



Detroit Innovation Academy COVID-19 Preparedness and Response Plan

Address of School District: 18211 Plymouth Road. Detroit, MI 48228

District Code Number: 82739

Building Code Number(s): 01170

District Contact Person: Calvin Sims

District Contact Person Email Address: calvin@aceroed.org

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: dhealth@detroitmi.gov

Name of Intermediate School District: Wayne Regional Educational Service Agencies

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 08/06/2020



August 13, 2020 [via email]

Mr. Calvin Sims
Detroit Innovation Academy
18211 Plymouth Rd.
Detroit, MI 48228

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

Dear Mr. Sims:

I am pleased to inform you that the Plan for Detroit Innovation Academy ("Academy") has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and has been 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.

To fulfill one of the required assurances, immediately add a copy of the approved Plan to the Academy's Home Page of its website. An approved copy of the Plan is attached and can be found in Epicenter. The approved Plan constitutes a Charter Contract amendment and remains in effect as long as the Plan remains in effect.

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 fluid and cursive, with the first name "Corey" and last name "Northrop" clearly legible.

Corey Northrop
Executive Director

cc: Ehrlich Crain, Board President
Linda Previch, Board Corresponding Agent

Attachment:
Approved COVID-19 Preparedness and Response Plan

RESOLUTION APPROVING THE COVID-19 PREPAREDNESS AND RESPONSE PLAN
("PREPAREDNESS PLAN") AND APPROVAL OF CHARTER CONTRACT AMENDMENT

Detroit Innovation Academy (the "Academy")

A special meeting of the Academy Board of Directors was held on the 6th day of August, 2020, at 5:00 p.m.

The meeting was called to order at 5:06 p.m. by Board Member Ehrlich Crain:

Present: Crain, Turner, Johnson, Quince, Herring

Absent: None

The following preamble and resolution were offered by Board Member Quince and supported by Board Member Johnson:

BACKGROUND

On June 30, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Gretchen Whitmer issued Executive Order 2020-142 (the "Order") that, provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the order, all schools must adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. Under the Order and the Michigan Safe Schools: Michigan's 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education Return to School Advisory Council ("Return to School Roadmap"), Schools retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.

Acting under the Michigan Constitution of 1963 and Michigan law, the Order and the Return to School Roadmap state:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of the Order.
2. Every school must develop and adopt a Preparedness Plan that is informed by the Return to School Roadmap.
3. By August 15, 2020 or seven days before the start of the school year for students, whichever comes first: the Academy Board must approve its Preparedness Plan.
4. By August 17, 2020, the Academy's authorizing body, Central Michigan University, must collect the Preparedness Plan and transmit such plan to the Superintendent and to the State Treasurer.
5. By August 17, 2020, the Academy must prominently post its approved Preparedness Plan on the Academy's website home page.

The Academy submitted its Preparedness Plan to Central Michigan University ("Authorizer") for review and approval.

The Academy Board of Directors ("Academy Board") is required to approve the Academy's Preparedness Plan by August 15, 2020 or seven days before the start of the school year for students, whichever comes first, and is required to approve the Academy's Preparedness Plan as a charter contract ("Contract") amendment.

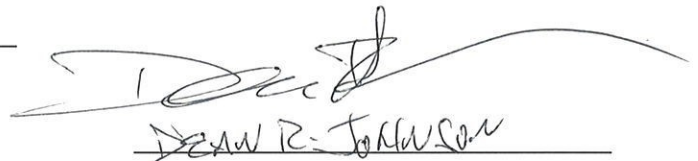
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's Preparedness Plan to Authorizer are ratified.
2. The Preparedness Plan, as approved by the Authorizer, is approved by the Academy Board as the COVID-19 Preparedness Plan and as the COVID-19 Preparedness Plan Amendment to the Contract. This Contract Amendment shall remain in effect as long as The Preparedness Plan remains in effect. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's Preparedness Plan as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with The Preparedness Plan or Executive Order 2020-142 are temporarily waived, suspended or altered.
6. Any actions or actions taken by authorized Academy representatives in the development, submission and implementation of The Preparedness Plan are (to the extent such actions or actions are not inconsistent with the delegation of authority provided under this resolution) ratified and confirmed in all respects.
7. This Resolution shall take immediate effect and continue through the end of the state of emergency and disaster declared in Executive Order 2020-127 and any subsequent executive order declaring a state of emergency or disaster in response to COVID-19 or the end of the 2020-2021 school year, whichever is sooner.

Ayes: 5

Nays: 0

Resolution declared adopted.



Dawn R. Johnson

Print

Name:

Secretary, Academy Board



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. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- 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 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.

Ehrlich Crain

President, Board of Directors

Board approved: 08/06/2020



Introduction and Overview

Detroit Innovation Academy is a charter school located inside of New Providence Baptist Church within the urban community of Detroit's Cody-Rouge district. Our staff and teachers are committed to making a positive impact in the lives of children and families who need it the most. We deeply believe that all children deserve access and opportunity to a quality education and we strive to provide that for them. We work diligently to be our best so that we can give our absolute best! Doing so helps us to provide a foundation of support for our families and scholars to grow and thrive.

DIA opened in the fall of 2012 as a kindergarten through fifth grade school with 150 students that filled all of our seven open classrooms. Our goal was to offer quality education within walking distance for families in this low income area where public neighborhood schools were closing at a rapid pace. We were determined to get local and non-local businesses, local police and fire departments involved in contributing to the success of our school through school visits, events and donations. Word quickly spread of our compassion and care for children, families and community. As a result of our dedication and laser focus on academic achievement our student population quickly doubled in just three years. Currently, we service over 380 African American kindergarten through eighth grade scholars and families. DIA is more than just a neighborhood school; it is an establishment that fosters family and community relationships. We realize that everyone is needed to aid in the success and achievement of our scholars.

During the sudden close of school in March our leadership team, teachers and support staff jumped into action to ensure that students didn't miss learning opportunities. Learning materials were put together and ready for pickup within two days. DIA staff members even dropped off packets and materials to those families who weren't able to arrive during pick up days and times. Digital resources (Zoom, Moby Max, Reading A-Z, and Class Dojo) were put into place for scholars and teachers. We established protocols to make sure that staff made the best use digital platforms in order to continuously communicate with families and provide adequate lessons and daily academic practice. Some teachers were even able to conduct one on one learning opportunities via zoom as well as via telephone for DIA scholars who weren't privy to technology access. Our mission states that DIA provides a stimulating and supportive environment. We genuinely care for the well-being of our families. Therefore, teachers and support staff were required to touch base via telephone with each family in their classrooms or caseload once a week. We wanted them to know that during this difficult time it is still important to connect with them and support them in any way that we can.

Developing a preparedness plan that is beneficial for our families as well as our staff for the upcoming school year is our first priority. In order to make sure that we do so, we've used the MAPSA safe start planning guide to assist us. We've also obtained input from all of our stakeholders (DIA families, all staff members, our school board, Management Company and our New Providence Church partners/leadership). We researched and reviewed other schools responses and plans in and out of the city. Many of our scholars belong to low income families they have limited technology, yet we want them to be given the best possible chance to succeed during unfortunate and unexpected time away from school. As a result, with the few resources that we have, we've purchased technology for families in need to the best of our ability. In addition, we informed families about community outreach programs that offered free food, free/inexpensive computers and internet access on a first come first served basis. Our DIA team misses our DIA families. We know that scholars also miss their teachers and being around their school friends. The DIA leadership team will continue to keep the well-being of our families and staff in the forefront of our



mind as we plan to move forward with the 2020-21 academic school year. Our children must learn and they must have access to a quality education that is submerged in best practice instructional approaches. We are committed to that and won't settle for anything less – not even during a pandemic.



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

Phase 1, 2, or 3 Safety Protocols

If the state of Michigan is under Phases 1, 2, or 3 of the state's Safe Start Plan:

- DIA will be closed for in-person instruction.
- DIA will not be used by a licensed child care provider.
- DIA faculty including teachers, office staff, and administration will come in on an as needed basis to conduct school operations, including remote live instruction, printing and picking up of packets, and day to day operations.
- DIA will provide food distribution to students and collaborate with food service provider (Variety) to ensure any necessary food handling changes are implemented.
- Our custodial staff will ensure the entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed at least every four hours with either an EPA-approved disinfectant or diluted bleach solution throughout the day.
- All inter-school activities are discontinued.
- After-school activities are suspended.
- All athletics are suspended.
- DIA does not have busing, yet all busing operations of any sorts are suspended.

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

We have been, and will continue to be, committed to the mental health of our staff, students, and the entire Detroit Innovation Academy Community. When we closed the building last spring, we knew that this would be a tough transition for our entire DIA Community. We know that this will continue to be a challenging time as we plan to begin remotely under Phases 1, 2 and 3. Through our closure last year our Student Support Team continued to meet virtually in order to assist with student needs. This team, comprised of our Special Education Team and Academic coaches discuss how specific students are performing academically, socially, and behaviorally at school. In collaboration with our administration, they establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate support teams. Although we will not implement mental health screening for all students, we will implement mental health screening by the recommendation from parents, teachers, and/or other staff members.

Our Student Support and Administration Teams will modify and establish a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed. This includes designating our Social Worker as our mental health liaison who will work with the school, local public health agencies, MDE, Wayne RESA, and community partners. Last spring our school based Social Workers and played an integral and invaluable role by continuing to meet not only with her case load, but with students that were referred by our staff. They also assisted staff by providing weekly resources, such as videos and scholarly articles, to help not only our students, but to provide support for their own mental health.



We will continue to provide staff with similar resources as we did last spring, and will provide them 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.

Detroit Innovation Academy is committed to developing communication channels for our entire DIA Community to address mental health concerns resulting from COVID-19. This includes communicating with parents and guardians, via a variety of channels, return to school transition information including a de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

Phase 1, 2, or 3 Instruction

The Michigan Safe Schools Roadmap has provided guidance for schools to proceed with remote learning when the state is under Phase 1, 2, or 3 of the Michigan Safe Start Plan. In order to begin developing our instructional plan DIA created a “Return to Learn” Team. This team consisted of members from AceroEd, DIA’s administration, and staff members representing different grade levels and segments of our school. This team also solicited input from parents in order to craft reopening plans that address the needs and the best interests of our staff, students, and the entire DIA community. Over the past few months, we have communicated with our DIA community to learn what worked when it came to our remote learning instructional model in the spring of 2020, and areas we need to improve this fall. These discussions, with the members of our school community as well as our team, were invaluable to the development of our plan.

