	English	English
10:00 – 10:30	Social Studies				
10:30 – 11:00	Reading Intervention				
11:30 – 12:00	Math	Math	Math	Math	Math
1:00 -1:30	Science	Science	Science	Science	Science
1:30 – 2:00	Math Intervention				
2:00 - 3:00	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
3:00 - 4:00	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
1:00 – 4:00	Special Ed				

1. Set clear teaching and learning expectations
  1. Zoom, Kahoot, EdTech, Apex
  2. Performance Levels and Grade-level proficiency – we will use NWEA to assess students and determine performance levels. NWEA will be administered to all students in grades 7-12 within the first nine weeks of school
  3. Various online tools (Edpuzzle, Eduastic, Flipgird, and Kahoot) will be utilized for formative assessments



4. Teachers will provide differentiated support – separated by grades, separated by subject matter, separated by proficiency level as determined by NWEA data, online assessments and data from Apex learning
5. Apex learning is aligned to the Michigan State Standards and the
6. Socio-emotional learning – guided discussions, selected readings, selected activities to provoke student participation
7. Hybrid model will group students by grade level for face-to-face instructional time grades 7-9 =Monday and Tuesday; grades 10-12 = Thursday and Friday
2. Instructional Vision – ***At Pathways we will implement a blended learning model that combines the best of remote and in-person learning. Students will actively engage in synchronous and asynchronous lessons with core teachers and interventionists on a daily basis. Pathways Academy will provide pregnant teens and young parents with the academic, emotional and social skills necessary to be successful contributors to the community. Pathways Academy students will graduate college-ready and career-ready as well as secure in their roles as young parents and self-sufficient members of society.***
3. Post-secondary students support – provide career, post-secondary, navigating financial aid, counseling
4. Support teachers using power standards – provide pacing chart with identified power standards
5. Revise IEPs, 504 plans – provide IEP-at-a-Glance to regular education teachers
6. Support Gen Ed and Spec Ed – teachers need learning disabilities and preferred strategies laid out; professional development needed
7. Inventory all intervention programs – using NWEA data and data from formative assessments to determine gaps in student learning and what supports can we offer.
8. Remain connected MDE guidance – Mrs. Shawver
9. Develop continuations services – teachers can provide career guidance

Pathways Academy uses Apex Learning as its main curriculum resource. Apex is correlated with the Michigan Core Curriculum Content Standards and the Common Core State Standards.

Utilization of the Apex Learning system ensures each student is exposed to the academic standards that apply for his/her grade level. Students work with certified instructional staff, utilizing computer-assisted instruction to master the skills necessary to meet those standards. Through a blended learning approach, the course of study is focused on interdisciplinary activities and real-world applications.

At Pathways Academy, students work at their own pace while applying learning and time management skills, and where all students dedicate their high school years to getting ready and focused for college experience and career paths. Failure is not an option. General education skills are taught within a caring and supporting environment, while applied knowledge and community service are part of the curriculum requirements. Students will see a distinct connection between



the core curriculum and the real-world, while project-based and collaborative learning shapes each student's pathway to college and career readiness. With the help of technology, learning is extended beyond the four walls of the traditional classroom.

Student will be assessed formally and informally on a consistent basis. Teachers will use informal assessments to monitor student learning and adjust instruction accordingly. Teachers will provide students feedback using informal assessments.

Progress reports will be mailed and/or emailed to parents or guardians on a quarterly basis. Report cards will be mailed and/or to parents at the end of each semester.

School administration will communicate with parents on a weekly via phone, text and/or email using Dial My Calls (robocall program).

School staff will communicate with families via phone, email, and/or text regarding daily and weekly performance, curriculum, student proficiency levels



## Equitable Access

All students will be provided with a Chromebook or desktop computer and a Kajeet internet device to ensure equitable access to the curriculum.

Issuance of devices began in March when schools initially closed for face-to-face instruction. The devices that were in stock were issued to 12<sup>th</sup> graders first to ensure their graduation date was not negatively affected due to the school closure.

Thirty Chromebooks and Kajeet devices were ordered in March for student distribution. The devices were received in June and issued to students who were participating in summer school.

130 additional Chromebooks and Kajeet devices were ordered in June for the 2020-2021 school year. These devices are currently on backorder until December. To ensure equitable access to the curriculum and technology, the classroom desktop computers have been configured to allow wireless access. The desktop computers along with a Kajeet internet device are being distributed to students in all grades. The desktop computers will be replaced with a Chromebook when the backordered shipments arrive.

