



Inkster Preparatory Academy COVID-19 Preparedness and Response Plan

Address of School District: 22735 Woodsfield

District Code Number: 82762

Building Code Number(s): 82762

District Contact Person: Shawn Hurt

District Contact Person Email Address: shurt@inksterprep.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: mroman@waneyecounty.com

Name of Intermediate School District: Inkster Preparatory Academy

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 08/12/2020





August 13, 2020 [via email]

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

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

Dear Mr. Hurt:

I am pleased to inform you that the Plan for Inkster Preparatory Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and 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 written in a cursive style with a large, stylized "C" and "N".

Corey Northrop
Executive Director

cc: Garnet Green, Board President
Deb Rosebush, 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

Inkster Preparatory Academy (the “Academy”)

A special meeting of the Academy Board of Directors was held on the 12 day of August, 2020, at 6:00 p.m.

The meeting was called to order at 6:03 p.m. by Board Member Garnet Green :

Present: Garnet Green, Delphine Oden, Tonya Jenkins and Ernestine Williams

Absent: None

The following preamble and resolution were offered by Board Member Ernestine Williams and supported by Board Member Tonya Jenkins :

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: Garnet Green, Delphine Oden, Tonya Jenkins and Ernestine Williams

Nays: None

Resolution declared adopted.

Ernestine Williams

Print Name: Ernestine Williams
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.

Garnet Green
President, Board of Directors

Board approved: 08/12/2020



COVID-19 Preparedness and Response Plan



Introduction and Overview

Inkster Preparatory Academy (IPA) is a K-6th grade reward school committed to our community and to our students during these uncertain times. IPA understands the importance of putting safety first as the state of Michigan works at providing us guidance concerning the realities of COVID – 19 and how it will impact our students and community members. To the best of our ability, IPA is determined to provide high quality engaging instruction to meet the learning needs of all of our students regardless of whether the instruction is provided online or in person. We will continue to remain flexible as we work with our families in making sure that all our students (ranging from kindergarten through sixth grade) grow as leaders and have the tools they need to stay on pace in their learning.

Since our closing, due to COVID – 19 in March 2020, IPA has provided for each of our students:

- Backpack Success Toolkits (that included all of the learning materials students would need to complete lesson activities and assignments, including school supplies i.e. paper, pencils, and folders)
- Online classes facilitated by their grade level teachers, in all subjects
- Student Support Services/Special Education instruction and support to IPA students with Individual Educational Plans (IEPs)
- Chromebooks to families that have expressed a need for a device
- Computer software program with differentiated learning paths based on each student's achievement level through Compass Odyssey
- Weekly breakfast and lunch distribution
- Weekly homework packets in hardcopy for pickup at school and electronic access through our school's website
- Summer Enrichment program to continue the instruction after the end of the school year

The primary guiding principles that Inkster Preparatory Academy used when developing IPA's COVID – 19 plan were based on information from: the *MI Safe Schools: Michigan's 2020 – 21 Return to School Roadmap*; ACCEL schools' options for reopening; ACCEL Employee SY20-21 Workplace Survey results and Inkster Preparatory Academy Modality survey results from IPA parents/guardians.

IPA's COVID – 19 Preparedness and Response Plan was developed by designated IPA administration, staff leadership, teacher volunteers and community members/parents of Inkster Preparatory Academy. IPA's team looked at the results from both the ACCEL Employee SY20-21 Workplace Survey and Inkster Preparatory Academy's Modality survey from IPA parents/guardians to get a gauge on what our community stakeholders wanted for the upcoming 2020 – 21 school year. The majority of IPA families and staff chose a Hybrid or Virtual Model. Considering the safety of IPA students, their families and staff members as a top priority, IPA's team relied on the recommended and strongly recommended instructions for reopening schools





out of the *Michigan's 2020 – 21 Return to School Roadmap* for Phase 1-3 (No in – person instruction, remote only); Phase 4 (In – Person or Hybrid instruction with required safety protocols); and Phase 5 (Schools open for in – person instruction with minimal required safety protocols).

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

Phase 1, 2, or 3 Safety Protocols

Inkster Preparatory Academy is closed for in-person instruction. IPA students will learn in a fully remote format delivered via AMP platform.

The building will be closed to everyone, and IPA staff will work remotely. In-person work will only be done by permitted staff or contractors necessary to conduct minimum basic school operations, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. IPA will not be used by licensed childcare providers.

Variety Food Service personnel preparing food for distribution to IPA students or their families will be permitted and a breakfast and lunch distribution program will be enacted for IPA students and families at the school several days per week with posted hours on school door and on school website.

All inter – school activities, after – school activities and all athletics will be discontinued or suspended.

IPA will be closed for in person instruction, and cleaning will be adjusted to maintain school building functional order.

All busing operations are suspended.





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

Schools use the Student Risk Screening Survey (SRSS) three times per year to assess behavioral needs of students and the school as a whole. Data is reviewed by the school MTSS teams and action plans are created. IPA will implement HIPAA and FERPA compliant universal mental health screening for all students by a trained professional if possible. Screenings will be age appropriate with transparent protocols that protect student confidentiality while adhering to mandated reporting guidelines.

IPA guidelines for identification and rapid referral of at-risk students are communicated to building level support teams. IPA staff will have professional development to prepare for the 2020 – 2021 school year that includes training in adult mental wellness, and trauma informed best teaching practices. IPA staff will also participate in ongoing training and/or professional development, focused on a variety of topics, including: identification of students at risk, proper local referral protocols, self - care and culturally responsive teaching.

IPA will also compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities and that reference school and community wellness resources. MDE resources for students and staff mental health and wellness support will be recommended by Inkster Preparatory Academy during professional development and ongoing weekly professional learning community meetings.

IPA will use a variety of channels, such as emails and designated telephone numbers to IPA stakeholders in an effort to address mental health concerns resulting from COVID – 19. IPA will also communicate with parents and guardians - through different channels such as school website, designated telephone numbers and designated email - information regarding returning to school transitions that involve social emotional health (de stigmatization of COVID – 19, normal behavioral responses to crises, best practices of talking through trauma with children and positive self – care strategies that promote health and wellness). IPA has compiled many wellness resources available on our website to families and staff.

IPA will partner with Wayne County Health Department to support student family referrals, provide resources and materials.

During weekly Professional Learning Community (PLC) meetings, IPA staff will review student academic and social emotional progress. Responsive professional development by At Risk Coordinator will be based on student needs.





Phase 1, 2, or 3 Instruction

Governance

IPA has created a team of teachers, teacher leaders, the Director of Academics and the Head of Schools, as well as, the Regional Vice President and marketing team prepared to gather feedback from IPA families, other staff members, and students about their experiences with remote learning through the online, for teachers, ACCEL Employee SY20-21 Workplace Survey and Inkster Preparatory Academy Modality survey for parents and guardians. In addition, this Return to Instruction and Learning Working Group provides monthly opportunities for stakeholders to give remote program feedback through phone calls; text messages, online websites like Class Dojo; emails; and Zoom meetings in an effort to gather information from stakeholders to evaluate the effectiveness of IPA's online/remote instruction for improvement and effectiveness.

IPA's Return to Instruction and Learning Working Group has designated times to share remote learning plan and revisions of the plan to all stake holders via, online website updates; phone/text updates; email updates, Class Dojo communications and through regular postal mail.

Remote Instruction

IPA's revised lesson plans, based on feedback from all stakeholders, will be available for access through different channels to ensure that all involved have the opportunity to view and provide feedback on the plans.

Remote learning programs such as AMP/Canvass in conjunction with Compass Odyssey and MyAccess (writing) will deliver common core standard aligned curricula and materials taught by staff trained in best practices for engaging, consistent and differentiated online instruction.

All IPA students will take the NWEA MAP assessment at the start of school, remotely and through virtual monitoring. This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

IPA Students who receive support services and have Individual Educational Plans (IEPs), Individualized Family Support Plans (IFSPs) and 504 plans will have their plans reviewed by Student Support Service staff (or Special Education and Resource staff) and General Education Staff. In addition, IPA students/families who receive student support services will be provided with scheduled times and services as outlined in their individualized plans virtually. IPA Student Support Staff and General Education staff will have regularly designated times to plan, monitor progress and discuss the needs of students receiving student support services through Zoom conference meetings.