If we are in Phase 1, 2, or 3, our building will be closed to “in-person” instruction and we will begin the school year using a “full-time” remote learning model. DIA students will participate in three to five hours of learning daily, based on grade level, that will consist mostly of live instruction with their teachers and classmates, supplemented by digital and print curriculum resources, online learning platforms, and independent work. Students will access assignments through online learning platforms, such as Google Classroom and Classroom Dojo. Additional details, requirements, new learning expectations, and improvements will be provided in our final plan and as we get closer to the start of the school year.

The spring of 2020 brought an entirely new challenge for all of us at DIA Academy, with the transition from in-person, face-to-face learning, to remote virtual learning. Our team was committed and worked extremely hard to ensure that our students were still getting high quality instruction through several means. Learning from those experiences last spring, we are working to continue improving remote learning for our students, as well as the supports we offer parents, when it comes to understanding and accessing our online tools. We will conduct ongoing virtual and in-person training for parents, as well as students, while also posting a library of informational videos on our website/social media to assist parents in helping their children during remote learning.

Our parents were very pleased with the level of communication they received from our teachers and school. Communication with parents has always been a key component to our approach at DIA. Parent input, and ongoing dialogue about our plan, will be even more vital as we continue with our remote learning phase. In order to ensure that we are connecting with our students’ families, our teachers and



administrative staff will use a variety of different communication methods including phone calls, emails, home visits, and online platforms such as ClassDojo, Google classroom, ZOOM, and School Messenger.

We learned last spring that flexibility is key to creating a continuity of learning plan, or schedule, that works for our entire DIA community. As we begin our remote learning plan this fall, we will propose options that are flexible, yet provide the type of daily structure and consistency that our students and families expect from a “normal” school day. For our students in K – 6, we will create an AM and a PM session. This will allow for parents that need to assist their children with their remote learning to have an option based on their availability. Last spring, we learned that although our middle school students are more self-sufficient, they needed more consistency in their daily schedule. As a result, this fall, we will create a “virtual” daily bell schedule that looks like a normal day, as if they were in the building.

Our K – 6 schedules will be determined after we conduct surveys and focus groups with our parents in order to develop a schedule that works for families that have multiple students attending DIA. Once our grade level schedules are solidified, classroom expectations in terms of attendance, learning expectations, and instructional model will be shared with parents and posted on our website/social media sites. In order to create a remote learning model that resembles our “normal” in-person routine, we will implement some of the following:

- Morning/ Afternoon Greeting
- Community Circles
- Virtual Brain Breaks
- Special Classes (PE, Art)
- Celebrations

In terms of learning and instruction, students in K – 6 will be given a combination of online and hard copy assignments to complete. This will demonstrate learning and progress towards their goals, and proficiency, in key subject areas such as ELA and Math. Below are some of the strategies that will be utilized in order to deliver high quality, Common Core and Michigan K-12 standards aligned, curriculum and activities:

- Parents are given training on all online platforms, learning expectations and technology use.
- Students complete written/physical work guided by/along with teacher
- Teachers will make copies of packets for mailing and home delivery when necessary. Parents will be able to download the personalized packets from Classroom Dojo, Email, Google classroom
- Teachers will conduct “virtual” office hours for 30-60 minutes/ week. This will allow students or parents’ time to contact staff for assistance or to discuss any concerns.
- Students will use Interactive Notebooks to take notes and complete assignments

All of our curriculum can be accessed remotely, and assessment tools are embedded to assist with monitoring student growth. We will use our rigorous Common Core and Michigan K-12 standards aligned ELA curriculum, Core Knowledge Language Arts (K-2) and Wit and Wisdom (3-8). To encourage and engage students in reading, we will use the online platform such as Raz Kids and Edgenuity, to track students’ reading. This will allow us to determine student needs in order to differentiate, ensuring that students are making growth and moving towards proficiency.



Students will be engaged in high quality, rigorous content using a variety of instructional methods. Students will explore learning through activities, that are Common Core and Michigan K-12 standards aligned lessons, for math through EngageNY or Eureka Math. Our students will be able to review math lessons with Knowledge on the Go videos and complete activities assigned by their teacher delivered through an online learning platform or other digital means (MobyMax, Edgenuity)

For our Middle School students, their school day will also look and feel very familiar to when they are in the building for in-person instruction. They will follow a “virtual” bell schedule with classes ranging from 45-90 minutes in length. Students will follow their own schedule and attend classes as they normally would in the building, with breaks between classes, lunch, and homeroom.

During their online class, students will attend all core content area classes, and all will engage in learning activities that are Common Core and Michigan K-12 standards-aligned. Students in middle school will also use EngageNY/Eureka Math and Wit and Wisdom. Science instruction and learning will use Foss, and Social Studies will use a variety of online curriculum resources with a focus on reading and writing as well Middle school students will also use interactive notebooks to take notes and complete assignments in all subjects.

Detroit Innovation Academy’s philosophy is that all students learn differently, and we work hard to provide a personalized learning plan in order to ensure their growth and success. It is our mission to ensure all of our students have the necessary resources and support especially when it comes to our students with disabilities. Our students with disabilities will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) no matter the learning platform.

Students with IEPs will participate equally with their non-disabled peers in the general education curriculum. In general, students will receive instruction in the Common Core State Standards in the four core subject areas of ELA, math, science, and social studies. Public health data will be considered when planning for the instruction and delivery of ancillary services for students with disabilities and serve as the basis for deciding if instruction will be in person, in a hybrid format, or in a remote learning platform. Special education programs and services currently include a resource program, speech and language therapy, social work services, and occupational therapy; however, the continuum of services offered will remain as responsive and flexible as possible depending on student need.

Special education programs and services will provide specialized instruction in face-to-face formats; for example, in person or through synchronous live-streamed platforms. Sessions for specialized instruction or for services will comply with the number and duration indicated in each student’s IEP. Paper-and-pencil packets and recorded video sessions will be used only as resources but not as primary means of instruction. IEP annual goals and objectives will remain the targets of specialized instruction in all learning platforms, presented reasonably and safely in person or through synchronous live-streamed sessions. In general, students with IEPs will participate in individual or small group sessions each week to address ELA and math goals and objectives. Duration of sessions will depend on service hours indicated in individual IEPs. Each student’s IEP will be reviewed no later than December 2020 to ensure that it reflects the student’s current level of performance and that IEP goals, supplementary aids and supports, and programs are appropriate for a traditional, for a hybrid, or for a remote learning platform.



Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021.

Child Find, Procedural Safeguards, and Discipline Procedures will remain in place as indicated in the IDEA for all learning platforms. Assessments for initial and three-year re-evaluations will be conducted in person with the appropriate health and safety protocols followed or through a qualified virtual environment (e.g., approved Pearson assessments). Initial and re-evaluation assessments will be prioritized based on required timelines. Special education staff will document the provision of services indicated in IEPs through daily or monthly service logs. Student progress toward annual goals and objectives will be monitored regularly and reported quarterly with report cards.

Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. In addition, we are developing a plan to use NWEA MAP as our universal screener, and summative assessment tool. For Math and ELA, standards-based grade level common assessments will be used as a formative and summative assessment tools through Wit and Wisdom and EngageNY/Eureka Math to ensure students are making progress towards their growth and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Kahoot, Edgenuity, Mobymax, RAZ Kids, and Google Forms all have the capability to support our students and teachers remotely.

Professional Learning has been a key component to our success with remote learning. Our teachers have done a tremendous job learning how to use innovative online platforms and deliver instruction virtually. We also understand that we need to continue to provide teachers with ongoing professional development to support their growth in this area. We will ensure that teachers have time to collaborate and plan, which is something that needs to be improved upon based on feedback of our instructional model last spring. The administrative team will meet weekly with teachers to discuss what is working and not working with our students. We will work together to solve potential problems and follow action steps to be completed at the following week's meeting. We will also develop strategies that promote greater student engagement, encouraging students to teach their peers the concepts that their teachers have taught them.

During our remote learning phase last spring we learned that student attendance in virtual classroom sessions was key to their success and progress. In order to ensure that students are making progress and growth during our remote learning phase, all students are expected to attend daily sessions virtually with their teachers as scheduled. Attendance will be recorded in our PowerSchool and will be monitored by DIA's Administrative team. During our remote learning phase, we will use a similar attendance policy as we use when we are in school building to provide continuity and consistency with our students and parents.

- If a student is absent parents should contact our office and/or the student's teacher and provide proper documentation for the absence to be excused..
- Teachers will conduct one phone call with each of their students (Middle School Homeroom only) per week and one alternative connection (text, email, dojo, etc.)
- Teacher Contact Logs are to be submitted to the administrative team on Friday of each week.



In order to provide transparent and timely communication with parents, and our school community, in terms of our curriculum plan and instructional model, all of our reopening plans will be distributed in hard copy and digital form as well as being posted to the school's website prior to the start of the school year. This will include grade level requirements, resources, and supports. DIA will also provide assessment and academic progress reports to parents bi-weekly in order to keep parents informed of their child's progress.

DIA used the following parent and staff survey responses to inform our planning.

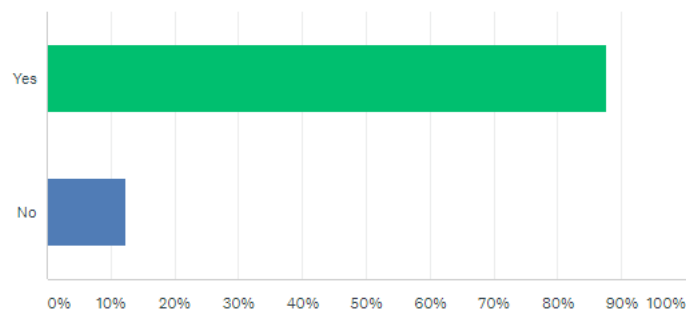
June Survey Results:

Q2



Do you have internet access at home?