Special education students have access to Career cruising online and Michigan Rehabilitation Services (MRS). We will look to MRS for guidance as to how they will deliver their services during 2020-2021 school year.

- 1. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. Revise students' IEPs and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.**

A) Some students may require the District's Consideration for Recovery Services for Students with IEPs due to the COVID-19 pandemic.

Please note that recovery services:

- are not mandatory, [In the event the student's regression is at the same rate of the regression of all students, no further consideration for recovery services is warranted.]
- must align with the IEP,
- must supplement, not supplant, the services provided as part of the current offer of FAPE,
- may not necessarily replicate services currently specified in the IEP, including the frequency, duration, and type of service,
- are intended to support achievement of the annual goal,
- are an effort to support the student in making progress in the general curriculum without further delay and can be provided within the course of the typical school day



B) In order to reflect the student’s evolving needs, interview the students so they have an opportunity to express the ways that their learning abilities and challenges influence the development of a quality support program developed for the online and blended learning platforms.

**2. Commence intervention and support services. Plans must include all programs and learning environments.**

The following are the three primary areas of disability and support services required for Pathways students receiving special education services:

A) Other Health Impairments

Pedagogical Considerations

Understand the impact that the student’s condition has on their stamina, patience, and ability to interact with others in the environment. Students that are emotionally or physically stressed may not have the ability to process content at the moment, and the use of recorded content either for instruction or student assignments might allow them to participate more fully in the program.

Educational programs, even those delivered in online or blended learning formats, often require students to attend to long periods of content or activity. For students with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) it might be important for them to have instructional content or activities broken into smaller segments, thus allowing them to focus on the objectives in a way that does not cause undue stress or anxiety.

Students may require special accommodations for consistent and proper usage of mask. Medical conditions may necessitate face shield or alternate locations/setting for instructions. Students with ADHD may require frequent mask breaks accommodations while in the building.

Often, students with other health impairments are unable to meet deadlines for tests and assignments due to medical issues. Assist with the need to extend time to complete assignments.

Due to the variety of health-related issues that might be covered under this category of service, recognize that the incorporation of specialized equipment or assistive technology might be necessary for online or blended learning instruction. It is important for all members of the team to be familiar with the extra supports that the assistive technological capabilities provide, the limitations of the systems, and the impact the assistive technology has on both learner and teacher behavior.

IEP Teams should provide an appropriate level of adult or peer supports necessary to help assist the student with medical issues to better understand initial content, to practice or rehearse instructional strategies, or to appropriately assess educational functioning.

It is strongly suggested that online and blended program personnel provide direct one-on-one “office hours” or tutorials, at least initially, until all involved have a better feel for the areas of



strength and need that might exist from the learner’s perspective, the instructor’s perspective, the mentor’s perspective, or from a technology integration perspective.

### *B) Emotional Impairments*

#### Pedagogical Considerations

Teachers providing service in online and blended environments might want to consider the following:

Recognize that all students eligible for services are different. Some students might exhibit extremely outgoing behaviors, while others might exhibit behaviors that are very withdrawn and isolated. This might be difficult to identify in your interactions with the students in online or blended learning settings. Working closely with the team to identify how the student presents themselves in face-to-face settings might provide ideas for ways to effectively support behaviors in the virtual environment.

Make expectations clear and be very consistent in application of consequences in order to provide a structured environment. This can best be done by having rules, procedures, routines, policies, or expectations specifically addressed in educational and behavioral materials. Online and blended learning environments have a great deal of structure built into the program. For example, the length of instructional videos can be curtailed to meet the instructional needs of students. The IEP Team should use this structure as a support when making behavioral requirements known to the student.

Provide the students with self-monitoring resources, such as check lists, rubrics, or planning guides. This helps them visually scaffold expectations and provides cognitive supports when affective challenges present themselves. Using multimedia examples that focus on the expected work and behaviors is a good way to assist students’ understanding, and practice good online and blended learning academic and social behaviors.

Be proactive in your schedule and pacing of content to ensure that unstructured time and activities have clear parameters and expectations for personal, as well as interpersonal behavior. Proactively providing clear examples of acceptable behavior is a good way to support expectations for social interactions. Digital citizenship and acceptable use policies provide supports when dealing with expected student behaviors in online and blended learning environments.

