



April 27, 2020

Mr. Shawn Hurt
Inkster Preparatory Academy
27355 Woodsfield St.
Inkster, MI 48141

Re: Approval of Continuity of Learning and COVID-19 Response Plan ("Plan")

Dear Mr. Hurt:

I am pleased to inform you that the Plan for Inkster Preparatory Academy ("Academy") has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and will be transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan. You may proceed with Plan implementation for the remainder of the 2019-2020 school year and, if applicable, other elements that affect the 2020-2021 school year.

Please also proceed with the following next steps:

- To fulfill one of the required assurances, immediately add a copy of the approved Plan, assurances document, and budget outline to the Academy's website. An approved copy of the Plan is attached and can be found in Epicenter.
- Present the Plan to the Academy's Board of Directors ("Academy Board") at its next scheduled meeting. At that meeting the Academy Board should approve any necessary amendments to the Academy's 2019-2020 budget or other relevant agreements needed to implement the Plan. In accordance with the Terms and Conditions of the Academy's charter contract ("Contract"), the approved Plan shall constitute a Contract amendment to the Contract upon approval by the Academy Board. This Contract amendment will remain in effect as long as the Plan remains in effect. Attached please find a draft resolution for the Academy Board to use in approving the Plan and Contract amendment.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org to initiate that process.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop
Executive Director

cc: Garnet Green, Board President

Attachments:

Approved Continuity of Learning and COVID-19 Response Plan
Academy Board Resolution



Inkster Preparatory Academy’s Continuity of Learning and COVID – 19 Response Plan (“Plan”)

Date Submitted: April 22, 2020

Name of District: Inkster Preparatory Academy

Address of District: 27355 Woodsfield Inkster, Michigan 48141

District Code Number: 82762

Head of School Name: Shawn Hurt

Head of School Email Address: shurt@inksterprep.org

Name of Intermediate School District: Wayne Resa School District

Name of Authorizing Body: Central Michigan University

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all student through the remainder of the 2019 – 2020 school year. Districts should submit a single district plan that relates to all of their schools. The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief childcare centers.
6. Applicant assures that to the extent practical, the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID – 19 Response Plan, Assurance Document and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

Inkster Preparatory Academy’s Continuity of Learning and COVID – 19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District and Public School Academy is, to the best of their ability, providing each student with instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

Date Submitted: April 22, 2020

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Address of District: 27355 Woodsfield Inkster, Michigan 48141

District Code Number: 82762

Head of School Name: Shawn Hurt

Head of School Email Address: shurt@inksterprep.org

Name of Intermediate School District: Wayne Resa School District

Name of Authorizing Body: Central Michigan University

In accordance with Executive Order 2020-35 a Plan must include the following parts:

#1:

Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

Inkster Preparatory Academy (IPA) completed a Readiness for Online Learning Survey to determine what type of structure was appropriate for full implementation. Our survey results showed that 75% of our students had internet access and 37% of our students had a device other than a smartphone. Inkster Preparatory Academy has designed a structure that addresses the needs of those with/without internet access and those with/without a device other than a smartphone: Backpack Success Toolkits is a school bag which includes all of the learning materials students will need to complete lesson activities and assignments in addition to parent resources. The included lesson activities are aligned to CCSS and the major work of the grade band.

IPA Backpack Success Toolkits

Paper/pencil work utilizing books/consumables from current curriculum resources sent home in the Backpack Success Toolkits is aligned to our core digital programs – Compass Odyssey Learning and Think Central.

Each of our students Kindergarten through 5th Grade have received a Backpack Success Toolkit. The Backpacks include the following resources and materials:

- Educational packet
- Password and Login information for Compass Odyssey Learning
- Class Dojo and Remind 101 Parent Invitations
- Current Curriculum Resources: Each student received workbooks for ELA (Journeys), Mathematics (Go Math), Science (Science Fusion) and Social Studies (Harcourt Social Studies).
- Supplies: crayons, sharpened pencils, scissors, glue sticks, rulers, erasers, highlighters, writing paper and Inkster Preparatory Academy drawstring backpack to hold materials.