Answered: 81 Skipped: 0

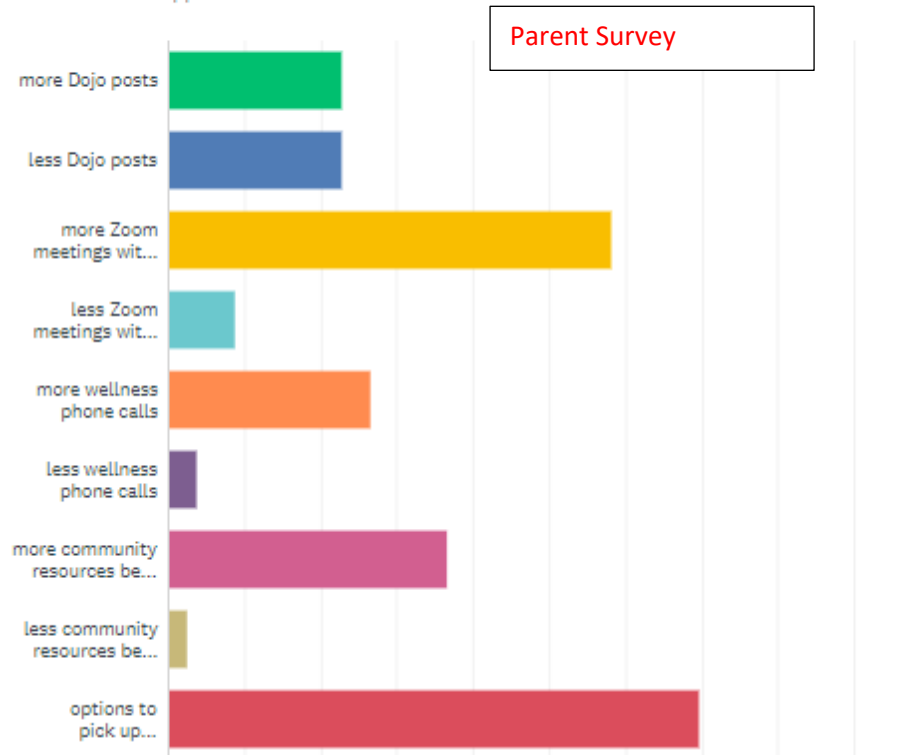


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 87.65% | 71 |
| No | 12.35% | 10 |
| TOTAL | | 81 |



If DIA continued with online/virtual learning in Fall of 2020-2021, what would you like to see more/less of?
(Check all that apply.)

Answered: 79 Skipped: 2



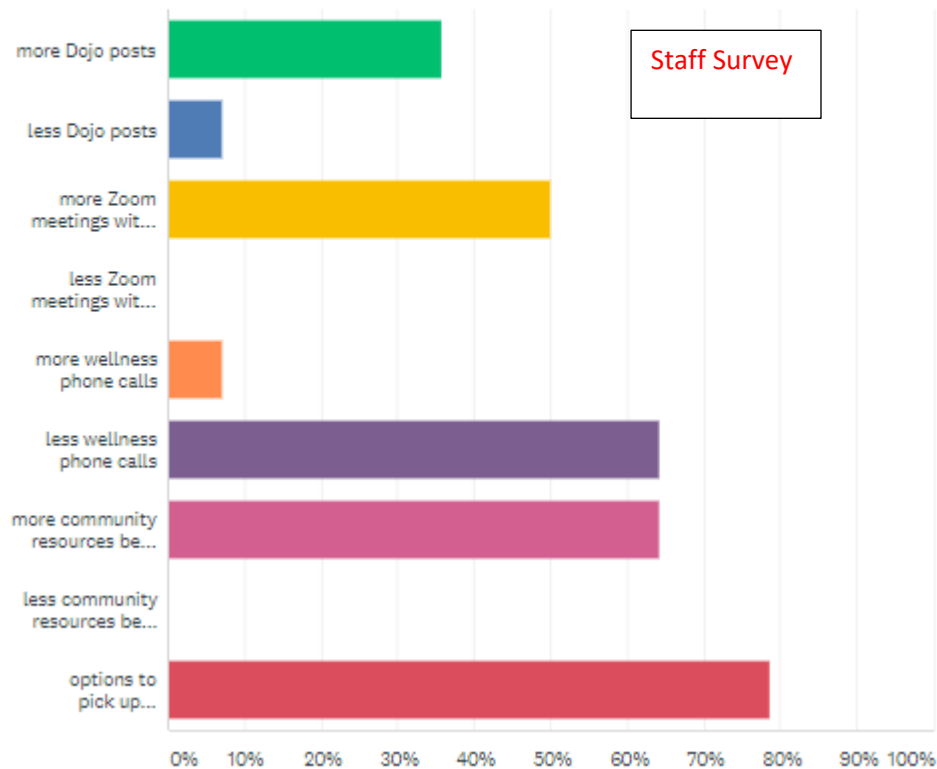


Q8



If DIA continued with online/virtual learning in Fall of 2020-2021, what would you like to see more/less of? (Check all that apply.)

Answered: 14 Skipped: 0



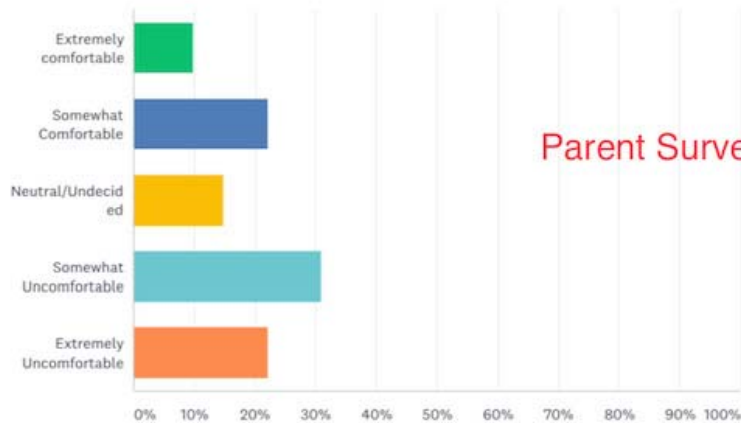


Q7



What is your comfort level of all students returning (in person) in September for Face-to-Face instruction?

Answered: 81 Skipped: 0



Parent Survey

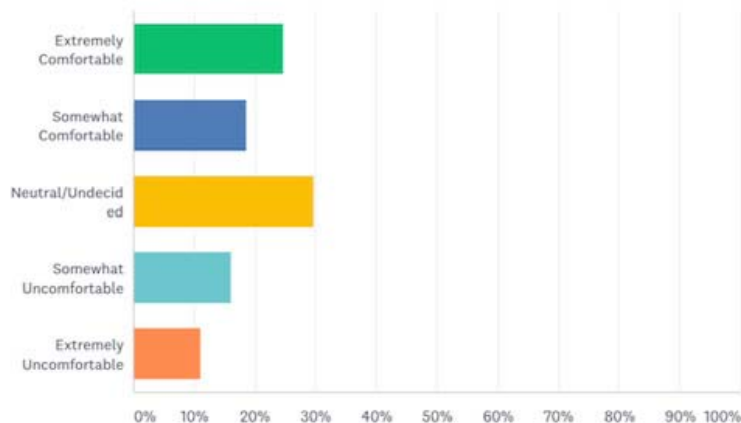
| ANSWER CHOICES | RESPONSES | |
|-------------------------|-----------|-----------|
| Extremely comfortable | 9.88% | 8 |
| Somewhat Comfortable | 22.22% | 18 |
| Neutral/Undecided | 14.81% | 12 |
| Somewhat Uncomfortable | 30.86% | 25 |
| Extremely Uncomfortable | 22.22% | 18 |
| TOTAL | | 81 |

Q8



What is your comfort level of all students continuing ONLY online/virtual learning at home in September?

Answered: 81 Skipped: 0



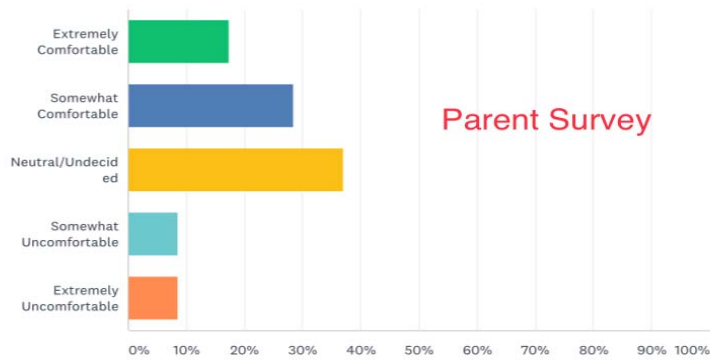


Q9



What is your comfort level of students completing a combination of in-person and virtual instruction (either alternating days and/or alternating weeks) in September?

Answered: 81 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|-------------------------|-----------|-----------|
| Extremely Comfortable | 17.28% | 14 |
| Somewhat Comfortable | 28.40% | 23 |
| Neutral/Undecided | 37.04% | 30 |
| Somewhat Uncomfortable | 8.64% | 7 |
| Extremely Uncomfortable | 8.64% | 7 |
| TOTAL | | 81 |



Q5



What is your comfort level of all students returning (in person) in September for Face-to-Face instruction?

Answered: 14 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|-------------------------|-----------|-----------|
| Extremely comfortable | 0.00% | 0 |
| Somewhat Comfortable | 28.57% | 4 |
| Neutral/Undecided | 7.14% | 1 |
| Somewhat Uncomfortable | 50.00% | 7 |
| Extremely Uncomfortable | 14.29% | 2 |
| TOTAL | | 14 |

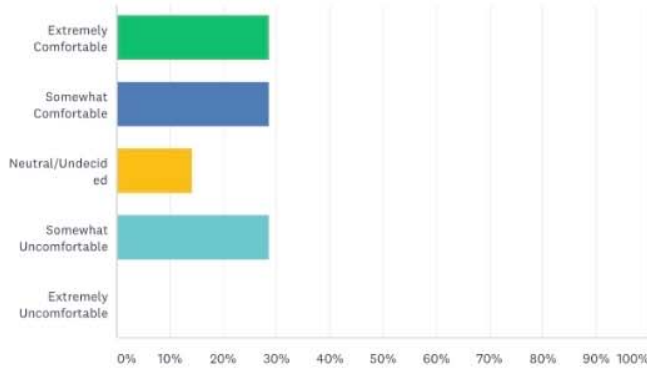


Q6



What is your comfort level of all students continuing ONLY online/virtual learning at home in September?

Answered: 14 Skipped: 0



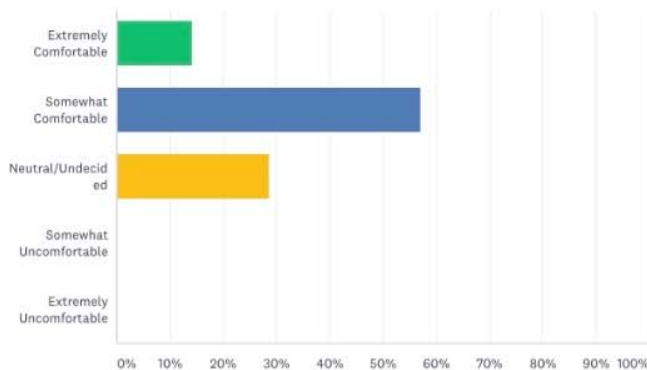
| ANSWER CHOICES | RESPONSES |
|-------------------------|-----------|
| Extremely Comfortable | 28.57% 4 |
| Somewhat Comfortable | 28.57% 4 |
| Neutral/Undecided | 14.29% 2 |
| Somewhat Uncomfortable | 28.57% 4 |
| Extremely Uncomfortable | 0.00% 0 |
| TOTAL | 14 |

Q7



What is your comfort level of students completing a combination of in-person and virtual instruction (either alternating days and/or alternating weeks) in September?