Encourage students to engage in the identification and labeling of their own internal emotional states, and to share those in an appropriate way with the instructional staff. Allowing the students to address issues before they become problems is particularly important to establish and maintain accepting and supportive learning environments. Having student supports built into the online or blended learning structure can be useful when students need extra support or assistance during synchronous and asynchronous sessions.



Offer one-on-one “office hours” or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner’s perspective, the instructor’s perspective, the mentor’s perspective, or from a technology integration perspective. Online and blended learning opportunities can be a welcome option for students with emotional impairments. Many prefer and may require the low stress and impact of reduced face-to-face interactions while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned.

### *C) Specific Learning Disability*

#### Pedagogical Considerations

Educators interested in providing appropriate instructional and program supports in online and blended learning environments are encouraged to look at the student’s functioning in the areas of written expression, reading ability, and mathematics. More specific suggestions include attending to the following:

Allow students to slow down the rate or pace of content provided in online or blended learning environments through the use of assistive technology. This provides students opportunities to review content they might have missed due to speed of presentation or the complexity of the content.

Realize there is a great deal of variance in the academic performance of students identified as having specific learning disabilities. This variance requires educators to be extremely specific in their orientation to meeting academic needs based upon individual student academic need in the blended and online learning environment.

Align text with the depth of cognitive load, use text-to-speech and review instructions 1:1 or small groups. This helps students with reading deficits deal with the complexity of text and ensure that materials provided in instruction are written at the level needed to meet academic curricular criterion.

Provide students opportunities to demonstrate competency of the content by using alternative methods for assignments. Have multiple ways to assess course content and provide students options for task and assignment completion.

Understand that real time chat sessions and lectures might need to be augmented or personalized in online and blended learning environments because some students may not be able to understand accurately what is being shared due to the speed of the verbal or written content.

Offer one-on-one “office hours” or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner’s perspective and the instructor’s perspective.



Communications and Family Supports: Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, and home visit)

Expectations around their child's return to school; a Clear information about schedules and configurations, if hybrid; a Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and a Plans for each of the different school opening scenarios Provide resources that demonstrate schools value parents as partners in their child's education.

Offer family supports that provide families with:

- Training about how to access and use the school's chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy;
- and Strategies to support their child's learning at home.



## **Districtwide Guidelines**

The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:

### **COVID-19 Cases or Positive COVID-19 tests**

The academy will keep in contact with the Detroit Health Department and monitor the Health Department data to keep track of the number of COVID-19 cases and positive COVID-19 tests in the local area.

Based on the data received from the local health department the academy will make determinations regarding appropriate methods for delivering pupil instruction.

### **Hospitalizations due to COVID-19**

The academy will closely monitor the Detroit Health Departments data relating to hospitalizations due to COVID-19.

Based on the data received from the local health department the academy will make determinations regarding appropriate methods for delivering pupil instruction.

### **Number of deaths resulting from COVID-19 over a 14-day period**

The academy will closely monitor the Detroit Health Departments data relating to deaths resulting from COVID-19 over a 14-day period.

Based on the data received from the local health department the academy will make determinations regarding appropriate methods for delivering pupil instruction.

### **COVID-19 cases for each day for each 1 million individuals**

The academy will closely monitor the Detroit Health Departments data relating to COVID-19 cases for each day for each 1 million individuals.

Based on the data received from the local health department the academy will make determinations regarding appropriate methods for delivering pupil instruction.



**The percentage of positive COVID-19 tests over a 4-week period**

The academy will closely monitor the Detroit Health Departments data relating to the percentage of positive COVID-19 tests over a 4-week period.

Based on the data received from the local health department the academy will make determinations regarding appropriate methods for delivering pupil instruction.

**Health capacity strength**

The academy will closely monitor the Detroit Health Departments data relating to Health capacity strength.

Based on the data received from the local health department the academy will make determinations regarding appropriate methods for delivering pupil instruction.

**Testing, tracing, and containment infrastructure with regard to COVID-19**

The academy will closely monitor the Detroit Health Departments data relating to Testing, tracing, and containment infrastructure with regard to COVID-19.

Based on the data received from the local health department the academy will make determinations regarding appropriate methods for delivering pupil instruction.

A handwritten signature in blue ink, appearing to read 'Sean B. [unclear]', is written over a horizontal line.

President of the Board of Directors

September 29, 2020

Date