Additional Modes of Instruction and Support

- **Explicit Instruction Lessons** – IPA Staff will utilize videos, Zoom sessions, Compass Odyssey Learning, YouTube Videos, Class Dojo and Google Classroom to assist IPA students and their families with explicit instructional in both guidance in completing lessons and understanding new concepts.
- **Scheduled Instructional Meetings-** IPA staff will schedule online meetings with students and parents at least twice per week via email, phone, Class Dojo, Google Classroom and Zoom to offer any assistance IPA students may need to complete the assignments they are given. IPA students and their parents are also given the permission to call the teacher when needed for additional items or to discuss the assignment via teacher's virtual office hours.
- **Online Instructional Options-** IPA Staff will continue to implement Compass Odyssey Learning (reading and math), Think Central (reading, math and science), Class Dojo (all subject access through teachers), My Access (writing program), and newsletter to aid in instruction to maintain learning. Teachers also utilize ZOOM platform and other programs to maintain visible contact with whole class and individual student, which gives the student the personal atmosphere with the teacher and communicating with the whole class.
- **Students with Disabilities Support-** IPA Student Support Teachers (Special Education Teachers) will provide instruction that supports student's learning and aligns with the student's Individualized Educational Plan (IEP). Effective lessons that meet each individual IPA student needs are prepared weekly and distributed to students via email, postal mail, and packet pick-up. The Student Support Teachers will use the same media components as other IPA teachers to ensure IPA students can access the assignments

(via Compass Odyssey, video chat, self-instruction video, Think Central and Zoom). IPA Student Support Teachers will chat with student and parents concerning work and offer feedback to ensure the student maintain learning.

- **Students with Disabilities Teacher Collaboration-** Navigation of the curriculum for the students receiving student support services is done through collaboration between the classroom teacher and Student Support teacher.
- **Weekly Teaching Sessions-** IPA Teachers will maintain online presence with classes, small groups and individual students to provide feedback and instructional practices and connections with students through daily office hours/Zoom/Meets, formative assessments and video/phone conferences (1:1) reserved for students who have IEP's or students who require individualized support.

Continuum of Supports for Students with Special Needs/IEP's

Inkster Preparatory Academy will continue to work with students and families to ensure the unique needs of all students have been considered in the development and implementation of the District Continuity of Learning Plan.

In accordance with Federal, State and Local guidance under IDEA the district will ensure, to the greatest extent possible Students with IEPs continue to receive the services necessary to support them in accessing The District Continuity of Learning Plan with their non – disabled peers to the maximum extent appropriate.

➤ **Continuum of Student Support (Special Education) Services, Compliance, Policy and Procedure:**

- The District will provide Student Support (Special Education Services) through a continuum of instruction opportunities delivered that may be provided through a variety of methods. (Virtual, Instructional Materials Sent Home; Telephonically, etc.).
- The District will ensure Student Support Services (Special Education Services) as it relates to Compliance, Procedure and Policies are maintained, continually reviewed and implemented in accordance with the most current guidance issued by Michigan Department of Education Office of Student Support Services (Special Education Services) and Michigan Administrative Rules for Student Support Services (Special Education) as it relates to Executive Order 2020-35.
- The District will continue to seek direction and follow guidance put forth by the Wayne Resa School District relative to the delivery of Student Support Services (Special Education Services) under the provisions of Executive Order 2020-35.

➤ **Continuum of Collaboration, Engagement and Learning to Support All Students Including those with Special Needs/IEPs:**

District Student Support Services (Special Education Services) Team Leaders will work with District Principal and District Regional Administrative Team Leaders in order to

ensure ongoing collaboration of Student Support Services Staff (Special Education Staff), Related Services Providers, General Education Teachers, Intervention Teachers and School Support Staff, Students and Families to support continued compliance learning and engagement as it relates to Supporting all Students including those with Special Needs/IEPs

- Monthly Student Support (Special Education) Team Meetings
- Student Support (Special Education) Specific Professional Development Opportunities
- Weekly Collaborative Staff Meetings
- Ongoing Collaborative Planning Documents
- Shared Repository of Resources
- Weekly Newsletters and Alternate Methods to Support Families Awareness
- School Wide Professional Development Opportunities
- Student Support (Special Education) and General Education Shared Planning
- Collaborative Resources and Activities to Support the Health Welfare, and Emotional Wellbeing of All Students
- Collaboration and Shared Support in Implementation of Student and Family Engagement

➤ **Continuum of Student Support Services (Special Education Services) & The Development of Contingency of Learning Plans for Students with Special Needs:**