Answered: 14 Skipped: 0



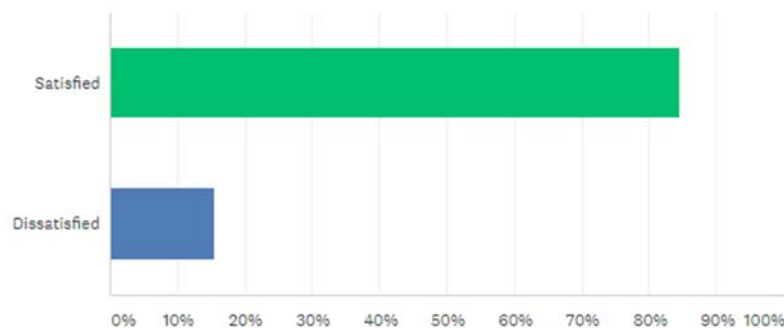
| ANSWER CHOICES | RESPONSES |
|-------------------------|-----------|
| Extremely Comfortable | 14.29% 2 |
| Somewhat Comfortable | 57.14% 8 |
| Neutral/Undecided | 28.57% 4 |
| Somewhat Uncomfortable | 0.00% 0 |
| Extremely Uncomfortable | 0.00% 0 |
| TOTAL | 14 |



July DIA Parent/Family Survey Results:

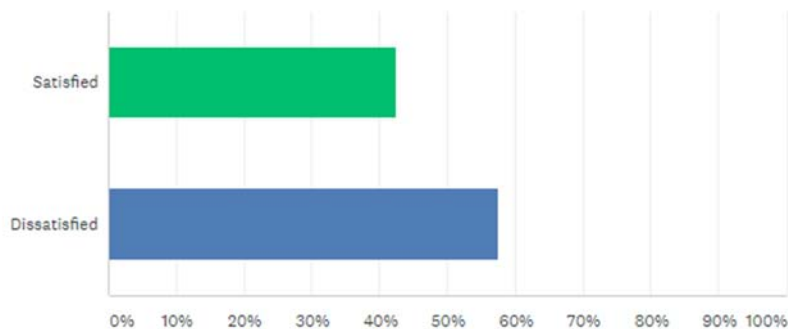
How satisfied would you be starting the school year off fully remote (at home, digital learning daily) ?

Answered: 39 Skipped: 1



How satisfied would you be starting the school year off with a hybrid model (students attend in person instruction 2 days a week, and remote learning 3 days a week to allow for social distancing in classes and deep cleaning of building)?

Answered: 40 Skipped: 0



DIA will survey parents yet again regarding their feelings about returning to school in the fall in the beginning of August to ensure we utilize the most up to date data from our school community.



Phase 1, 2, or 3 Operations

In the event that Detroit Innovation Academy has to remain closed to “in-person” instruction we will implement the strongly recommended protocols that are bulleted below. In addition, DIA has worked in close partnership with our sister school, Eaton Academy, neighboring schools and districts, public health organizations, and our DIA community to develop protocols, processes, and practices to maximize student learning and public health.

During this process, the voices of our students, families, and staff have been, and will be, critical to informing us how we resume school. Over the past few months, we have informally surveyed the DIA Community to better understand their thoughts, concerns, and priorities for the fall. In developing all of our facilities plans for starting school this fall, we improved and enhanced our routine cleaning and disinfecting protocols. In the event that we remain closed we will continue with our enhanced nightly cleaning procedures due to the potential of staff entering the building during the day. The entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed throughout the day.

Keeping in accordance with Michigan Safe Schools Roadmap, DIA is committed to the ensuring the following protocols are carried out:

- Detroit Innovation Academy will audit necessary materials and supply chain for cleaning and disinfection supplies. We will continue to maintain schools in good working order to prepare for subsequent return of students.
- DIA will work with Wayne RESA to create a contingency plan to coordinate the use of school buildings for essential actions for elections and food distribution. We understand that many of our students’ families trust DIA to provide our students with a healthy meal, daily, during the regular school year. During this unprecedented time, we are committed to providing meals to all of our students daily, even in the event the building is closed for face-to-face instruction. When students are learning remotely, grab-and-go meals will be provided for families. We will specify a pick-up area outside of the school building for families on days when their child is not receiving face-to-face instruction. In certain instances, meals may need to be delivered to families due to extenuating circumstances. This need will be discussed with the individual family and a plan will be developed by administration. In the event that school has to be closed for face-to-face instruction, this protocol will remain in place and meals will continue to be offered to all of our DIA families on a daily basis. To ensure that our meal distribution is clean and safe, our food service provider (Variety) will train and monitor their staff on the CDC guidelines in order to ensure all of the proper protocols for cleanliness and safety are being followed.
- DIA will continue to frequently survey families to collect information about the numbers, types, and conditions of devices used in their homes to support remote learning. DIA will develop a district technology plan that includes guidance for schools by creating How-To-videos for staff and students on navigating Google Classroom and their online curriculum tools. DIA will create an asset tracking tool. Develop an on-site triage of staff and student devices. Develop a technology support plan for families. DIA will prepare the Infrastructure Evaluation Process and have every WiFi access point and wired network device should be tested. We will continue to monitor device usage and compliance with online learning programs. We will also provide



support programs to ensure that students and families can access online teaching and troubleshoot problems with access. DIA will Review and update relevant technology

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- DIA will ensure that students can submit assignments and be evaluated accordingly through the use of Google classrooms and/or classroom dojo portfolios, as well as turning in hard copy packets.
- DIA will schedule ongoing staff training on platforms and tools, as well as provide training to parents and family members assisting students in their studies.
- DIA will provide instructional resources and materials to staff and students as feasible.
- DIA will work with our Director of Compliance to define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
- DIA will work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.

Strongly Recommended protocols we will not implement:

- The DIA custodial staff is contracted through the building owners, and will follow their supervisor's requirements in regards to wearing masks and executing school cleaning and disinfection protocols according to the CDC. Though this information has been communicated to the custodial staff supervisor and they have stated that they are following CDC guidelines and will wear masks when on our side of the building.
- DIA will not Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies or advocate for ISDs to coordinate with LEMPs.
- While we plan to use our CARES Act funding to procure additional devices for families that need them and though it is our intent to ensure that all students are able to access online learning platforms, fiscally, we may not be able to ensure that every students has access to the appropriate technology and connectivity needed to continue learning; however, DIA will offer various supports and resources in the event that a student does not have appropriate connectivity or technology.
- DIA will not assign a single point of contact in each school to plan and communicate with district technology teams or assign a general technology lead/process leader/. Though, teachers will be able to serve as family technology liaisons and put in help-desk tickets for families who are having technology issues with DIA devices. In the event that a student has an issue that requires attention, we will develop a process that will make it smooth and quick for our parents and students to get their device back so they can continue learning.
- While DIA will develop a procedure for return and inventory of district- owned devices as part of the return to school technology plan, the procedures may not include safely bagging devices collected at school and sanitizing the devices prior to a repair or replacement evaluation, ordering accessories that may be needed over the summer; and conducting prepared maintenance, as stated in the roadmap.



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

Phase 4 Safety Protocols

DIA plans to ensure the following safety protocols are in place during phase 4 of the Michigan Safe Start Plan:

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Kindergarten through 2nd grade and special education staff will be provided and encouraged to wear clear masks. All K-8 student supply lists included facial coverings; if students or teachers misplace or do not come with a facial covering, one will be provided to them. Facial coverings will be worn in hallways and common areas by all students and staff. Students in grades K-5 and special needs students who remain with their classes throughout the school day and do not come into close contact with students in another class will wear masks in the classroom. Any staff members that are unable to remove facial coverings without assistance or cannot medically tolerate a facial covering as well as students who cannot medically tolerate a facial covering will be sent home and asked to obtain a waiver from a medical official stating so prior to returning.
- DIA will continue to replenish all in class hand sanitizing stations, as well as classroom, common area, and bathrooms with at least 60% alcohol hand sanitizer, soap, paper towel, and tissue. Signs will be placed in bathrooms and any areas with a sink to reinforce proper hand washing techniques. Lessons will be taught in all grade levels regarding hand washing, sanitizing, how to cough and sneeze into their elbows or to cover their face with tissue. K-1 classrooms will also have scheduled hand washing time every 2-3 hours in their classrooms; 2-8 classrooms will sanitize their hands every transition and upon entry and dismissal of the classroom. Hand sanitizing stations will also be setup throughout the school building.
- K-8 classrooms will have limited shared supplies, and all students will be encouraged to bring their own items to utilize.
- Detroit Innovation Academy does not have transportation services that are offered to students, therefore we would not account for a transportation plan.
- Medically vulnerable students and staff will also be accounted for. Our team will review all current plans for accommodating students with special healthcare needs such as IEPs, 504 plans, etc.. Plans will be updated as needed in order to decrease the risk of Covid-19. We will have a plan in place to address request for alternative learning arrangements or work reassignments when these issues arise.
- Cleaning- frequently touched surfaces will undergo cleaning multiple times throughout the day with EPA approved disinfectant.
- DIA does not have a designated library or computer lab or art room to undergo cleaning after every class, but frequently touched computers or spaces will undergo cleaning after class utilize them, prior to a transition of another class.
- Student desks will be wiped down with EPA approved disinfectant or diluted bleach solution after every class period.
- When performing all cleaning activities, staff will wear face coverings and gloves.



- Playground structures will continue to undergo routine cleaning.
- DIA will cooperate with the local public health department regarding implementing protocols for screening students and staff. Upon arrival anyone who enters the building will have their temperature checked with a touch less thermometer, and be asked if they have Covid-19 symptoms (posters with visuals of various symptoms (fever, cough, shortness of breath, sore throat) will be displayed, in order for students and staff to know what symptoms that are being referred to). If staff, students, visitors state that they have more than 2 symptoms or a fever of 100.4 within the last 3 days, they will be asked to return home. Staff, students that exhibit 2 more symptoms of Covid-19 will be asked to quarantine for up to 14 days and /or receive after confirmation of a negative Covid-19 test. All staff and students will be encouraged to also do self-examinations and temperature checks at home, and if they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home. Anyone who exhibits any respiratory or gastrointestinal symptoms or has a temperature of 100.4 or greater will remain in the designated quarantine area and will be sent home. This area will be an office space in which will undergo a deep cleaned immediately after being used as a quarantine space. Front office staff members and members on the leadership team will continue to care for students until parents and/or guardians have retrieved the student from school.
- DIA will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and will collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- A monitoring and screening form will be used for all employees.
- Spacing, Movement and Access- In all classrooms, DIA will space students as far apart as feasible and arrange all desks facing the same direction toward the front of the classroom where feasible. Teachers will be encouraged to maintain six feet of spacing between themselves and students as much as possible. Family members or other guests will not be allowed in the school building except under extenuating circumstances. DIA will post signage to indicate proper social distancing throughout the building. DIA will post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. Art specials will be brought to the classrooms instead of having students move to different locations. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able. Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. When possible, physical education will be held outside and social distancing of six feet should be practiced. A flow of foot traffic will be directed in only one direction, when possible.
- All Food Service, Gathering, and Assemblies will be held in student classrooms in order to prohibit gatherings of students from more than one classroom. School supplied meals will be delivered to classrooms with disposable utensils. Cafeteria staff will use gloves, face shields and/or masks when preparing and delivering food to classrooms.
- All large scale assemblies of more than 50 students are suspended. Off-site field trips are suspended.