Communication and Family Supports

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

- **Teacher to Student Communication:** Weekly work plan, email, office hours, Learning Management System using AMP platform
- **Staff to Staff Communication:** Lead Teacher meetings, department meetings and faculty meetings will continue to take place through a minimum of once a weekly but as often as necessary to ensure IPA students and families are being supported
- **Staff to Family/Community:** voice calls, emails, website updates, newsletters, Zoom meetings and AMP platform sharing will happen at least weekly but may take place as often as necessary to ensure that families are aware of academic goals and updates.

Professional Learning

IPA will still conduct Professional Development (as scheduled) and Weekly Staff Meetings through Zoom platform and through possible Virtual websites (i.e. MDE training) to ensure that teachers receive training in equitable instruction; social emotional learning and culturally responsive teaching. In addition, prior to the start of the school year teachers will receive training in the following areas: Creating engaging instruction online; How to use AMP platform effectively; Culturally Responsive Teaching; and Balanced Literacy.

Through weekly virtual staff meetings, IPA staff will share successes and challenges, as well as, share/explore strategies and best practices for more effective learning remotely. These weekly staff meetings will be designed also to share student data to adjust learning objectives and build capacity for becoming better at using all of the online tools and platforms so that instruction will be high quality and engaging.

Monitoring

IPA, with the help of Accel Management, will contact each parent to update online readiness for each student. Based on the data, IPA will provide devices for students who need them. Internet reimbursement will be available to families who currently do not have access. Application submission for reimbursement required to ensure equal access to connectivity.





IPA will use AMP platform and other online tools available (Video check ins, Compass Odyssey time stamps, as well as, PowerSchool) to track attendance on a daily basis.

IPA teachers will continually check the quality of student work and provide IPA students and families with frequent (at least twice a week, but most times instantaneous) feedback so that students and families are highly aware of performance levels and progress through each subject area. IPA staff will also provide frequent opportunities for students and parents to give feedback regarding student performance and student progress.

Phase 1, 2, or 3 Operations

Facilities

IPA Head of School, with guidance from Wayne County Health Department (WCHD), and cleaning service managers will work to make sure that an audit of materials, cleaning supplies and disinfectant supplies has taken place before school and is continually monitored as the school year progresses. IPA's contracted cleaning service will continue to maintain schools in good working condition so that student return will be an easy transition.

IPA Head of School, under guidance from WCHD will work closely with cleaning service to make sure that school cleaning and disinfection protocols are adhered to in accordance with CDC School Decision Tree. IPA's custodial staff will wear surgical masks while performing cleaning duties.

IPA Head of School, under guidance from WCHD, will work with cleaning staff and all pertinent personnel to coordinate a plan for use of IPA building to facilitate essential actions such as food distribution, elections, childcare, and essential workers.

IPA administration will continue to coordinate with Local Emergency Management for support in obtaining cleaning and disinfection supplies for the school.

Technology

IPA will conduct a second survey (IPA Readiness for Online Learning Survey) for IPA families to determine their readiness for virtual learning. Based on the data, IPA will provide devices for students who need them. Internet reimbursement will be available to families who currently do not have access. Application submission for reimbursement required to ensure equal access to connectivity.





IPA has a designated point of contact for planning and communicating with technology teams. IPA is developing a technology plan that will guide the school in technology use especially in regard to training and supporting IPA staff for successful remote instruction. IPA has designated the Curriculum Director and an additional teacher as leads for technological support. IPA will work on finding possible parent volunteers to support this process.

Point of contact and lead contact (for technology) will be posted on the school website to ensure that IPA students and parents can communicate technological issues with someone who can support them in a timely manner and obtain a working device as quickly as possible.

IPA has a student device loan contract for IPA students and families that outlines appropriate use and care of device. Additionally, IPA has a parent sign out log to track devices that have been lent out to students. Besides communicating to students and parents regarding proper sanitization methods for devices, IPA will also develop a monitoring system for ordering accessories and conducting prepared maintenance.

IPA will continue to use FIT Technologies services to: evaluate Wi Fi access points and wired network device testing and monitor devices usage and online compliance with online learning programs.

IPA Curriculum Director, point of contact, and/or FIT Technologies will check with teachers on a daily basis to provide troubleshooting support to students and families having problems with accessing the internet or learning platforms. Also, Head of School will work with Curriculum Director and Point of contact with creating a schedule of on – going staff training using online platforms and tools.

IPA will continuously review and update relevant technology policies, that include data privacy policies, acceptable use policies and policies related to accidental damage, theft and loss of technology. IPA will work diligently to make sure that every student has access to the appropriate technology and connectivity needed to continue learning through IPA device loaning program and internet reimbursement program.

Budget, Food Service, Enrollment and Staffing

IPA will provide IPA staff with instructional programming, instructional resources and materials to students as feasible. IPA will use the AMP/Canvass platform and Compass Odyssey, along with Zoom and Google Classroom. Both AMP/Canvass platform and the Compass Odyssey program are loaded with grade level content for all subject areas and include differentiated learning opportunities for IPA students according to performance levels and progress.





IPA will adhere to MDE guidelines and flexibility polices for hiring remotely. IPA administrators will coordinate Variety Food Service to provide students with meals, through food distribution, and alternate meal options to IPA families. IPA will put food service processes in place, along with food distribution and device distribution. All plans involving food distribution and device distribution will be communicated with IPA custodial service and dates/times will be posted on school's website and on the actual doors of the IPA building.

IPA will communicate attendance expectations and time on schooling by grade level for students and teachers before the school year starts and continuously throughout the school year. IPA expectations:

- IPA students will attend all online classroom sessions as outlined by teacher.
- IPA students will complete and turn in all assignments as outlined by teacher.
- A special meeting with families will be conducted if a student misses 2 sessions without prior notice or relaying of emergency situation

IPA families will also be able to access attendance and classroom assignment expectations through school's website. Teachers will be expected to keep daily attendance for students in accordance with flexible class scheduling. Special meetings will be held for families of students who are missing 2 class sessions in an attempt to remedy the situation and provide a solution to any issues that may affect the child's grades.

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

Phase 4 Safety Protocols

Personal Protective Equipment

All IPA staff will wear facial covering except for meals. Although IPA will have basic surgical masks available, IPA staff will be able to wear their own homemade facial coverings. Homemade masks should be washed daily and disposable facial coverings should be disposed of at the end of each day. Only staff that have medical reasons for not being able to wear a mask and/or do not have the ability to remove their mask due to incapacitation will not be expected to wear a facial covering.

All IPA students (K – 6) will wear facial coverings, including students with special needs, while in the classroom, in the hallways and in common areas, except for meals. IPA will have basic surgical masks available although students may wear appropriate homemade masks. Parents and students will be reminded daily that homemade masks should be washed daily and disposable facial coverings should be disposed of at the end of each day. Only students who cannot





medically tolerate facial coverings or are unable to take off a facial covering due to incapacitation will not be expected to wear a facial covering.

IPA students (K – 6th) who ride the bus are expected to wear a facial covering during school transportation. Transportation contracted by IPA must ensure that their drivers wear a facial covering during school transportation of children. Only students who cannot medically tolerate facial coverings or are unable to take off a facial covering due to incapacitation will not be expected to wear a facial covering.

IPA staff will communicate the importance of making sure that students dispose of their masks at the end of a day or wash homemade facial coverings at the end of a day.

Hygiene

IPA will provide supplies (soap, hand sanitizer with at least 60% alcohol) for safe use by students and staff) that support healthy hygiene behaviors. IPA will also supply paper towels and tissue, as needed for each classroom.

IPA will train teachers in proper handwashing (with soap and water for at least 20 seconds) and safe use of hand sanitizer that contains at least 60% alcohol so that teachers can teach their students. Proper handwashing and/or sanitizing will be taught and reinforced throughout the day, especially before eating, after using the bathroom, and after coming in contact with coughing, sneezing, and/or touching commonly used objects.

IPA office personnel will work closely with custodial staff and teachers to frequently check and refill soap/ sanitizing containers. Teachers will follow a schedule with handwashing with soap and water every 2 – 3 hours, especially before eating.

IPA staff will ensure that each student has their own labeled set of writing utensils and student materials to minimize sharing of personal items. IPA teachers will also be required to disinfect items shared by small groups between use.

IPA will set up portable hand sanitizing stations throughout the school.

Spacing

IPA will ensure that desks in classrooms are at least six feet apart and all face the same direction to prevent spread of germs. Classes will be kept to 12 students or less. Large tables that are used in the classroom will still be marked to maintain six feet spacing. IPA teachers will maintain six feet of spacing between themselves and students as much as possible.