- IEP teams will be encouraged to develop an Individualized Contingency of Learning Plan for each student with an IEP, based on the student support and related services the district is able to provide in coordination with The District Continuity of Learning Plan.
- In cases where initial eligibility cannot be determined due to the need for face to face assessments the District will consider developing a Contingency of Learning Plan based upon the suspected disability and the needs that resulted in the request for evaluation.
- The Contingency of Learning Plan will support Students with IEPs in accessing and participating in the District Continuity of Learning Plan along with their general education peers including:
 - Support student in advancement toward attaining the child's annual IEP goals.
 - Support student involvement and progress in the districts Continuity of Learning Plan, or for ages 3 – 5 appropriate activities if applicable.
 - Support the student participation in extracurricular activities
 - Support student participation in the Continuity of Learning Plan along with their non-disabled peers
- In developing Contingency of Learning Plans the IEP Team will consider the following:
 - The use of appropriate informal assessments or screenings in determining whether there have been changes in a student's performance or educational need.

- IEP teams will review individual student IEPs to determine whether changes are needed as a result of absence from school.
- IEP teams will make an individualized determination whether and to what extent compensatory education may be needed.

How do the at home Backpack Success Toolkits work?

After the initial distribution of the Backpack Success Toolkit the teacher prepares a Weekly Student Lesson Plan that is uploaded to our website. Every Monday, the parent pulls up their student's teacher's Student Lesson Plan which outlines the assignments, activities, materials needed and other guidance. The parent and student follows the Student Lesson Plan using the curriculum resources and materials provided to complete the assignments and activities.

Parents can access all of our Continued At-Home Learning, Remote Learning information and materials by logging onto <https://inksterpreparatoryacademy.org/covid-19> then, click "Remote Learning".

COVID-19 Landing Page –Continued At-Home Learning an Remote Learning

- Teacher Link (each teacher has a link for each: Lesson plan, lesson plan activities and supplemental materials and PE)
- Reading Interventionist (Links: Lesson Plans, Activities and Resources)
- Student Support Services – Resource Room, Social Work, and Speech & Language (Links: Newsletter and Activities)
- Enrichment Activities

Additional Optional Open Educational Resources/Digital Programs being used:

- Compass Odyssey Learning
- My Access (Vantage Writing)

#2:

Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

2. To keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections that help pupils feel safe and valued Inkster Preparatory Academy is committed to encouraging parent and student involvement. Throughout the week school administration, teachers and support staff will contact parents and students frequently in multiple ways: Class Dojo, text messaging, personal phone calls, emails, through Zoom, Google Classroom and video conferencing. Through these modes of communication, teachers connect with students and parents regarding progress help, important information, updates, accountability check in and get a gauge on how families are doing.

Throughout the week, parents have the opportunity to contact school administration, teachers and support staff with questions and support any multiple of ways: Class Dojo, text messaging, personal phone calls, emails, through Zoom, Google Classroom and video conferencing.

Our social worker will conduct virtual sessions, provide community resources and offer guidance in our Student Support Services Bi Weekly Parent Newsletter.

Setting the Stage for Engagement

- Facebook Chats with Principal Hurt
- Monthly School Newsletter to Parents
- Weekly video messages to students
- Check in with students before lessons
- Video call with Student Support Services staff to talk about needs

K- 5th: IPA Teachers will communicate with IPA students and their families through a variety of means including whole-class meetings through the Zoom platform. Individual check -ins will happen with children and families at least weekly through email, telephone calls, and virtual office hours. Additionally, IPA Student Support Services teachers and other service providers will set suggested structures for the remote completion of student academic work, this will follow guidance and be developmentally appropriate. Teachers will collaboratively create and share with families a weekly learning plan to structure learning experiences for students. Staff will participate in district professional development and weekly meetings to support this work.

- **Teacher to Student Communication:** Weekly work plan, email, office hours, Learning Management System
- **Staff to Staff Communication:** Lead Teacher meetings, department meetings and faculty meetings
- **Staff to Family/Community:** voice calls, emails, website updates, newsletter

Operative Instructional Practices:

- Cultivate a mentoring relationship; engage in student contribution; enrich instructional transparency for students; increase reliability.
- Teachers are asked to contact parents and students at least two days per week to offer assistance with the assignments.
- IPA Teachers will - Engage IPA students; encourage IPA students to look at issues in various ways; motivate IPA students using a variety of best practices and high interest approaches; strengthen relationships with IPA students and families by showing care and compassion for their unique needs; maintain accessibility and enthusiasm for instructing IPA students through this global pandemic.
 1. Teachers will engage students and get them to look at issues in a variety of ways.
 2. Teachers will keep students motivated with various lively approaches.
 3. Teachers will form strong relationships with their students and show that they care about them as individual people.
 4. Teachers will show warmth, accessibility, enthusiasm and care.