- Whenever possible, recess and gym will be conducted outside with appropriate social distancing. When more than one cohort class is outside, students will be required to wear facial coverings.
- Athletics—Currently DIA is not enrolled in any athletic programs and does not practice in any Inter-school athletics programs that would account for having an athletics plan. Athletics programs will remain suspended in phase 4. During gym classes, all equipment will be disinfected before and after use.
- **Protocols that the academy will not implement:**
 - Students and teachers must have scheduled hand- washing with soap and water every 2-3 hours—to limit students in hallways and in common areas we will not have scheduled hand washing breaks, but will have hand sanitizer available in all classrooms and enforce hand sanitizing throughout the school day
 - Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.--- due to space capacity, this may not be feasible in every classroom
 - Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.—this may not be feasible within all classrooms
 - Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements—this may not be feasible in every classroom.
 - Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.--- As our building is a shared space with New Providence Baptist Church, this may not be feasible in all circumstances
 - Floor tape or other markers should be used at six foot intervals where line formation is anticipated—this may not be feasible in all circumstances
 - Provide social distancing floor/seating markings in waiting and reception areas.--- this may not be feasible in all circumstances
 - Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building—While we plan to screen, sanitize all guests entering the building, DIA remains in a shared space with New Providence Baptist Church; there may be guests who use the church entrance and walk over to DIA that may not have been screened prior to entering.

DIA will not create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19.

Phase 4 Mental & Social-Emotional Health

DIA is committed to ensuring the following mental and social emotional health protocols are in place during phase 4 of the Michigan Safe Start Plan:



- DIA plans to implement mental health screening to students by the recommendation from parents, teachers, and/or other staff members. Through the help of our school based therapist and school social worker, we will establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams. Our support team will also 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.
- DIA will establish a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed. We will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunctions with screening activities and that reference school and community wellness resources.
- DIA will establish ongoing reporting protocols for staff to evaluate physical and mental health status. We will provide resources for staff self-care, including resiliency strategies and leverage MDE resources for student and staff mental health and wellness support.
- DIA will activate communication channels for school stakeholders to address mental health concerns resulting from COVAID-19. DIA will communicate with parents and guardians, via a variety of channels, return to school transition information including a de-stigmatization of COVAID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

Phase 4 Instruction

The Michigan Safe Schools Roadmap has provided guidance that allows schools to open for in-person instruction when under Phase 4 of the Michigan Safe Start Plan. In order to begin to develop our plan, Detroit Innovation Academy used various forms of communication to gain feedback from multiple stakeholders, which included parent questionnaires through phone call and/or emails, formal and informal discussions with staff, parents and community members, and formal surveys given during our summer planning period. Many parents expressed concerns with sending their child back to school on a full-time, face-to-face basis but mentioned hearing of plans that incorporated a “part-time” model. Many parents seemed to be open to, and in favor of, a model that offered this type of option. Based on all of the information and data collected from these methods, we believe that creating a plan to reopen our building that has students splitting their time between learning at school and learning at home best captures the needs of the DIA Community.

In order to ensure proper social distancing of our K–8 students, their time will be split between learning remotely at home and learning face-to-face at school. Students will learn at school with their teacher, and they will use their time learning at home to complete assignments and access digital curriculum. Under our 2-1-2 hybrid model, students will be split into two groups with each group attending school in the



building with their teacher for two consecutive days each week. On Wednesdays, both groups will engage in real-time virtual classroom instruction together with their teacher. This model will allow students, staff, and families to maintain a consistent weekly schedule while giving educators necessary time to plan for various instructional needs and giving our custodial staff time to deep clean the building between the different groups of students.

We believe that in-person instruction is important to the academic and social-emotional development of students. In order to ensure that students may return to school in a safe manner that meets the CDC and Michigan Safe Schools Roadmap guidelines, DIA will implement a hybrid scheduling model which will reduce our in-person K-8 student attendance by approximately half on any given day. Hybrid scheduling can help ensure that social distancing can be maintained and mitigate COVID-19 transmission by decreasing the number of students and staff each individual has to interact with, particularly during arrival, class transitions, and dismissal.

In our hybrid model, a regular class will be divided into two groups: Group A and Group B, each consisting of approximately 10 - 15 students.

- Group A will have face-to-face instruction at school on Mondays and Tuesdays, engage in two to five hours (depending on grade level) of real-time virtual classroom instruction with their teacher and students in Group B. On days in which students are not physically in the building, they will learn remotely at home and access digital curriculum resources. Students will also have the ability to access real-time classroom instruction on Thursdays and Fridays online through webcams or via google meets.
- Group B will have face-to-face instruction at school on Thursdays and Fridays, engage in two to five hours (depending on grade level) of real-time virtual classroom instruction with their teacher and students in Group A. On days in which students are not physically in the building, they will learn remotely at home and access digital curriculum resources. Students will also have the ability to access real-time classroom instruction on Monday and Tuesdays online through webcams or via Google meets.

When our K – 6 students are in the Group, engaging in face-to-face learning with their teacher in the school building, the day will look and feel somewhat familiar when it comes to instruction. Students will be engaged in high quality, rigorous content using a variety of instructional methods. Students will explore learning through activities that are Common Core and Michigan K-12 standards aligned lessons, for math through EngageNY or Eureka Math. Some students might use a digital presentation tool, while other students complete practice problems on a personal whiteboard. Students that are in the group learning remotely will review math lessons with Knowledge on the Go videos and complete activities assigned by their teacher delivered through an online learning platform or other digital means.

Both Groups, whether in the building or learning remotely, will use our rigorous Common Core and Michigan K-12 standards aligned ELA curriculum, CKLA (K-2) and Wit and Wisdom (3-8). Students will be able to access this content through its online platform remotely or through resources in the classroom while in the building. To encourage and engage students in reading, both Groups will use the online platform such as Epic, which is a digital library that will be used to track students' reading. This will allow us to determine student needs in order to differentiate, ensuring that students are making growth and moving towards proficiency.



Our K-8 students will use Foss Science for learning science related content. These activities will be delivered online to the Group learning remotely, and as a combination of in class and online delivery to the Group that is learning in the building. To support all subjects, we will be using Interactive Notebooks to take notes and complete assignments.

For Middle School Groups, their school day will also look and feel very familiar when they are in the building. They will follow a normal bell schedule and attend classes as they normally would, but classes would cut down on the number of passing periods and movement in the hallways. To ensure that students are social-distancing six feet apart the floors and walls of the Middle School will be marked, and students will follow the same “one-way” street model as our K-6 students. Students will be required to wear a mask at all times while in the building. Lunch will be in the classroom with the last class they attended before their designated lunch period.

Students will attend all core content areas classes, and all will engage in learning activities that are Common Core and Michigan K-12 standards aligned. Students in Middle School will also use EngageNY/Eureka Math and Wit and Wisdom. Science instruction and learning will use Foss Science and Social Studies will use a variety of online curriculum resources with a focus on reading and writing as well. Middle School students will also use Interactive Notebooks to take notes and complete assignments in all subjects.

While the teacher is teaching the group of students in class, they will also be live streaming the lesson to students who are at home. Live streaming the lesson will keep the students on track with the lesson being taught in the class, so they are not behind when they come back into the building. This will also help keep the students accountable for their learning and attendance. The teachers will be using Google Classrooms to keep all of the material in one place for both students and parents to access at any time, especially if they are unable to be in the building. The teachers are also working to make all assignments digital to cut down on the use of shared supplies, papers being lost, as well as preparing students to utilize technology efficiently when they get to high school. Science labs those will be done digitally, with students encouraged to actively participate at home if they have access to the materials (generally common household items.) This will cut down on shared supplies while still giving students the opportunity to participate in laboratory procedures.

When a Group is participating in their remote learning, a checklist of activities will be provided with the expectation that those tasks are completed on that day. Additionally, on remote learning days students will complete assignments designed to provide interventions based on students MTSS tiers. They will work one-on-one or in small groups virtually for 20-30 minutes with a staff member in order to work on mastering specific skills, utilize MobyMax or attend some group sessions 20-30 minutes long during those days. For Wednesday’s remote learning day, a schedule will be provided for students to do online learning with their class. Teachers will also conduct “virtual” office hours for 30-60 minutes during the week. This will allow students or parents time to contact staff for assistance or to discuss any concerns.

Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. NWEA MAP will be used as a universal screener, and summative assessment tool. For Math and ELA, standards-based grade level common assessments will be used as a formative and summative



assessment tools through CKLA, Wit and Wisdom and EngageNY/Eureka Math to ensure students are making progress towards their growth and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Kahoot, Edgenuity, Mobymax, Raz Kids and Google Forms will support the Group learning remotely. Formative assessments will be administered in the classroom by the teacher for the Group learning in the building.

On a daily basis, whether in the building or engaging remotely, student attendance will be recorded in our SIS PowerSchool will be monitored by DIA's Administrative team. Throughout the school we will use floor tape to social distance students while they are in line. Hallways and areas within the classroom will be labeled as "one-way streets" where students and staff will all walk in the same direction. There will also be social distance posters in classrooms and throughout the school. Stickers for masks and safe flexible seating options will be used as positive reinforcement.

In order to ensure that our students are getting the social and emotional assistance they need we will utilize morning meetings and community meeting times in the classroom to create a safe space for students to feel heard and voice their feelings or concerns. Additionally, our students will continue to practice PBIS and Restorative Justice through community circles, positive reinforcement, brain breaks through instruction, and individual attention as needed, whether learning remotely or in the building.

Detroit Innovation Academy's philosophy is that all students learn differently, and we work hard to provide a personalized learning plan in order to ensure their growth and success. It is our mission to ensure all of our students have the necessary resources and support especially when it comes to our students with disabilities. Our students with disabilities will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) no matter the learning platform.

Students with IEPs will participate equally with their non-disabled peers in the general education curriculum. In general, students will receive instruction in the Common Core State Standards in the four core subject areas of ELA, math, science, and social studies. Public health data will be considered when planning for the instruction and delivery of ancillary services for students with disabilities and serve as the basis for deciding if instruction will be in person, in a hybrid format, or in a remote learning platform. Special education programs and services currently include a resource program, speech and language therapy, social work services, and occupational therapy; however, the continuum of services offered will remain as responsive and flexible as possible depending on student need.