IPA families and other guest will not be allowed in the school building except under extenuating circumstances (student emergency pick up and parent drop offs to office).

In addition, IPA will have special signage that indicates proper social distancing in the following ways:





- Floor tape or other markers that are placed at six foot intervals to indicate line formation
- Social distancing floor or seating markings in waiting and reception areas
- Posted signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques
- Screening, facial covering requirement, hand sanitizing prior to entering building will be available to families and guest who have to enter the building
- Logs completed that show the name, date and time when non-school employees or other visitors have entered and/or exited the building.

IPA will encourage staff to open windows in classrooms whenever appropriate and possible. IPA administration will consistently monitor hallways and common areas to ensure that groups are not forming and social distancing is being adhered to.

IPA will strive for “specials” such as art and language be “brought” or conducted in the classrooms instead of having students move to different locations.

IPA plans for students to participate in a hybrid educational model that allows for proper social distancing. Half of IPA students will attend classes for half of the day while for the second half of the day teachers will provide online instruction to students who are home. The following week, the other half of IPA students will attend classes for half of the day while the students who are at home will receive instruction online. IPA will designate a space where students, who must be in school for longer periods of time, can remain and can participate online. This designated space will be clearly marked and furnished in a manner consistent with six feet apart social distancing.

IPA will designate certain administrators to be at specific locations to greet students and make sure that students are not congregating in the entrances or in the halls. This will happen during both arrival and dismissal times.

IPA will conduct Physical Education (P.E.) outdoors as much as possible or bring P.E. to the classroom keeping in mind social distancing.

IPA students will practice moving in one direction when on the right side of the school hallway and moving the opposite direction when on the left side of the school hallway. IPA will have signage and markings to indicate these directional flows.

IPA will have a separate entrance and exit to allow traffic flow to move in one direction to foster proper social distancing and avoid unnecessary grouping of students.

Screen Students and Staff





IPA will cooperate with Wayne County Health Department regarding implementation of protocols for screening students and staff.

IPA has designated a quarantine area and will designate a staff person to monitor and care for students who become ill at school. In addition, IPA will keep a record of students who have been placed in quarantine noting – name; date; and time electronically or on paper.

IPA students who become ill with symptoms of COVID – 19 will be placed in the designated quarantine area with a surgical mask in place until they are picked up. IPA staff person designated to monitor quarantined students will be required to wear a mask. Certain students with special needs who require aerosolized procedures will require staff to wear a N95 mask.

IPA will require students sent home from school to be kept home until they have tested negative or have completely recovered according to CDC guidelines.

IPA parents or guardians will not be allowed in the school building except under extenuating circumstances, as determined by Head of Schools and if allowed only one parent may be permitted to enter. In addition, parents are encouraged to check their children’s temperature at home every morning using oral, ear or temporal scanners. Students with temperatures of 100.4 or greater should stay home and consider testing if no other explanation is available. In addition, IPA Administrators and staff will encourage parents to monitor their children for symptoms of COVID – 19, including coughs, congestion, shortness of breath, or gastrointestinal symptoms every morning. If any of these symptoms are present parent should keep the child home from school and seek testing.

IPA staff will be encouraged to conduct self – examination and that they should stay home if they discover the following symptoms: respiratory or gastrointestinal systems or a temperature 100.4 or greater. IPA staff may return after testing negative for COVID-19. IPA will keep a log, of employees who are screened, either electronically or on paper.

Responding to Positive Tests Among Staff and Students

IPA administration will notify local health officials, staff, and students immediately of any possible case of COVID – 19 while maintaining confidentiality consistent with Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The local health department will initiate any contact tracing, following regular public health practice. Anyone who was within close contact (less than six feet away for 15 minutes) will be asked to self-quarantine for up to 14 days after exposure.

IPA will, as much as possible, guide staff with confidentiality laws and statues that protect students’ and staff’s health information. IPA staff will not participate in discussions of a positive test of a student or staff.





IPA employees with a confirmed case of COVID – 19 should only return to the workplace after they are no longer infectious as outlined by Wayne County Health Department and local health officials using the most current guidelines from the CDC for this determination.

IPA custodial service will wear a surgical mask, gloves and a face shield when performing cleaning of these areas. If possible, small classroom areas and/or quarantine rooms should be closed for 24 hours cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities

IPA will prohibit indoor assemblies that bring together students from more than one classroom. IPA will offer telecasted assemblies if possible. IPA will socially distance areas where students eat meals at school or require students to catch each in classroom and outdoor areas.

IPA will make sure that seating is arranged with six feet distance between students, if the cafeteria is used for meals. Serving and cafeteria staff will use barrier protection including gloves, face shields and surgical mask. In addition, IPA students, teachers, and food service staff will wash hands before and after every meal. IPA will distribute meals with disposable utensils.

IPA students, teachers and staff will wash hands before and after every event. IPA will not hold assemblies with a group of more than 50 students. IPA will not have off site field trips where bus transportation is needed to reach an indoor location. IPA teachers will conduct recess for their classrooms outdoors whenever possible but social distancing of students must be maintained. If more than one classroom is outside for recess, all students and staff will be expected to wear a face recovering.

Athletics

IPA is a K – 6th grade school and does not anticipate any athletic games taking place during the 2020 – 21 school year, therefore the protocols related to athletics are not applicable.

Cleaning

IPA Administration will work closely to ensure and monitor that:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either and EPA approved disinfectant or diluted bleach solution.
- Libraries, computer labs and other hands on classrooms will undergo cleaning after every class with an EPA approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with an EPA approved disinfectant or diluted bleach solution after every class.





- Playground structures will undergo normal routine cleaning but an EPA approved disinfectant or diluted bleach solution is not needed.
- Cleaning and disinfectant products are properly secured and out of reach of children. IPA will also ensure and monitor that these products are used with proper ventilation.
- Staff will wear gloves, surgical mask and face shields when performing all cleaning activities.

Busing and Student Transportation

IPA administration will monitor that our contracted transportation service is requiring the use of hand sanitizer and that hand sanitizer is supplied on the bus. In addition, the bus driver, staff and all students in grades K-6th, medically able, must wear facial coverings while on the bus. *There may be occasions when the bus driver is unable to wear a facial covering. Decisions regarding this will be determined on a case – to – case basis with local public health officials.

Bus service will make sure to clean and disinfect transportation vehicles before and after every transit route but not in the presence of students. In addition, clean and disinfect frequently touched surfaces on the bus prior to picking up students for arrival and dismissal.

IPA will notify parents to pick up their student in the event that their student develops COVID - 19 symptoms after being dropped off at school. IPA students that become sick during the day will not be allowed to use group transportation to return home.

In the event that a bus driver becomes sick during the day, they will not be permitted to return to drive students. In addition, bus drivers who become sick must follow guidelines as described by the CDC on when they may be permitted to return to work and/or transport students. The transportation company must inform the school if a driver has become sick with COVID – 19 and inform the driver has met the requirements for returning to work and/or transport students.

The transportation company will make sure that the buses are properly ventilated while cleaning. Also, if weather and safety permits, drivers must keep windows open to help reduce spread of the virus and increase air circulation within the bus.

Medically Vulnerable Students and Staff

IPA will designate a team of people to include an administrator, a student support service/special education teacher and grade level teacher to systematically review all current plans (Individualized Health Plans, IEPs, IFPs and 504 plans) to ensure that students with special healthcare needs are being accommodated in an appropriate manner that reduces their risk of being exposed to COVID – 19.

IPA will also create a survey for students/families and staff to self - identify as high risk for severe illness due to COVID – 19 and have a plan in place to address request for alternative learning arrangements or work reassignments.





IPA will accommodate for medically vulnerable students in the following ways:

- Revise students learning plan and increase feedback and input from teachers, families, students and school leader to improve the learning plan's effectiveness
- Share accommodated learning plans with all stakeholders
- Provide staff designated to quarantine area with N95 masks to accommodate students who have nebulizers or aerosol generating procedures
- Minimize face to face interactions for staff who are high risk for severe illness by possibly modifying job responsibilities to limit exposure risk and increase virtual work if possible.

Phase 4 Mental and Social - Emotional Health

Schools use the Student Risk Screening Survey (SRSS) three times per year to assess behavioral needs of students and the school as a whole. Data is reviewed by the school MTSS teams and action plans are created. IPA will implement HIPAA and FERPA compliant universal mental health screening for all students by a trained professional if possible. Screenings will be age appropriate with transparent protocols that protect student confidentiality while adhering to mandated reporting guidelines.