#3

Please describe the district's plan to deliver content in multiple ways so that all pupils can

access learning.

IPA will use a variety of ways that will connect to all learners and how they learn. These methods will include: IPA students reading independently or with a partner; reading novels or listening to books online; conducting online research and communicate with their teachers; participate in group demonstrations or small group instruction via Zoom. IPA staff will present content in various ways via Zoom (i.e. using illustrative math; online manipulatives, etc...) to help teach challenging concepts.

To address individual IPA student needs, IPA teachers, including IPA Student Support Services teachers will provide appropriate scaffolding when working with content by teaching prerequisite content to some students, allowing advanced students to move ahead of the class, or even changing the content for some students based on their individualized education programs.

In addition, weekly learning plans will be broken into smaller, daily goals for IPA students that receive Student Support Services.

IPA students will be sent weekly work plans from their teachers. IPA students that participate will have their work due on Mondays (one week away from their lessons). IPA teachers will adjust schedules for IPA students that are experiencing hardships due to current COVID – 19 conditions.

Differentiated instruction will include:

- 1) IPA Teachers maintaining an online presence with classes, small groups and individual students through daily office hours/Zoom/Meets, formative assessments and video/phone conferences (1:1) reserved for students with IEP's or students who require individualized support.
- 2) IPA Staff utilizing technology to ensure that safety of our students' learning is continual during this period of separation.

Tools for Differentiated Instruction:

Content	Process	Product
<ul style="list-style-type: none">• Leveled or topical readers• Books online• Highlighted text• Varied topics for research• Independent study options• Interest centers• Optional mini-lessons on a specific topic or skill• Compacting the curriculum• Online readings at varied levels of difficulty• Demonstration	<ul style="list-style-type: none">• Opportunity to work alone, in pairs, or in small groups• Group roles when in small groups• Literature circle roles• Varied journal prompts• Choice of review activities• Supportive technology• Amount or kind of teacher help available• Various types of graphic organizers and supporting documents (vocabulary, formulas, key dates, etc.)	<ul style="list-style-type: none">• Product options that respond to varied interests or learning profiles• Varied timelines or check-in points• Varied criteria for success (e.g. from novice to professional)• Varied audiences (in age, background knowledge, size, etc.)• Varied roles in a performance assessment• Some choice of questions on tests and quizzes

	<ul style="list-style-type: none"> • Homework options (Do this section if you need more practice on or Do this section if you feel ready for a challenge) 	
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- **Use of technology**

1. Submit Education for Success packet (via ZOOM for visual conversations)
2. Communication (email, video, chat, group-board, phone)
3. Time management (daily contact time)
4. Discussions (asking questions for explanation of lessons/assignments sent)
5. Connecting with peers (video, zoom to monitor and support student's progress)
6. Online discussions

#4

Please describe the district's plans to manage and monitor learning by pupils

Our district will monitor and manage learning by pupils through ongoing communication with our families via telephone, email and virtual meetings. In addition, IPA will thoroughly review reports from the online resources that have been established for our students to access. The district will also continue to update lesson plans and schedules to our website weekly.

- **Flexible Scheduling-** IPA students are able to check in with teachers during the school day, using email and to submit self-paced assignments.
- **Enrichment-** IPA students will be encouraged by their teacher to maintain a positive attitude toward schoolwork, completing subject or topic, as well as, returning work to teacher.
- **Essential Element K-5th** – IPA teachers will engage in weekly check ins regarding academic, social emotional or technology/material needs with families and establish weekly office hours. Overlap office hours with related services providers. Communications log identifies the level of contact for each student to ensure learning is ongoing and that students who may be requiring support are identified and support systems are activated.

#5

Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/PSA response: The Academy does not anticipate any additional expenditures at this time. Should that change, the Academy Board will be provided for its review and approval of any necessary budget amendments to ensure the Academy remains in compliance with the Uniform Budgeting & Accounting Act.