Special education programs and services will provide specialized instruction in face-to-face formats; for example, in person or through synchronous live-streamed platforms. Sessions for specialized instruction or for services will comply with the number and duration indicated in each student's IEP. Paper-and-pencil packets and recorded video sessions will be used only as resources but not as primary means of instruction. IEP annual goals and objectives will remain the targets of specialized instruction in all learning platforms, presented reasonably and safely in person or through synchronous live-streamed sessions. In general, students with IEPs will participate in four individual or small group sessions each week to address ELA and math goals and objectives. Duration of sessions will depend on service hours indicated in individual IEPs. Each student's IEP will be reviewed no later than December 2020 to ensure that it reflects the student's current level of performance and that IEP goals, supplementary aids and supports, and programs are appropriate for a traditional, for a hybrid, or for a remote learning platform.



Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021.

Child Find, Procedural Safeguards, and Discipline Procedures will remain in place as indicated in the IDEA for all learning platforms. Assessments for initial and three-year re-evaluations will be conducted in person with the appropriate health and safety protocols followed or through a qualified virtual environment (e.g., approved Pearson assessments). Initial and re-evaluation assessments will be prioritized based on required timelines. Special education staff will document the provision of services indicated in IEPs through daily or monthly service logs. Student progress toward annual goals and objectives will be monitored regularly and reported quarterly with report cards.

Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. In addition, we are developing a plan to use NWEA MAP as our universal screener, and summative assessment tool. For Math and ELA, standards-based grade level common assessments will be used as a formative and summative assessment tools through Wit and Wisdom and EngageNY/Eureka Math to ensure students are making progress towards their growth and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Kahoot, Edgenuity, Mobymax, RAZ Kids, and Google Forms all have the capability to support our students and teachers remotely.

Professional Learning has been a key component to our success with remote learning. Our teachers have done a tremendous job learning how to use innovative online platforms and deliver instruction virtually. We also understand that we need to continue to provide teachers with ongoing professional development to support their growth in this area. We will ensure that teachers have time to collaborate and plan, which is something that needs to be improved upon based on feedback of our instructional model last spring. The administrative team will meet weekly with teachers to discuss what is working and not working with our students. We will work together to solve potential problems and follow action steps to be completed at the following week's meeting. We will also develop strategies that promote greater student engagement. Encouraging students to teach their peers the concepts that their teachers have taught them.

As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire Detroit Innovation Academy Community. All of our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5 hybrid schedule, with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return of the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.



Phase 4 Operations

As we plan to reopen Detroit Innovation Academy in September, we will follow, and implement, the majority of the “**Strongly Recommended**” protocols outlined in the Michigan Safe Schools Roadmap, except for the protocols that we specifically list. In addition, DIA has worked in close partnership with our sister school Eaton Academy, neighboring schools and districts, public health organizations, and our DIA community to develop protocols, processes, and practices to maximize student learning and public health.

DIA Academy understands that in-person instruction is critical to the academic and social-emotional development of students. In order to ensure that students may return to school in a safe manner, that meets public health guidelines, the district will implement a hybrid scheduling model which will effectively reduce our in-person PreK-8 student population by approximately half on any given day. Through a multifaceted approach that includes specific grade level groupings, social distancing, hybrid scheduling, rigorous health and cleaning protocols, and the use of face coverings, DIA is focused on safely bringing students and staff back for in-person instruction.

During this process, the voices of our students, families, and staff have been, and will be, critical to informing us how we resume school. Over the past few months, we have informally surveyed the DIA Community to better understand their thoughts, concerns, and priorities for the fall. Through these discussions we learned that families want increased health protocols and to ensure that all necessary precautions are being taken to ensure our daily school operations are safe for their children.

In developing our facilities plan, we have improved and enhanced our routine cleaning and disinfecting protocols. To protect the health of our staff, students, and the entire DIA Community, we will enhance nightly cleaning, increase daytime janitorial presence with additional personnel, and utilize an additional trained custodial response team for increased cleaning and disinfection in the event of a confirmed case of COVID-19 at DIA. The entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed throughout the day.

If a student or staff member gets sick, a trained custodial response team will disinfect the area in accordance with CDC guidelines using EPA-approved cleaning and disinfecting products. They will wear PPE where appropriate, and close off the affected areas for 24 hours, to allow for proper ventilation and viral load reduction.

Keeping in accordance with Michigan Safe Schools Roadmap, in July and continuing through the first month of school, DIA will perform a comprehensive facilities check. This will allow us to do a comprehensive inventory, create a needs assessment for supplies and equipment, and develop a thorough and responsive protocol for cleaning and disinfecting. Our facilities plan leading up to the opening of school may look similar to the timeline below:

May – June



- Custodial and maintenance staff deep clean the entire building and continue to do so throughout the summer.

July:

- Inventory PPE supplies and equipment to develop a needs assessment for high need items so they can be ordered/delivered prior to the start of school.
- School-wide audit of cleaning supplies and equipment with custodial and maintenance staff to develop a needs assessment.
- Order PPE, safety supplies, cleaning supplies and equipment, as well as, COVID protocol signage.

August

- Multiple school walkthroughs by administration and custodial teams to determine high touch areas, develop classroom logistics, map out signage, develop cleaning checklist and quick response protocols.
- Conduct walkthroughs with small groups of teaching staff to discuss and elicit feedback about facilities plan and protocols.
- After the walkthrough and review process, order any additional necessary supplies and/or equipment for classroom use, office use, maintenance, custodial and security.
- Develop procedures highlighting areas of the building and entrances that will be utilized for staggered arrival and dismissal times as well parent and visitor access and new outdoor dismissal procedures
- Post additional signage for visitor access protocols at the main entrance and notify the entire DIA Community of these protocols through emails, robocalls, school website, and social media platforms.
- Develop a return and inventory procedure for DIA devices to be used as part of our technology plan
- Coordinate with Wayne RESA Intermediate School District and Detroit Health Department, in order to review facilities plans and seek guidance and/or assistance in terms of protocols, additional needs, and supplies.
- Publish DIA's schoolwide operation plan on the school's website and social media platforms (along with Safety and Instructional Plans.) Plans will be mailed home and follow up phone calls will be made to ensure our families received the plans.
- Schedule and conduct multiple parent and community information sessions to discuss DIA's facilities plans, as well as our Instruction and Safety plans. Sessions will be held virtually, as well as face-to-face, following all CDC protocols.
- Create virtual school walkthrough and school day simulation videos to show parents the learning environment, cleaning procedures, and safety protocols. These videos will be posted on the school's website and social media platforms.
- All facility signage posted inside and outside of the building.

September - Ongoing

- First week of school daily checks with all staff about facilities plan and adjustments made where necessary.
- Nightly and Wednesday deep cleaning protocols begin



- Walkthrough and audits of facilities plan conducted twice weekly.
- **In the event that school has to be closed for face-to-face instruction, our cleaning and disinfecting procedures will remain in place and we will follow all of the “Strongly Recommended” protocols outlined in the Michigan Safe Schools Roadmap.**

With Detroit Innovation Academy’s enhanced facilities and safety protocols, school will look and feel different this year. Following public health guidance, our school will welcome half of our normal class size and school size into the building on any given day. Staff and students will complete daily symptom screeners before entering the school, have their temperatures taken upon entering the building, wear face coverings, and students will come to school for only two days a week. Supporting these measures requires a considerable investment, which we are fully committed to making.

To ensure the safest possible learning environments, we will purchase disposal masks as well as reusable cloth face masks to support every student and staff member, we will ensure that all hand sanitizer dispensers are full throughout the day, each classroom or gathering area will have multiple containers of disinfectant wipes, disinfectant sprayers, and additional PPE for specialty roles.

During the fiscal year 2021 budgeting process, the DIA Team including the Board of Directors worked to develop a budget that would have the foresight to meet the challenges the 2020-2021 school year might bring financially. Throughout the development process, the needs for equipment and supplies to address CDC and instructional needs was a high priority. To address those needs, the DIA Team combined the use of general education funds, grant funds and CARES Act funding to set aside significant financial resources to address three critical areas: Instructional Technology, Cleaning and Disinfecting Supplies and Services, and PPE.

The DIA team also took into consideration the possibility of potential budget deficits due to decreased per pupil funding and/or decreased enrollment. With that in mind, several budget scenarios were created to address staffing models, additional staffing needs based on instructional models, and redeployment and/or redefinition of staff responsibilities, should these occur.

We also recognize that certain students require different levels of in-person instruction based on age and developmental learning needs. Hybrid scheduling can help ensure that social distancing within the groupings can be maintained, and mitigate viral transmission, by decreasing the number of students and staff each individual has to interact with, particularly during arrival, class transitions, and dismissal. DIA’s administration has been developing current staff, and recruiting new staff, to fulfill roles that will assist all students’ needs during our hybrid model and remote learning. This includes special attention to develop roles that address student and staff health, as well as social and emotional well-being.

The health and wellbeing of our students and staff is always our top priority. DIA does not provide bus transportation for our students. The entirety of our student population either walks to and from school or is dropped off and picked up from school daily. As mentioned earlier, we will conduct a thorough screening upon arrival, and students will be sent home each day with a health questionnaire to be returned on their next face-to-face instructional day before entering the building. This questionnaire, along with a



temperature scan, will allow us to have a brief and early indication as to how the student feels, and if they will be admitted into the school for instruction that day.

We understand that many of our students' families trust DIA to provide our students with a healthy meal, daily, during the regular school year. During this unprecedented time, DIA is committed to providing meals to all of our students daily, even on remote learning days. When students are in the building, with their Hybrid Schedule Group, they will be provided with lunch in their classrooms following all CDC guidelines. Our Food Service Provider (Variety) will train and monitor their staff on the CDC guidelines in order to ensure all of the proper protocols for cleanliness and safety are being followed.

On days when students are learning remotely, grab-and-go meals will be provided for families. We will specify a pick-up area outside of the school building for families on days when their child is not receiving face-to-face instruction. In certain instances, meals may need to be delivered to families due to extenuating circumstances. This need will be discussed with the individual family and a plan will be developed by administration. In the event that school has to be closed for face-to-face instruction, this protocol will remain in place and meals will continue to be offered to all of our DIA families on a daily basis.

To ensure the safety of our school community, and cleanliness of our building, we will develop protocols for everyone who plans to enter DIA. All parents, family designee, or visitors must have an appointment to enter the building. A temperature check by an DIA staff member is required prior to entering the building, and they must wear a mask at all times. We will limit entry to only the necessary family members for the appointment.