IPA guidelines for identification and rapid referral of at-risk students are communicated to building level support teams. IPA staff will have professional development to prepare for the 2020 – 2021 school year that includes training in adult mental wellness, and trauma informed best teaching practices. IPA staff will also participate in ongoing training and/or professional development, focused on a variety of topics, including: identification of students at risk, proper local referral protocols, self - care and culturally responsive teaching.

IPA will also compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities and that reference school and community wellness resources. MDE resources for students and staff mental health and wellness support will be recommended by Inkster Preparatory Academy during professional development and ongoing weekly professional learning community meetings.

IPA will designate a point person to centralize mental health referrals, communications to families/students and public facing wellness materials. IPA will also communicate with parents and guardians - through different channels such as school website, designated telephone numbers and designated email - information regarding school transitions that involve social emotional health (de stigmatization of COVID – 19, normal behavioral responses to crises, best practices of talking through trauma with children and positive self – care strategies that promote health and wellness). IPA has compiled many wellness resources available on our website to families and staff.





IPA will partner with Wayne County Health Department to establish a crisis management plan that gives a balance of internal and external community – based resources that can be activated efficiently as needed in the event of a crisis (i.e. loss of student, loss of staff member, etc..). In addition, IPA will support student, family, and staff referrals. IPA will provide updated list of wellness resources and materials for both IPA students and IPA staff in conjunction with screening activities that reference school and community wellness resources.

IPA will develop ongoing reporting protocols for school staff to evaluate physical and mental health status, as well as, provide resources for staff self – care, including resiliency strategies. IPA’s point person will work across the school, local public health agencies and community partners to ensure that proper channels are available for school stakeholders to address mental health concerns resulting from COVID – 19 (through a designated email or possible hotline).

Phase 4 Instruction

Governance

IPA has created a team of teachers, teacher leaders, the Director of Academics and the Head of Schools, as well as, the Regional Vice President and marketing team prepared to gather feedback from IPA families, other staff members, and students about their experiences with remote learning through the online – survey for teachers, *ACCEL Employee SY20-21 Workplace Survey* and *Inkster Preparatory Academy Modality survey* for parents and guardians. In addition, this Return to Instruction and Learning Working Group provides monthly opportunities for stakeholders to give remote program feedback through phone calls; text messages, online websites like Class Dojo; emails; and Zoom meetings in an effort to gather information from stakeholders to evaluate the effectiveness of IPA’s online/remote instruction for improvement and effectiveness.

IPA’s Return to Instruction and Learning Working Group has designated times to share remote learning plan and revisions of the plan to all stake holders via, online website updates; phone/text updates; email updates, Class Dojo communications and through regular postal mail.

Hybrid Instruction

IPA’s revised lesson plans, based on feedback from all stakeholders, will be available for access through different channels to ensure that all involved have the opportunity to view and provide feedback on the plans.

IPA’s Hybrid learning program will be activated at scale using online platforms such as AMP/Canvass in conjunction with Compass Odyssey and MyAccess (writing) to deliver common core standard aligned high quality curricula during online learning and comparably high quality standard based instruction for in person learning. Both online materials and in person consumable materials (Journeys, Go Math, Science Fusion and Harcourt Social Studies) will be





taught by staff trained in best practices for engaging, consistent and differentiated lessons both online and in person.

All IPA students will take the NWEA MAP assessment three times during the school year (at the beginning of the school year, midway through the school year and at the end of the school year) at the start of school, in person (and remotely for students needing accommodations who are identified as having a high risk from severe illness due to COVID 19 concerns). This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

IPA staff will provide social emotional learning activities for students based on training that they received during pre – service training and attend to the social emotional needs, as much as possible, of each student.

IPA Head of Schools and Director of Academics will work with teacher leaders and staff to create a feasible schedule that incorporates both online and in person instruction for daily instructional times, per subject, based on the needs of the students and their different grade level bands. Besides the NWEA growth assessments, staff will conduct grade level screeners, daily checks for understanding after each lesson, and weekly assessments. In this way IPA can collect updated data that helps IPA staff to better inform, adjust and differentiate instruction.

IPA Students who receive support services and have Individual Educational Plans (IEPs), Individualized Family Support Plans (IFSPs) and 504 plans will have their plans reviewed by Student Support Service staff (or Special Education and Resource staff) and General Education Staff. In addition, IPA students/families who receive student support services will be provided with scheduled times and services as outlined in their individualized plans both in person and virtually. IPA Student Support Staff and General Education staff will have regularly designated times to plan, monitor progress and discuss the needs of students receiving student support services through Zoom conference meetings, emails, telephone and if warranted, in person meetings that respect social distancing policy.

Communication and Family Supports

IPA Teachers will communicate with IPA students and their families through a variety of methods that include but are not limited to: Zoom; Google Classroom; AMP/Canvass, Compass Odyssey, MyAccess Writing; email; telephone; text message; Class Dojo and through written correspondence. Individual check -ins will happen with children and families at least weekly through email, telephone calls, and virtual office hours. Additionally, IPA Student Support Services teachers and other service providers will set suggested structures for in person, as well as, remote completion of student academic work, this will follow established guidelines and be developmentally appropriate. Teachers will collaboratively create and share with families a weekly learning plan verbally and through AMP platform to structure learning experiences for





students. Staff will participate in district professional development and weekly meetings to support this work.

IPA's Hybrid scheduling, Assessment times, grade level proficiencies in core subjects, weekly targets and learning plans will be communicated to parents continuously throughout the year and through different means. In addition, this information can be found on the school's website and through the online platforms that will be used which include, but not limited to, – AMP/Canvass platform; Compass Odyssey learning; MyAccess Writing and Class Dojo. In addition, teachers will provide feedback to students and parents for reflection on a daily basis (many times instantaneously) or at least once a week.

- **Teacher to Student Communication:** Weekly work plan, email, office hours, Learning Management System using AMP platform
- **Staff to Staff Communication:** Lead Teacher meetings, department meetings and faculty meetings will continue to take place through a minimum of once a weekly but as often as necessary to ensure IPA students and families are being supported
- **Staff to Family/Community:** voice calls, emails, website updates, newsletters, Zoom meetings and AMP platform sharing will happen at least weekly but may take place as often as necessary to ensure that families are aware of academic goals and updates.

Whenever possible and in respect of social distancing policies, IPA will hold in person meetings with parents of no more than 25 in order to provide workshops on how to: use technology, create learning spaces in the home; help students stick to a hybrid schedule; and expectations for students and parents while learning within a hybrid model. IPA may also conduct virtual meetings for parents who are unable to attend in person.

Professional Learning

IPA Head of Schools will work with school leaders to coordinate and conduct Professional Development (as scheduled for pre service and throughout the year) as well as, weekly staff meetings through, in person meetings when social distancing can be maintained, through Zoom platform and through possible Virtual websites (i.e. MDE training) to ensure that teachers receive training in equitable instruction; social emotional learning and culturally responsive teaching. In addition, prior to the start of the school year teachers will receive training in the following areas: Creating engaging instruction online; How to use AMP platform effectively; Culturally Responsive Teaching; and Balanced Literacy.

Through weekly staff meetings both in person and virtual, IPA staff will share successes and challenges, as well as, share/explore strategies and best practices for more effective learning in the classroom and online. These weekly staff meetings will be designed to allow staff time to plan, document, share student data to adjust learning objectives and build capacity for becoming better at using all of the hardcopy and online tools and platforms so that instruction will be high





quality and engaging. Teachers will also, take time weekly to identify and/or report on students who potentially need additional support so that IPA's RTI team can begin to observe and develop strategies for supporting the students identified.

IPA Head of Schools will work with the Curriculum Director and other school leaders to develop goals and training plans that support new teachers and teachers who are facing challenges with providing quality instruction using a hybrid model. These supports may include additional time participating in target Professional Developments on line, coach modeling, peer observations and observational monitoring for training purposes only.