#6

Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

IPA administrative staff; teaching staff and student support service staff have worked diligently together to come up with an effective plan. IPA is in constant communication with each other: between administrators and staff and among staff as the Plan developed. We have weekly staff conferences via Zoom and telephone to: discuss the Plan's status; allow questions and answers; gain clarification; continue collaboration; as well as; share ideas, encouragement and feedback with one another.

Ongoing collaboration results in adjustments to improve the Plan. The Principal sends out communication to all stakeholders and a report to all staff in regards to the Plan, updates and deadlines. IPA teachers have accountability check in meetings with the Principal, Instructional Coach and Student Support Services team to discuss the Plan, as well. All staff is readily available via phone, email and text to discuss the Plan. IPA staff incorporated information and knowledge gained from professional developments attended to meet the needs of all of our students.

All of IPA staff worked strategically and collaboratively on IPA Classroom Schedule via email correspondence to avoid grade level scheduling conflicts. Our Student Support Services team also schedules session appointments in a way as to not conflict with the scheduling of our general education teachers.

#7

Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

- Parents will be notified via email, mailed copies, teacher weekly parent scheduled meetings, and weekly Administration Zoom Meetings.
- Continuous Learning Plan will be posted on Inkster Preparatory Academy's website linked to Covid-19 Updates and resources.

#8

Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020

Inkster Preparatory Academy began preparation for at home instruction upon the first few weeks after Governor Whitmer's Executive Mandate starting March 16 – April 13th.

Administrators and Teachers assembled, at school, and prepared education or success packets for all students for the first four weeks.

We began our plan for paper packet/virtual mode after April 6th when our Governor extended school closures for the remainder of the year.

1. IPA's Remote Learning Plan is being fully implemented as of April 13, 2020. Adjustments will be made with the advisement once plan has been officially approved by the State, our Authorizer and our School Board.

2. Instructional meetings and professional development for staff will be ongoing to secure essential skills required to support distance learning engagement.
3. Parent and family virtual meetings will be held to assist with creating a home environment conducive for learning and for full implementation of the Plan.
4. Students will meet weekly, virtually, with classroom teachers for successful understanding of concepts and engagement of lessons for the remainder of the school year.
5. Weekly updates will be shared via emails, text messages, Zoom meetings and the Inkster Preparatory Academy website in the event that changes are made to the Plan for the remainder of the school year.

#9

Please describe the assistance to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended MCL388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/PSA Response: Not Applicable to Inkster Preparatory Academy's K-5th grade program.

#10

Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

- Inkster Preparatory Academy provides food for the entire IPA community and surrounding families.
- While the school is closed, bag breakfasts and lunches are available for pick up in front of the IPA lobby every Wednesday, and Friday, from 11:00 am –2p.m.
- Meal distribution will continue for the remainder of the school year.

#11

Please describe how the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

Inkster Preparatory Academy will continue to pay it employees throughout the rest of the 2019 – 2020 school year. Staff may be redeployed to provide meaningful work in support of the Plan.

#12

Please describe how the district will evaluate the participation of pupils in the Plan.

Inkster Preparatory Academy will establish a number of minutes (or hours) of structured and required student learning. This includes contact time with students via synchronous and asynchronous interactions as well as time for fully independent work (i.e. homework). IPA educators will keep an accountability document that log students completed work and attendance at all virtual meetings.

- IPA Teachers will collect data on how often IPA students are turning in assignments, attending teacher office hours and daily student check ins. IPA Teachers and administrators will review this data during Academic Administrators and Teacher planning time and adjust lessons and strategies based on what the data is telling us.
- In order to ensure that the needs of all IPA students are being met, regular reflection of schedule by the following will occur: participation, communication, daily student checks, feedback and faculty reflection
- Attendance needs to be defined: IPA students complete some work, talk with a teacher on the phone, answer an email, does a suggested activity. This is evidence of attendance. All students will be marked as progressing and will be changed to incomplete assignment/negative progress based upon lack of evidence of completion of assignment after followed up by a phone call by the teacher.