All DIA students, staff, and approved visitors will be asked to complete a symptom screener questionnaire each day they are planning on entering the building. If any staff member, visitor, or student comes to school showing symptoms, they will be sent home. Additionally, all staff, students, and visitors will be asked to undergo daily temperature checks once they arrive at school. Anyone with a temperature of 100.4°F or higher will be sent home—students will be sent to a designated room immediately to wait until they are picked up by a parent or guardian, within the hour.

In order to provide transparent and timely communication with parents, and our school community, in terms of operational protocols and procedures, all student and staff handbooks will be updated and distributed in hard copy or digital form prior to the start of the school year. DIA will also provide communication in the form of a bi-weekly newsletter that will be sent home with students and posted on social media platforms.

While we plan to use our CARES Act funding to procure additional devices for families that need them and though it is our intent to ensure that all students are able to access online learning platforms, fiscally, we may not be able to ensure that every student has access to the appropriate technology and connectivity needed to continue learning; however, DIA will offer various supports and resources in the event that a student does not have appropriate connectivity or technology.

As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire Detroit Innovation Academy Community. All of



our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5 hybrid schedule, with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return of the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.

Strongly Recommended protocols we will not implement:

- The DIA custodial staff is contracted through the building owners, and will follow their supervisor's requirements in regards to wearing masks and executing school cleaning and disinfection protocols according to the CDC. Though this information has been communicated to the custodial staff supervisor and they have stated that they are following CDC guidelines and will wear masks when on our side of the building.
- DIA will not convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection as they are contracted staff members, not DIA staff members.
- DIA will not provide advanced training for custodial staff, as they are contracted staff members.
- DIA will not Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies or advocate for ISDs to coordinate with LEMPs.
- DIA will not audit any additional facilities that the district may have access to that could be used for learning.
- While we plan to use our CARES Act funding to procure additional devices for families that need them and though it is our intent to ensure that all students are able to access online learning platforms, fiscally, we may not be able to ensure that every students has access to the appropriate technology and connectivity needed to continue learning; however, DIA will offer various supports and resources in the event that a student does not have appropriate connectivity or technology.
- DIA will not assign a single point of contact in each school to plan and communicate with district technology teams or assign a general technology lead/process leader/. Though, teachers will be able to serve as family technology liaisons and put in help-desk tickets for families who are having technology issues with DIA devices. In the event that a student has an issue that requires attention, we will develop a process that will make it smooth and quick for our parents and students to get their device back so they can continue learning.
- While DIA will develop a procedure for return and inventory of district- owned devices as part of the return to school technology plan, the procedures may not include safely bagging devices collected at school and sanitizing the devices prior to a repair or replacement evaluation, ordering accessories that may be needed over the summer; and conducting prepared maintenance, as stated in the roadmap.



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

Phase 5 Safety Protocols

Detroit Innovation Academy will follow the CDC guidelines, and the guidance of our local public health department, regarding implementing safety protocols while anyone is in our building. DIA plans to ensure the following safety protocols are in place during phase 5 of the Michigan Safe Start Plan:

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Kindergarten through 2nd grade and special education staff will be provided and encouraged to wear clear masks. All K-8 student supply lists included facial coverings; if students or teachers misplace or do not come with a facial covering, one will be provided to them. Facial coverings will be worn in hallways and common areas by all students and staff. Students in grades K-5 and special needs students who remain with their classes throughout the school day and do not come into close contact with students in another class will be encouraged to wear masks in the classroom. Any staff members that are unable to remove facial coverings without assistance or cannot medically tolerate a facial covering as well as students who cannot medically tolerate a facial covering will be sent home and asked to obtain a waiver from a medical official stating so prior to returning. DIA will accommodate all students with special healthcare needs to decrease the risk of Covid-19.
- Cleaning- DIA will continue to replenish all in class hand sanitizing stations, as well as classroom, common area, and bathrooms with at least 60% alcohol hand sanitizer, soap, paper towel, and tissue. Signs will be placed around bathrooms and any areas with a sink to reinforce proper hand washing techniques. Lessons will be taught in all grade levels regarding hand washing, sanitizing, how to cough and sneeze into their elbows or to cover their face with tissue. Student desks will be wiped down with disinfectant periodically throughout the day. K-1 classrooms will also have scheduled hand washing time every 2-3 hours in their classrooms; 2-8 classrooms will sanitize their hands every transition and upon entry and dismissal of the classroom. Hand sanitizing stations will also be setup throughout the school building. K-8 classrooms will have limited shared supplies, and all students will be encouraged to bring their own items to utilize.
- DIA will cooperate with the local public health department regarding implementing protocols for screening students and staff. Upon arrival anyone who enters the building will have their temperature checked with a touchless thermometer and be asked if they have Covid-19 symptoms (posters with visuals of various symptoms (fever, cough, shortness of breath, sore throat) will be displayed, in order for students and staff to know what symptoms that are being referred to). If staff, students, visitors state that they have more than 2 symptoms or a fever of 100.4 within the last 3 days, they will be asked to return home. Staff, students that exhibit 2 more symptoms of Covid-19 will be able to return after 14 days of self-quarantine and/or confirmation of a negative Covid-19 test. All staff and students will be encouraged to also do self-



examinations and temperature checks at home, and if they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home. Anyone who exhibits any respiratory or gastrointestinal symptoms or has a temperature of 100.4 or greater will remain in an isolated area and will be sent home. This area will be an office space in which will undergo a deep cleaned immediately after being used as a quarantine space. Front office staff members and members on the leadership team will continue to care for students until parents and/or guardians have retrieved the student from school.

- DIA will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and will collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- Spacing, Movement and Access- In all classrooms, DIA will space students as far apart as feasible and arrange all desks facing the same direction toward the front of the classroom where feasible. Teachers will be encouraged to maintain six feet of spacing between themselves and students as much as possible. Family members or other guests will not be allowed in the school building except under extenuating circumstances. DIA will post signage to indicate proper social distancing throughout the building. DIA will post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. Art specials will be brought to the classrooms instead of having students move to different locations. Staggered movements at incremental intervals will be used when feasible to minimize the number of persons in the hallways as able. Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. When possible, physical education will be held outside and social distancing of six feet should be practiced.
- All Food Service, Gathering, and Assemblies – serving and cafeteria staff will use barrier protection including gloves and a face covering and wash hands before and after serving meals. All large scale assemblies of more than 50 students are suspended. If field trips occur, they will comply with transportation guidelines and mandatory face coverings will be worn. Whenever possible, recess and gym will be conducted outside with appropriate social distancing. When more than one cohort class is outside, students will be required to wear facial coverings.
- Athletics—indoor spectators will be limited to 50 people, and outdoor stadium events will be limited to 250 people. Students, teachers, and staff will use proper hand hygiene techniques before and after practice, events or gatherings, and will confirm that they are healthy without any symptoms prior to an event. Equipment will be disinfected before and after use. Each participant will use their own individual water bottles.
- Medically Vulnerable students and staff—DIA will review all current plans, including IEPs and 504 plans) and accommodate students with special healthcare needs and update care plans as needed to decrease their risk for exposure to COVID-19. We will also have a plan in place to address requests for alternative learning arrangements or work assignments.

Phase 5 Mental & Social-Emotional Health



We have been, and will continue to be, committed to the mental health of our staff, students, and the entire DIA Community.

- DIA will continue to implement mental health screening to students by the recommendation from parents, teachers, and/or other staff members.
- DIA will continue to communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
- DIA will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, 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.
- DIA will establish a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed.
- DIA will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunctions with screening activities and that reference school and community wellness resources.
- DIA will establish ongoing reporting protocols for staff to evaluate physical and mental health status.
- DIA will provide resources for staff self-care, including resiliency strategies.
- DIA will designate a mental health liaison who will work across the school, local public health agencies, and community partners.
- DIA will leverage MDE resources for student and staff mental health and wellness support.
- DIA will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19. DIA will communicate with parents and guardians, via a variety of channels, return to school transition information including a de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

Phase 5 Instruction

The Michigan Safe Schools Roadmap has provided guidance that allows schools to open for in-person instruction when under Phase 5 of the Michigan Safe Start Plan. Under Phase 5, Schools are open for in-person instruction with minimal required safety protocols. Therefore, all students' class schedules will look similar to how they looked prior to the shutdown, with all students engaging in in-person instruction, with continued safety protocols as needed.

DIA commits to and ensures that the following protocols will be carried out in phase 5:

- DIA used various forms of communication to gain feedback from multiple stakeholders, which included parent questionnaires through phone call and/or emails, formal and informal discussions



with staff, parents and community members, and formal surveys given during our summer planning period. We will continue to utilize surveys and feedback forms in order to gain insight and input from our community.

- The instructional vision will be set to ensure that students will have access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Students will take pre-assessments and NWEA adaptive assessments in order to assess their understanding of prerequisite skills and grade-level proficiencies. We will also utilize other forms of formative assessments, screeners, and diagnostics as well. . Students social emotional needs will also be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections and building relationships with students. We will continue to utilize our grade level curriculum, Eureka Math, Wit and Wisdom, CKLA, FOSS and MAISIA Social Studies units to provide rigorous, Common Core aligned curriculum, and support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. DIA will procure addition standard-aligned tools that will aid in differentiation and intervention for both remote and in-person instruction. Our academic coaching teach will conduct checkpoints with teachers around curriculum, pacing and ongoing monitoring of student progress, and specifically hone in on the growth of students who need further acceleration. Though formative and summative assessments, as well as diagnostic assessments, our staff will analyze student data to identify trends and gaps in student learning and design systemic supports and interventions that will aid in accelerating student learning.
- Detroit Innovation Academy's philosophy is that all students learn differently, and we work hard to provide a personalized learning plan in order to ensure their growth and success. It is our mission to ensure all of our students have the necessary resources and support especially when it comes to our students with disabilities. Our students with disabilities will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) no matter the learning platform. During this phase, we will commence intervention and support services in-person and ensure that general and special education teachers collaborate on delivery methods for assessments and instruction as outlined in IEPs. Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021.
- Communication and family supports will be ongoing during this phase. We will continue to keep our parents informed via weekly school reach messages, newsletters, calls, emails, home visits and through our social media sites. We will provide parents with both written and verbal expectations around their child's return to school and information regarding assessments, curriculum, and students' grade-level proficiency. We will also continue to share community resources and strategies to support their child's learning at home and at school.
- Professional Learning has been a key component to our success with remote learning, and will carry on once we are back in the building. Our teachers have done a tremendous job learning how to use innovative online platforms and deliver instruction virtually. We also understand that we need to continue to provide teachers with ongoing professional development to support their growth in this area as well as returning to the classroom. We will ensure that teachers have time



to collaborate and plan. The administrative team will continue to meet weekly with teachers to discuss instructional best practices as well as mental health. We will work together to solve potential problems and follow action steps to be completed at the following week's meeting. We also develop strategies that promote greater student engagement. Encouraging students to teach their peers the concepts that their teachers have taught them.