Instruction

All IPA students will have access to IPA's Hybrid learning program that includes both online and hardcopy consumables:

- AMP/Canvass platform that houses grade level curriculum, pacing and assessments with a variety of supplemental educational tools to help support student learning such as, iReady, Raz-Kids, Newsela, BrainPOP, iXL and Overdrive (<https://www.overdrive.com>) – Online with printable components
- Compass Odyssey (differentiation platform with pathways in math and reading for the individual child based on their MAP assessment RIT score) – Online
- MyAccess (a writing platform for grades 3rd and up) – Online
- Journeys (reading program) – Hard copy consumables with online component
- GoMath (math program) – Hard copy consumables with online component
- Science Fusion (science program) – Hard copy consumables with online component
- Harcourt Social Studies (social studies program) Hard copy consumables

In addition, all IPA staff is expected to attend training and become proficient in delivering instruction using all of the online platforms and hard copy materials at a high level. Both online materials and in person consumable materials (Journeys, Go Math, Science Fusion and Harcourt Social Studies) are standard aligned and will be taught using best practices for engaging, consistent and differentiated lessons.

All IPA students will take the NWEA MAP assessment three times during the school year (at the beginning of the school year, midway through the school year and at the end of the school year) at the start of school, in person (and remotely for students needing accommodations who are identified as having a high risk from severe illness due to COVID 19 concerns). This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

In addition, all IPA staff will participate in weekly meetings that monitor student progression and identify students who may need accelerated instruction or students who may need more support. During these planned meetings IPA staff will take the opportunity to look at trends and gaps in





student learning in order to modify student learning plans, modify instruction or brainstorm interventions for challenge areas. IPA staff will work together to find additional tools that are standard based and appropriate for helping student whether in person or remotely. IPA's expectation is that through consistent planned practice and development students and teachers will become familiar with all online learning platforms and technological tools.

IPA has a plan for additional learning opportunities which include – tutoring for students that struggle outside of the normal school hours, additional technology training and a robust summer enrichment program. IPA will work continuously to develop more meaningful ways to provide additional supports to IPA students and their families in order to attain the best outcomes.

IPA, with the help of ACCEL Management, will contact each parent to update online readiness for each student. Based on the data, IPA will provide devices for students who need them. Internet reimbursement will be available to families who currently do not have access. Application submission for reimbursement required to ensure equal access to connectivity.

IPA teachers take attendance daily and will use AMP platform and other online tools available (Video check ins, Compass Odyssey time stamps, as well as, PowerSchool) to track attendance.

IPA teachers will continually check the quality of student work and provide IPA students and families with frequent (at least twice a week, but most times instantaneous) feedback so that students and families are highly aware of performance levels and progress through each subject area. IPA staff will also provide frequent opportunities for students and parents to give feedback regarding student performance and student progress both in the classroom and online.

Phase 4 Operations

Facilities

IPA Head of School, with guidance from Wayne County Health Department (WCHD), and cleaning service managers will work to make sure that an audit of materials, cleaning supplies and disinfectant supplies has taken place before school and is continually monitored as the school year progresses. IPA Head of School will coordinate with Local Emergency Management Programs (LEMP) for support with obtaining cleaning and disinfection supplies.

IPA Administration will provide guidance that ensures:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either and EPA approved disinfectant or diluted bleach solution.





- Alerts to school custodial and infection control staff of any changes in recommended cleaning guidelines as issued by OSHA and/or the CDC. It is expected that this guidance will be updated in real – time based on the status of community spread across local geographies.
- IPA is encouraged to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- IPA is encouraged to provide advanced training for custodial staff.
- An audit of IPA’s building with a focus on – the number of classrooms available; the capacity/size of each classroom; additional spaces that are available (i.e. the gym, lunchroom, offices, etc.); and the ventilation capability of each room.
- An audit of IPA’s security protocols to decide if any process changes need to be implemented.
- IPA security/staff follow CDC protocols when interacting with the public
- Maintain IPA buildings for in person school operations such as – Check HVAC systems at each building for operation efficiency; changing of air filters; the daily distribution of wastebaskets, tissues and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during onsite movement
- Signage reminding of frequent handwashing, cough etiquette and nose blowing in widely posted throughout IPA buildings and encouraged through various methods of communication
- IPA’s custodial staff is following guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

IPA Head of School, under guidance from WCHD, will conduct and document a facility walk through with the custodial services team to ensure that the classrooms, common spaces and the exterior are ready for staff and students.

IPA administration will procure and have available level 1 facial coverings, including those with a transparent front, for K-6th grade teachers, low income students and students with special needs. In addition, level 1 surgical masks should be procured for cleaning and custodial staff.

IPA will: activate school cleaning and disinfection protocols in accordance with CDC School Decision Tree; ensure that custodial staff is wearing surgical masks when performing cleaning duties; and ensure that IPA building is maintained for resumption of school operations.

Budget, Food Service, Enrollment and Staffing





IPA will assess its protocols for student arrival to include: how students arrive at, and depart from school (i.e. school bus, dropped off via car, walk and or public transportation).

IPA administration will support school by conducting staff and student outreach to understand which staff and which students are returning. For staff this will include a breakdown of the staff according to administrators, educators, support staff, coaches, etc. In addition, IPA administrators will plan for staff who are not returning and staff who are 65 years or have an underlying medical condition and decide not to return. For students, this will include students with preexisting conditions who may need a remote learning environment.

IPA administration is working closely with ACCEL management to assess need for new or additional positions with a specific focus on student and staff wellness, technology support and other COVID – 19 related needs. In addition, IPA administration is working ACCEL management to assess how job responsibilities may shift in light of COVID – 19 and how new or additional responsibilities will be accounted for.

IPA administration is continuously working with ACCEL management to recruit, interview and hire new staff while considering how to redeploy current staff to maximize efficiency and serve core school needs. Wherever possible, IPA will identify and modify staff positions that help high risk staff work remotely. IPA will also provide guidance for recruiting, interviewing and hiring staff remotely as often as necessary.

IPA administration will continue to communicate any student enrollment or attendance policy changes with IPA staff and families. In addition, IPA administration will seek and provide guidance on use of CARES Act funding to make key purchase for school safety (i.e. cleaning supplies, sneeze guards, masks, sanitizing stations, etc.).

IPA administration will coordinate services with related service providers in the school community to identify and address new student and adult needs. IPA admin will also, inventory substitute teachers available and communicate with teachers, students, and families about updates on policies and procedures as they arrive.

IPA administration will verify that student and staff handbooks and planners are available in both print form and electronically online. Master lists will be created to communicate changes to staff during first meetings. Additionally, IPA Head of School, with guidance from Regional Vice President and School Board, will consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID – 19 and share with IPA leaders.

IPA Head of School will engage IPA's Regional Vice President and IPA's Board Members, to engage in budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints and/or additional dollars. IPA Head of School will work with IPA





school leaders to orient new school staff to any operational changes, as well as, create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for IPA staff and students and bell schedules with safety protocols in mind.

IPA administration will collaborate with Variety Food Service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

IPA will conduct a second survey (IPA Readiness for Online Learning Survey) for IPA families to determine their readiness for virtual learning. Based on the data, IPA will provide devices for students who need them. Internet reimbursement will be available to families who currently do not have access. Application submission for reimbursement is required to ensure equal access to connectivity.

IPA has a designated point of contact for planning and communicating with technology teams. IPA is developing a technology plan that will guide the school in technology use especially in regard to training and supporting IPA staff for successful remote instruction. IPA has designated the Curriculum Director and one additional teacher as leads for technological support. IPA will work on finding possible parent volunteers to support this process.

Point of contact and lead contact (for technology) will be posted on school website to ensure that IPA students and parents can communicate technological issues with someone who can support them in a timely manner and obtain a working device as quickly as possible.

IPA has a student device loan contract for IPA students and families that outlines appropriate use and care of devices. Additionally, IPA has a parent sign out log to track devices that have been lent out to students. Besides communicating to students and parents regarding proper sanitization methods for devices, IPA will also develop a monitoring system for ordering accessories and conducting prepared maintenance.

IPA will continue to use our vendor FIT Technologies services to: evaluate Wi Fi access points and wired network device testing and monitor devices usage and online compliance with online learning programs.

IPA Curriculum Director, point of contact, and/or FIT Technologies will check with teachers on a daily basis to provide troubleshooting support to students and families having problems with accessing the internet or learning platforms. Also, Head of School will work with Curriculum Director and Point of contact with creating a schedule of on – going staff training using online platforms and tools.





IPA will continuously review and update relevant technology policies, that include data privacy policies, acceptable use policies and policies related to accidental damage, theft and loss of technology. IPA will work diligently to make sure that every student has access to the appropriate technology and connectivity needed to continue learning through IPA device loaning program and internet reimbursement program. IPA will also provide a technology support plan for families.