K-5:

- 1) Parent Report at weekly check in meetings with the option to share student work with teachers. Attendance will be tracked weekly based on student and family engagement and availability. Staff will document on Student/Parent Logs each individual family's communication schedules.
- 2) Attendance is assessed by the level of student engagement with class activities and individual assignments. Teachers collect data on outreach and participation by student.
- 3) Participation and engagement in learning activities monitored by teachers.
- 4) Checks for Understanding in the following forms will be conducted weekly -Formative and summative assessments

#13

Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

Inkster Preparatory Academy is committed to providing ongoing mental health supports to students affected by our state of emergency prompted by COVID-19. We will provide several modes of support to all students. Staff and parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety when possible. Other means of supporting students will include, but will not be limited to, the following:

- Regular check ins with students (via telephone calls, virtual conferences with teachers and student support staff and communication with administrators)
- IPA Social worker – conducts virtual sessions with students and their families; provides community resources and offers guidance in our Student Support Services Bi Weekly Parent Newsletter
- Weekly Social & Emotional resources will be added to continue to support students and families with materials to health and wellness.
- Our teachers incorporate fun physical activities weekly to assist with allowing students and their families opportunities to balance life engagement.

- Our Principal will provide online mental health supports to students and their families that express the need and have been affected by a state of emergency or state of disaster prompted by COVID-19
- Weekly Social and Emotional resources will be added to continue to support students and their families with materials regarding health and wellness

#14

Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follows it.

District/PSA Response:

Inkster Preparatory Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of the Wayne Resa School District. The Academy will continue to cooperate with requests from the local intermediate district with regard to any necessary disaster relief child care centers and will share relevant information with the school community.

#15

Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

1. IPA will continue to plan daily learning engagement throughout the remainder of the 2019-2020 school year calendar, as scheduled.
2. IPA's instructional team will continue to research options that will best meet the needs of all of our students, families, and stakeholders for the upcoming 2020-2021 school year.

Name of District Leader Submitting Application: Shawn Hurt

Date Approved:	04/27/2020
Name of Authorizer Designee:	Corey Northrop, Executive Director
Date Submitted to Superintendent and State Treasurer:	04/27/2020
Confirmation approved Plan is posted on District/ PSA website:	



Amy Densmore <amyvanatten@gmail.com>

Continuity of Learning and COVID-19 Response Plan ("Plan")

1 message

Google Forms <forms-receipts-noreply@google.com>
To: amyvanatten@gmail.com

Mon, Apr 27, 2020 at 4:02 PM

Thanks for filling out [Continuity of Learning and COVID-19 Response Plan \("Plan"\)](#)

Here's what we got from you:

Continuity of Learning, and COVID-19 Response Plan ("Plan")

In accordance with the Governors Executive Order No. 2020-35, there has been a suspension of in person K-12 instruction for the remainder of the 2019-2020 school year. School districts are required to submit a "Continuity of Learning and COVID-19 Response Plan" (Plan) to their Intermediate School District (ISD) or authorizing body (if applicable) for review and approval no later than April 28, 2020. Intermediate districts and authorizing bodies shall submit one copy of the approved Plan by District to the State Treasurer and State Superintendent by completion of the following form and uploading a complete copy of the approved Plan. All questions regarding submission can be directed to OSRFA@michigan.gov

Email address *

Intermediate School District/ Authorizing Body Information

Name of Intermediate School District (If you are an Authorizing Body select "Other") *

Name of Authorizing Body (if an ISD please answer "NA") *

Central Michigan University

Name of ISD Superintendent/Authorizer Designee *

Corey Northrop

School District Information

Name of School District *

Inkster Preparatory Academy ▼

School District Code Number *

82762 ▼

School District Contact Name *

Shawn Hurt

School District Contact Email Address *

shurt@inksterprep.org

School District Contact Phone Number *

313-278-3825

Plan Specifics

Confirmation "Continuity of Learning and COVID-19 Response Plan" has been approved by your ISD/Authorizing Body? *

- Yes
 No

Date of ISD/Authorizer Body Approval? *

April ▼	27 ▼	2020 ▼
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What is your best estimate of additional cost associated with Plan implementation? *

\$0

Attach a PDF file of the Approved Plan. *

Files submitted:

82762 Inkster CLP Approved - Amy Densmore.pdf

By clicking submit on this form, you are certifying that the District's Plan has been approved by the ISD/Authorizing Body, contains a PDF file of the approved Plan, and the information provided is true, accurate, and in accordance with Executive Order No. 2020-35. *

- Yes
 No

Create your own Google Form