As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire DIA Community. All of our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5 hybrid schedule, with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return of the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.

Phase 5 Operations

As we plan to reopen Detroit Innovation Academy in September, we will follow, and implement, the majority of the “**Recommended**” protocols outlined in the Michigan Safe Schools Roadmap, unless explicitly identified below. In addition, DIA has worked in close partnership with our sister school Eaton Academy, neighboring schools and districts, public health organizations, and our DIA community to develop protocols, processes, and practices to maximize student learning and public health.

DIA understands that in-person instruction is critical to the academic and social-emotional development of students. In order to ensure that students may return to school in a safe manner, that meets public health guidelines, the district will implement a hybrid scheduling model which will effectively reduce our in-person PreK-8 student population by approximately half on any given day. Through a multifaceted approach that includes specific grade level groupings, social distancing, hybrid scheduling, rigorous health and cleaning protocols, and the use of face coverings, DIA is focused on safely bringing students and staff back for in-person instruction.

During this process, the voices of our students, families, and staff have been, and will be, critical to informing us how we resume school. Over the past few months, we have informally surveyed the DIA Community to better understand their thoughts, concerns, and priorities for the fall. Through these discussions we learned that families want increased health protocols and to ensure that all necessary precautions are being taken to ensure our daily school operations are safe for their children.

In developing our facilities plan, we have improved and enhanced our routine cleaning and disinfecting protocols. To protect the health of our staff, students, and the entire DIA Community, we will enhance nightly cleaning, increase daytime janitorial presence with additional personnel, and utilize an additional trained custodial response team for increased cleaning and disinfection in the event of a confirmed case of



COVID-19 at DIA. The entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed throughout the day.

If a student or staff member gets sick, a trained custodial response team will disinfect the area in accordance with CDC guidelines using EPA-approved cleaning and disinfecting products. They will wear PPE where appropriate, and close off the affected areas for 24 hours, to allow for proper ventilation and viral load reduction.

Keeping in accordance with Michigan Safe Schools Roadmap, in July and continuing through the first month of school, DIA will perform a comprehensive facilities check. This will allow us to do a comprehensive inventory, create a needs assessment for supplies and equipment, and develop a thorough and responsive protocol for cleaning and disinfecting. Our facilities plan leading up to the opening of school may look similar to the timeline below:

May – June

- Custodial and maintenance staff deep clean the entire building and continue to do so throughout the summer.

July:

- Inventory PPE supplies and equipment to develop a needs assessment for high need items so they can be ordered/delivered prior to the start of school.
- School-wide audit of cleaning supplies and equipment with custodial and maintenance staff to develop a needs assessment.
- Order PPE, safety supplies, cleaning supplies and equipment, as well as, COVID protocol signage.

August

- Multiple school walkthroughs by administration and custodial teams to determine high touch areas, develop classroom logistics, map out signage, develop cleaning checklist and quick response protocols.
- Conduct walkthroughs with small groups of teaching staff to discuss and elicit feedback about facilities plan and protocols.
- After the walkthrough and review process, order any additional necessary supplies and/or equipment for classroom use, office use, maintenance, custodial and security.
- Develop procedures highlighting areas of the building and entrances that will be utilized for staggered arrival and dismissal times as well parent and visitor access and new outdoor dismissal procedures
- Post additional signage for visitor access protocols at the main entrance and notify the entire DIA Community of these protocols through emails, robocalls, school website, and social media platforms.
- Develop a return and inventory procedure for DIA devices to be used as part of our technology plan
- Coordinate with Wayne RESA Intermediate School District and Detroit Health Department, in order to review facilities plans and seek guidance and/or assistance in terms of protocols, additional needs, and supplies.



- Publish DIA's schoolwide operation plan on the school's website and social media platforms (along with Safety and Instructional Plans.) Plans will be mailed home and follow up phone calls will be made to ensure our families received the plans.
- Schedule and conduct multiple parent and community information sessions to discuss DIA's facilities plans, as well as our Instruction and Safety plans. Sessions will be held virtually, as well as face-to-face, following all CDC protocols.
- Create virtual school walkthrough and school day simulation videos to show parents the learning environment, cleaning procedures, and safety protocols. These videos will be posted on the school's website and social media platforms.
- All facility signage posted inside and outside of the building.

September - Ongoing

- First week of school daily checks with all staff about facilities plan and adjustments made where necessary.
- Nightly and Wednesday deep cleaning protocols begin
- Walkthrough and audits of facilities plan conducted twice weekly.
- **In the event that school has to be closed for face-to-face instruction, our cleaning and disinfecting procedures will remain in place and we will follow all of the "Strongly Recommended" protocols outlined in the Michigan Safe Schools Roadmap.**

With Detroit Innovation Academy's enhanced facilities and safety protocols, school will look and feel different this year. Following public health guidance, our school will welcome half of our normal class size and school size into the building on any given day. Staff and students will complete daily symptom screeners before entering the school, have their temperatures taken upon entering the building, wear face coverings, and students will come to school for only two days a week. Supporting these measures requires a considerable investment, which we are fully committed to making.

To ensure the safest possible learning environments, we will purchase disposal masks as well as reusable cloth face masks to support every student and staff member, we will ensure that all hand sanitizer dispensers are full throughout the day, each classroom or gathering area will have multiple containers of disinfectant wipes, disinfectant sprayers, and additional PPE for specialty roles.

During the fiscal year 2021 budgeting process, the DIA Team including the Board of Directors worked to develop a budget that would have the foresight to meet the challenges the 2020-2021 school year might bring financially. Throughout the development process, the needs for equipment and supplies to address CDC and instructional needs was a high priority. To address those needs, the DIA Team combined the use of general education funds, grant funds and CARES Act funding to set aside significant financial resources to address three critical areas: Instructional Technology, Cleaning and Disinfecting Supplies and Services, and PPE.

The DIA team also took into consideration the possibility of potential budget deficits due to decreased per pupil funding and/or decreased enrollment. With that in mind, several budget scenarios were created to



address staffing models, additional staffing needs based on instructional models, and redeployment and/or redefinition of staff responsibilities, should these occur.

We also recognize that certain students require different levels of in-person instruction based on age and developmental learning needs. Hybrid scheduling can help ensure that social distancing within the groupings can be maintained, and mitigate viral transmission, by decreasing the number of students and staff each individual has to interact with, particularly during arrival, class transitions, and dismissal. DIA's administration has been developing current staff, and recruiting new staff, to fulfill roles that will assist all students' needs during our hybrid model and remote learning. This includes special attention to develop roles that address student and staff health, as well as social and emotional well-being.

The health and wellbeing of our students and staff is always our top priority. DIA does not provide bus transportation for our students. The entirety of our student population either walks to and from school or is dropped off and picked up from school daily. As mentioned earlier, we will conduct a thorough screening upon arrival, and students will be sent home each day with a health questionnaire to be returned on their next face-to-face instructional day before entering the building. This questionnaire, along with a temperature scan, will allow us to have a brief and early indication as to how the student feels, and if they will be admitted into the school for instruction that day.

Under Phase 5 we will resume use of our lunchroom and gym. We will continue to use social distancing when possible and we will ensure that the environment is kept to very high standards of cleanliness and protocol. Our Food Service Provider (Variety) will train and monitor their staff on the CDC guidelines in order to ensure all of the proper protocols for cleanliness and safety are being followed. By resuming the use of our gym special protocols will be in place to ensure the safety of our students and staff. Physical Education equipment will be disinfected several times throughout the day and students will be required to use the highest levels of hygiene which will include washing their hands and face during activities. Athletic programs may be resumed during Phase 5 as well and will follow all guidelines recommended by the ISD and local health department.

To ensure the safety of our school community, and cleanliness of our building, we will continue protocols for everyone who plans to enter DIA. Limited parents, family designee, or visitors will be allowed in the building at one time. A temperature check by an DIA staff member is required prior to entering the building, and they will continue to wear a mask at all times.

All DIA students, staff, and approved visitors will be asked to complete a symptom screener questionnaire each day they are planning on entering the building. If any staff member, visitor, or student comes to school showing symptoms, they will be sent home. Additionally, all staff, students, and visitors will be asked to undergo daily temperature checks once they arrive at school. Anyone with a temperature of 100.4°F or higher will be sent home—students will be sent to a designated room immediately to wait until they are picked up by a parent or guardian, within the hour.

In order to provide transparent and timely communication with parents, and our school community, in terms of operational protocols and procedures, all student and staff handbooks will be updated and distributed in hard copy or digital form prior to the start of the school year. DIA will also provide



communication in the form of a bi-weekly newsletter that will be sent home with students and posted on social media platforms.

While we plan to use our CARES Act funding to procure additional devices for families that need them and though it is our intent to ensure that all students are able to access online learning platforms, fiscally, we may not be able to ensure that every student has access to the appropriate technology and connectivity needed to continue learning; however, DIA will offer various supports and resources in the event that a student does not have appropriate connectivity or technology.

Our plan allows for a smooth transition to full-time remote learning in the event that a student tests positive for COVID. We also understand that some families will prefer to keep their children home. In recognition of the unprecedented nature of this pandemic and the need for flexibility, these specific instances will be discussed with the family, and a plan will be developed individually to meet the needs of the student.

As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire DIA Community. All of our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5, hybrid schedule with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return to the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.

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- DIA will not convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection as they are contracted staff members, not DIA staff members.
- DIA will not provide advanced training for custodial staff, as they are contracted staff members.
- DIA will not Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies or advocate for ISDs to coordinate with LEMPs.
- DIA will not audit any additional facilities that the district may have access to that could be used for learning.
- While we plan to use our CARES Act funding to procure additional devices for families that need them and though it is our intent to ensure that all students are able to access online learning



platforms, fiscally, we may not be able to ensure that every student has access to the appropriate technology and connectivity needed to continue learning; however, DIA will offer various supports and resources in the event that a student does not have appropriate connectivity or technology.

- DIA will not assign a single point of contact in each school to plan and communicate with district technology teams or assign a general technology lead/process leader/. Though, teachers will be able to serve as family technology liaisons and put in help-desk tickets for families who are having technology issues with DIA devices. In the event that a student has an issue that requires attention, we will develop a process that will make it smooth and quick for our parents and students to get their device back so they can continue learning.
- While DIA will develop a procedure for return and inventory of district- owned devices as part of the return to school technology plan, the procedures may not include safely bagging devices collected at school and sanitizing the devices prior to a repair or replacement evaluation, ordering accessories that may be needed over the summer; and conducting prepared maintenance, as stated in the roadmap.

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Thursday, August 13, 2020 11:43 PM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

Thank you for your recent submission of your COVID-19 Preparedness and Response Plan Submission.

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