IPA Curriculum Director and IPA Teachers will work together to collect all devices that were loaned out during the school closure in an effort to inventory and review tracking and inventory results, as frequently as necessary to evaluate the quality and progress of our school's technology processes with the intent of solving all issues as soon as possible. In addition, this team will use result data and guidance form ACCEL management in developing a long term technology maintenance plan.

Transportation

IPA Head of School, with guidance from IPA Regional Vice President and consultation with contracted bus company, will account for: how many buses and bus drivers will be available or can be made available to Inkster Preparatory Academy; the historical uses of buses for student transport and food delivery; whether or not the bus company was impacted by COVID – 19; the inventory of Bus drivers to relate to the extent of high risk populations; when will finalization of bus procedures for bus drivers and students that are informed by public health protocols take place before school starts.

IPA Head of School will encourage collaboration between transportation and IEP support teams (Special Educators) to monitor changes to students' IEPs and implement accordingly.

IPA Head of School will work with buses to provide food service and delivery of instructional materials where possible.

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

Phase 5 Safety Protocols

Personal Protective Equipment

All IPA staff will wear facial covering except for meals. Although IPA will have basic surgical masks available, IPA staff will be able to wear their own homemade facial coverings. Homemade masks should be washed daily and disposable facial coverings should be disposed of at the end of each day. Only staff that have medical reasons for not being able to wear a mask





and/or do not have the ability to remove their mask due to incapacitation will not be expected to wear a facial covering.

IPA kindergarten through 6th grade teachers are encouraged to wear clear masks.

All IPA students (K – 6) will wear facial coverings, including students with special needs, while in the classroom, in the hallways and in common areas, except for meals. IPA will have basic surgical masks available although students may wear appropriate homemade masks. Parents and students will be advised to wash homemade masks daily and throw away disposable mask at the end of each day. Only students who cannot medically tolerate facial coverings or are unable to take off a facial covering due to incapacitation will not be expected to wear a facial covering.

IPA students (K – 6th) who ride the bus are expected to wear a facial covering during school transportation. Transportation contracted by IPA must ensure that their drivers wear a facial covering during school transportation of children. Only students who cannot medically tolerate facial coverings or are unable to take off a facial covering due to incapacitation will not be expected to wear a facial covering.

IPA staff will communicate the importance of making sure that students dispose of their masks at the end of each day or wash homemade facial coverings at the end of each day.

Hygiene

IPA will provide supplies (soap, hand sanitizer with at least 60% alcohol) for safe use by students and staff) that support healthy hygiene behaviors. IPA will also supply paper towels and tissue, as needed for each classroom.

IPA will train teachers in proper handwashing (with soap and water for at least 20 seconds) and safe use of hand sanitizer that contains at least 60% alcohol so that teachers can teach their students. Proper handwashing and/or sanitizing will be taught and reinforced throughout the day, especially before eating, after using the bathroom, and after coming in contact with coughing, sneezing, and/or touching commonly used objects.

IPA office personnel will work closely with custodial staff and teachers to frequently check and refill soap/ sanitizing containers. Teachers will follow a schedule with handwashing with soap and water every 2 – 3 hours, especially before eating.

IPA staff will ensure that each student has their own labeled set of writing utensils and student materials to minimize sharing of personal items. IPA teachers will also be required to disinfect items shared by small groups between use.

IPA will set up portable hand sanitizing stations throughout the school.

Spacing





IPA will ensure that desks in classrooms are at least six feet apart and all face the same direction to prevent spread of germs, as feasible. Class sizes will be kept to the level afforded by necessary spacing decisions. Large tables that are used in the classroom will still be marked to maintain six feet spacing. IPA teachers will try to maintain six feet of spacing between themselves and students as much as possible.

IPA families and other guests will not be allowed in the school building except under extenuating circumstances (student emergency pick up and parent drop offs to office).

In addition, IPA will have special signage that indicates proper social distancing in the following ways:

- Floor tape or other markers that are placed at six foot intervals to indicate line formation
- Social distancing floor or seating markings in waiting and reception areas
- Posted signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques
- Screening, facial covering requirement, hand sanitizing prior to entering building will be available to families and guest who have to enter the building
- Logs completed that show the name, date and time when non-school employees or other visitors have entered and/or exited the building.

IPA will encourage staff to open windows in classrooms whenever appropriate and possible. IPA administration will consistently monitor hallways and common areas to ensure that groups are not forming and social distancing is being adhered to.

IPA will strive for “specials” such as art and language be “brought” or conducted in the classrooms instead of having students move to different locations.

IPA plans for students to participate in a hybrid educational model that allows for proper social distancing. Half of IPA students will attend classes for half of the day while for the second half of the day teachers will provide online instruction to students who are home. The following week, the other half of IPA students will attend classes for half of the day while the students who are at home will receive instruction online. IPA will designate a space where students, who must be in school for longer periods of time, can remain and can participate online. This designated space will be clearly marked and furnished in a manner consistent with six feet apart social distancing.

IPA will designate certain administrators to be at specific locations to greet students and make sure that students are not congregating in the entrances or in the halls. This will happen during both arrival and dismissal times.

IPA will conduct Physical Education (P.E.) outdoors as much as possible or bring P.E. to the classroom keeping in mind social distancing.





IPA students will practice moving in one direction when on the right side of the school hallway and moving the opposite direction when on the left side of the school hallway. IPA will have signage and markings to indicate these directional flows.

IPA will have a separate entrance and exit to allow traffic flow to move in one direction to foster proper social distancing and avoid unnecessary grouping of students.

Screen Students and Staff

IPA will cooperate with Wayne County Health Department regarding implementation of protocols for screening students and staff.

IPA has designated a quarantine area and will designate a staff person to monitor and care for students who become ill at school. In addition, IPA will keep a record of students who have been placed in quarantine noting – name; date; and time electronically or on paper.

IPA students who become ill with symptoms of COVID – 19 will be placed in the designated quarantine area with a surgical mask in place until they are picked up. IPA staff person designated to monitor quarantined students will be required to wear a mask. Certain students with special needs who require aerosolized procedures will require staff wear a N95 mask.

IPA will require students sent home from school to be kept home until they have tested negative or have completely recovered according to CDC guidelines.

IPA parents or guardians will not be allowed in the school building except under extenuating circumstances, as determined by Head of Schools. If allowed only one parent will be allowed to enter. In addition, parents are encouraged to check their children’s temperature at home every morning using oral, ear or temporal scanners. Students with temperatures of 100.4 or greater should stay home and consider testing if no other explanation is available. In addition, IPA Administrators and staff will encourage parents to monitor their children for symptoms of COVID – 19, including coughs, congestion, shortness of breath, or gastrointestinal symptoms every morning. If any of these symptoms are present parent should keep the child home from school.

IPA staff will be encouraged to conduct self – examination and that they should stay home if they discover the following symptoms: respiratory or gastrointestinal systems or a temperature 100.4 or greater. IPA staff may return after testing negative for COVID-19. IPA will keep a log, of employees who are screened, either electronically or on paper.

IPA administration will notify local health officials, staff, and students immediately of any possible case of COVID – 19 while maintaining confidentiality consistent with Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The local health department will initiate any contact tracing, following regular public health practice. Anyone





who was within close contact (less than six feet away for 15 minutes) will be asked to self-quarantine for up to 14 days after exposure.

IPA will, as much as possible, guide staff with confidentiality laws and statues that protect students' and staff's health information. IPA staff will not participate in discussions of a positive test of a student or staff.

IPA employees with a confirmed case of COVID – 19 should only return to the workplace after they are no longer infectious as outlined by Wayne County Health Department and local health officials using the most current guidelines from the CDC for this determination.

IPA custodial service will wear a surgical mask, gloves and a face shield when performing cleaning of these areas. If possible, small classroom areas and/or quarantine rooms should be closed for 24 hours cleaning to minimize the risk of any airborne particles

Food Service, Gathering, and Extracurricular Activities

IPA serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. IPA students, teacher, and cafeteria staff will wash hands before and after every meal. All gatherings, including those that occur outdoors (e.g. graduations) should comply with current and future executive orders that set caps on number of people gathering in a group. If field trips occur, they should comply with transportation guidelines (within this document) including mandatory facial covering.

If necessary, IPA will have students eat in classrooms. If cafeterias need to be used the meal times will be staggered to create seating arrangements with six feet of distance between students. In addition, school supplied meals will be distributed with disposable utensils. Schools should offer telecasted assemblies and telecasted school sanctioned events, if possible. IPA will discourage gatherings of more than 50 people. IPA students and IPA staff will wash hands before and after every event. After school programs may continue with the use of facial coverings.

Athletics

Indoor events are limited to 50 people and large scale outdoor events are limited to 250 people. Spectators must maintain six feet of distance from one another if they are not living in the same households.

IPA students, teachers and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

All equipment must be disinfected before and after use. IPA bus/transportation services must clean and disinfect buses before and after every use as detailed in the "Busing and Student Transportation" section.





Participants at any IPA event should use a clearly marked water bottle for individual use. In addition, there should be no sharing of this equipment.

Handshakes, fist bumps and other unnecessary contact should not occur and social distancing of six feet between participants should be maintained while indoors. Again, sharing equipment should be avoided.

Cleaning

IPA Administration will work closely to ensure and monitor that:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA approved disinfectant or diluted bleach solution.
- Libraries, computer labs and other hands on classrooms will undergo cleaning after every class with an EPA approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with an EPA approved disinfectant or diluted bleach solution after every class.
- Athletic or gym equipment can be cleaned with either an EPA approved disinfectant or diluted bleach solution before and after each use
- Playground structures will undergo normal routine cleaning but an EPA approved disinfectant or diluted bleach solution is not needed.
- Cleaning and disinfectant products are properly secured and out of reach of children. IPA will also ensure and monitor that these products are used with proper ventilation.
- Staff will wear gloves, surgical mask and face shields when performing all cleaning activities.

Busing and Student Transportation

IPA administration will monitor that our contracted transportation service is requiring the use of hand sanitizer and that hand sanitizer is supplied on the bus. In addition, the bus driver, staff and all students in grades K-6th, medically able, must wear facial coverings while on the bus.

*There may be occasions when the bus driver is unable to wear a facial covering. Decisions regarding this will be determined on a case – to – case basis with local public health officials.

Bus service will make sure to clean and disinfect transportation vehicles before and after every transit route but not in the presence of students. In addition, clean and disinfect frequently touched surfaces on the bus prior to picking up students for arrival and dismissal.

IPA will notify parents to pick up their student in the event that their student develops COVID - 19 symptoms after being dropped off at school. IPA students that become sick during the day will not be allowed to use group transportation to return home.





In the event that a bus driver becomes sick during the day, they will not be permitted to return to drive students. In addition, bus drivers who become sick must follow guidelines as described by the CDC on when they may be permitted to return to work and/or transport students. The transportation company must inform the school if a driver has become sick with COVID – 19 and inform the driver has met the requirements for returning to work and/or transport students.

The transportation company will make sure that the buses are properly ventilated while cleaning. Also, if weather and safety permits, drivers must keep windows open to help reduce spread of the virus and increase air circulation within the bus.

Medically Vulnerable Students and Staff

IPA will designate a team of people to include an administrator, a student support service/special education teacher and grade level teacher to systematically review all current plans (Individualized Health Plans, IEPs, IFPs and 504 plans) to ensure that students with special healthcare needs are being accommodated in an appropriate manner that reduces their risk of being exposed to COVID – 19.

IPA will also create a survey for students/families and staff to self - identify as high risk for severe illness due to COVID – 19 and have a plan in place to address request for alternative learning arrangements or work reassignments.

IPA will accommodate for medically vulnerable students in the following ways:

- Revise students learning plan and increase feedback and input from teachers, families, students and school leader to improve the learning plan's effectiveness
- Share accommodated learning plans with all stakeholders
- Provide staff designated to quarantine area with N95 masks to accommodate students who have nebulizers or aerosol generating procedures
- Minimize face to face interactions for staff who are high risk for severe illness by possibly modifying job responsibilities to limit exposure risk by maintaining six feet from others and increase virtual work if possible.

Phase 5 Mental & Social-Emotional Health

Schools use the Student Risk Screening Survey (SRSS) three times per year to assess behavioral needs of students and the school as a whole. Data is reviewed by the school MTSS teams and action plans are created. IPA will implement HIPAA and FERPA compliant universal mental health screening for all students by a trained professional if possible. Screenings will be age appropriate with transparent protocols that protect student confidentiality while adhering to mandated reporting guidelines.





IPA guidelines for identification and rapid referral of at-risk students are communicated to building level support teams. IPA staff will have professional development to prepare for the school year that includes training in adult mental wellness, trauma informed best teaching practices. IPA staff will also participate in ongoing training and/or professional development, focused on a variety of topics, including: identification of students at risk, proper local referral protocols, self - care and culturally responsive teaching.

IPA will also compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities and that reference school and community wellness resources. MDE resources for students and staff mental health and wellness support will be recommended by Inkster Preparatory Academy during professional development and ongoing weekly professional learning community meetings.

IPA will designate a point person to centralize mental health referrals, communications to families/students and public facing wellness materials. IPA will also communicate with parents and guardians - through different channels such as school website, designated telephone numbers and designated email - information regarding school transitions that involve social emotional health (de stigmatization of COVID – 19, normal behavioral responses to crises, best practices of talking through trauma with children and positive self – care strategies that promote health and wellness). IPA has compiled many wellness resources available on our website to families and staff.

IPA will partner with Wayne County Health Department to establish a crisis management plan that gives a balance of internal and external community – based resources that can be activated efficiently as needed in the event of a crisis (i.e. loss of student, loss of staff member, etc..). In addition, IPA will support student, family, and staff referrals. IPA will provide updated list of wellness resources and materials for both IPA students and IPA staff in conjunction with screening activities that reference school and community wellness resources.

IPA will develop ongoing reporting protocols for school staff to evaluate physical and mental health status, as well as, provide resources for staff self – care, including resiliency strategies. IPA’s point person will work across the school, local public health agencies and community partners to ensure that proper channels are available for school stakeholders to address mental health concerns resulting from COVID – 19 (through a designated email or possible hotline).

Phase 5 Instruction

Governance

IPA has created a team of teachers, teacher leaders, the Director of Academics and the Head of Schools, as well as, the Regional Vice President and marketing team prepared to gather feedback from IPA families, other staff members, and students about their experiences with remote





learning through the online - for teachers, *ACCEL Employee SY20-21 Workplace Survey* and *Inkster Preparatory Academy Modality survey* for parents and guardians. In addition, this Return to Instruction and Learning Working Group provides monthly opportunities for stakeholders to give remote program feedback through phone calls; text messages, online websites like Class Dojo; emails; and Zoom meetings in an effort to gather information from stakeholders to evaluate the effectiveness of IPA's online/remote instruction for improvement and effectiveness.

IPA's Return to Instruction and Learning Working Group has designated times to share remote learning plan and revisions of the plan to all stake holders via, online website updates; phone/text updates; email updates, Class Dojo communications and through regular postal mail.

In Person Instruction

IPA students will return to a 100% in person (traditional) model. IPA's revised lesson plans, based on feedback from all stakeholders, will be available for access through different channels to ensure that all involved have the opportunity to view and provide feedback on the plans.

IPA's in person learning program will primarily use traditional face to face instruction and traditional hardcopy curriculum, with some online components to ease IPA students and families back into an in person model. The online platforms such as AMP/Canvass in conjunction with Compass Odyssey and MyAccess (writing) may be utilized to facilitate a common core standard aligned high quality curricula in conjunction with a traditional model. All materials, such as, consumable materials (Journeys, Go Math, Science Fusion and Harcourt Social Studies) will be taught by staff trained in best practices for engaging, consistent and differentiated lessons in person.

All IPA students will take the NWEA MAP assessment three times during the school year (at the beginning of the school year, midway through the school year and at the end of the school year) at the start of school, in person (and remotely for students needing accommodations who are identified as having a high risk from severe illness due to COVID 19 concerns). This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

IPA staff will provide social emotional learning activities for students based on training that they received during pre – service training and attend to the social emotional needs, as much as possible, of each student.

IPA Head of Schools and Director of Academics will work with teacher leaders and staff to create a feasible schedule that incorporates both online and in person instruction for daily instructional times, per subject, based on the needs of the students and their different grade level bands. Besides the NWEA growth assessments, staff will conduct grade level screeners, daily checks for understanding after each lesson, and weekly assessments. In this way IPA can collect updated data that helps IPA staff to better inform, adjust and differentiate instruction.





IPA Students who receive support services and have Individual Educational Plans (IEPs), Individualized Family Support Plans (IFSPs) and 504 plans will have their plans reviewed by Student Support Service staff (or Special Education and Resource staff) and General Education Staff. In addition, IPA students/families who receive student support services will be provided with scheduled times and services as outlined in their individualized plans both in person. IPA Student Support Staff and General Education staff will have regularly designated times to plan, monitor progress and discuss the needs of students receiving student support services through in person meetings, emails, telephone and if warranted, Zoom conference meetings,

Communication and Family Supports

IPA Teachers will communicate with IPA students and their families through a variety of methods but will primarily consist of in person meetings and may include but are not limited to: Zoom; Google Classroom, Compass Odyssey, MyAccess Writing; email; telephone; text message; Class Dojo and through written correspondence. Individual check -ins will happen with children and families at least weekly through email, telephone calls, and virtually if convenient. Additionally, IPA Student Support Services teachers and other service providers will set suggested structures for in person, completion of student academic work, this will follow established guidelines and be developmentally appropriate. Teachers will work collaboratively to create and share with families a weekly learning plan (verbally and possibly online) to structure learning experiences for students. Staff will participate in district professional development and weekly meetings to support this work.

IPA's assessment times, grade level proficiencies in core subjects, weekly targets and learning plans will be communicated to parents continuously throughout the year and through different means. In addition, this information can be found on the school's website and through the online platforms that will be used which include, but not limited to, –Compass Odyssey learning; MyAccess Writing and Class Dojo. In addition, teachers will provide feedback to students and parents for reflection as frequently as needed or at least once a week.

- **Teacher to Student Communication:** Weekly individualized plan conferences, in person.
- **Staff to Staff Communication:** Lead Teacher meetings, department meetings and faculty meetings will continue to take place through a minimum of once a weekly but as often as necessary to ensure IPA students and families are being supported
- **Staff to Family/Community:** voice calls, emails, website updates, newsletters, and Zoom meetings (if necessary) sharing will happen at least weekly but may take place as often as necessary to ensure that families are aware of academic goals and updates.

Whenever possible and in respect of social distancing policies, IPA will hold in person meetings with parents of no more than 25 in order to provide workshops on how to: use technology, create learning spaces in the home; and expectations for students and parents while learning within a





hybrid model. IPA may also conduct virtual meetings for parents who are unable to attend in person.

Professional Learning

IPA Head of Schools will work with school leaders to coordinate and conduct Professional Development (as scheduled for pre service and throughout the year) as well as, weekly staff meetings through, in person meetings when social distancing can be maintained, through Zoom platform and through possible Virtual websites (i.e. MDE training) to ensure that teachers receive training in equitable instruction; social emotional learning and culturally responsive teaching. In addition, prior to the start of the school year teachers will receive training in the following areas: How to use Curriculum Effectively; Data Analysis; Culturally Responsive Teaching; and Balanced Literacy.

Through weekly staff meetings, in person and through Zoom, if necessary. IPA staff will share successes and challenges, as well as, share/explore strategies and best practices for more effective learning in the classroom. These weekly staff meetings will be designed to allow staff time to plan, document, share student data to adjust learning objectives and build capacity for becoming better at using all of the curriculum so that instruction will be high quality and engaging. Teachers will also, take time weekly to identify and/or report on students who potentially need additional support so that IPA's RTI team can begin to observe and develop strategies for supporting the students identified.

IPA Head of Schools will work with Curriculum Director and other school leaders to develop goals and training plans that support new teachers and teachers who are facing challenges with providing quality instruction. These supports may include additional time participating in target Professional Developments on line, coach modeling, peer observations and observational monitoring for training purposes only.

Instruction

IPA students will return to a 100% in person (traditional) model where IPA will ensure that IPA students:

- have access to grade level instruction that is standard aligned
- are assessed for grade level readiness
- have support to meet their diverse academic and social emotional needs
- utilize Compass Odyssey (differentiation platform with pathways in math and reading for the individual child based on their MAP assessment RIT score) – while in school
- utilize MyAccess (a writing platform for grades 3rd and up) – while in school
- utilize Journeys (reading program) – Hard copy consumables with online component
- utilize GoMath (math program) – Hard copy consumables with online component





- utilize Science Fusion (science program) – Hard copy consumables with online component
- utilize Harcourt Social Studies (social studies program) Hard copy consumables

In addition, all IPA staff is expected to attend training and become proficient in delivering instruction using all hard copy materials and any materials with an online component, at a high level. Both online materials and in person consumable materials (Journeys, Go Math, Science Fusion and Harcourt Social Studies) are standard aligned and will be taught using best practices for engaging, consistent and differentiated lessons.

All IPA students will take the NWEA MAP assessment three times during the school year (at the beginning of the school year, midway through the school year and at the end of the school year) at the start of school, in person (and remotely for students needing accommodations who are identified as having a high risk from severe illness due to COVID 19 concerns). The fall data will inform any changes in a student’s academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

In addition, all IPA staff will participate in weekly meetings that monitor student progression and identify students who may need accelerated instruction or students who may need more support. During these planned meetings IPA staff will take the opportunity to look at trends and gaps in student learning in order to modify student learning plans, modify instruction or brainstorm interventions for challenge areas. IPA staff will work together to find additional tools that are standard based and appropriate for helping student whether in person or remotely. IPA’s expectation is that through consistent planned practice and development students and teachers will become familiar with all online learning platforms and technological tools.

IPA has a plan for additional learning opportunities which include – tutoring for students that struggle outside of the normal school hours, additional technology training and a robust summer enrichment program. IPA will work continuously to develop more meaningful ways to provide additional supports to IPA students and their families in order to attain the best outcomes.

IPA teachers will continually check the quality of student work and provide IPA students and families with frequent (at least twice a week, but most times instantaneous) feedback so that students and families are highly aware of performance levels and progress through each subject area. IPA staff will also provide frequent opportunities for students and parents to give feedback regarding student performance and student progress both in the classroom and online if necessary.

Phase 5 Operations

Facilities





IPA Head of School, with guidance from Wayne County Health Department (WCHD), and Cleaning service managers will work to make sure that an audit of materials, cleaning supplies and disinfectant supplies has taken place before school and is continually monitored as the school year progresses. IPA Head of School will coordinate with Local Emergency Management Programs (LEMP) for support with obtaining cleaning and disinfection supplies.

IPA Administration will provide guidance that ensures:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA approved disinfectant or diluted bleach solution.
- Alerts to school custodial and infection control staff of any changes in recommended cleaning guidelines as issued by OSHA and/or the CDC. It is expected that this guidance will be updated in real – time based on the status of community spread across local geographies.
- IPA is encouraged to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- IPA is encouraged to provide advanced training for custodial staff.
- An audit of IPA’s building with a focus on – the number of classrooms available; the capacity/size of each classroom; additional spaces that are available (i.e. the gym, lunchroom, offices, etc.); and the ventilation capability of each room.
- An audit of IPA’s security protocols to decide if any process changes need to be implemented.
- IPA security/staff follow CDC protocols when interacting with the public
- Maintain IPA buildings for in person school operations such as – Check HVAC systems at each building for operation efficiency; changing of air filters; the daily distribution of wastebaskets, tissues and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during onsite movement
- Signage reminding of frequent handwashing, cough etiquette and nose blowing is widely posted throughout IPA buildings and encouraged through various methods of communication
- IPA’s custodial staff is following guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

IPA Head of School, under guidance from WCHD, will conduct and document a facility walk through with the custodial services team to ensure that the classrooms, common spaces and the exterior are ready for staff and students.





IPA administration will procure and have available level 1 facial coverings, including those with a transparent front, for K-6th grade teachers, low income students and students with special needs. In addition, level 1 surgical masks should be procured for cleaning and custodial staff.

IPA will: activate school cleaning and disinfection protocols in accordance with CDC School Decision Tree; ensure that custodial staff is wearing surgical masks when performing cleaning duties; and ensure that IPA building is maintained for resumption of school operations.

Budget, Food Service, Enrollment and Staffing

IPA will assess its protocols for student arrival to include: how students arrive at, and depart from school (i.e. school bus, dropped off via car, walk and or public transportation).

IPA administration will support school by conducting staff and student outreach to understand which staff and which students are returning. For staff this will include a breakdown of the staff according to administrators, educators, support staff, coaches, etc. In addition, IPA administrators will plan for staff who are not returning and staff who are 65 years or have an underlying medical condition and decide not to return.

For students, this will include students with preexisting conditions who may need a remote learning environment.

IPA administration is working closely with ACCEL management to assess need for new or additional positions with a specific focus on student and staff wellness, technology support and other COVID – 19 related needs. In addition, IPA administration is working ACCEL management to assess how job responsibilities may shift in light of COVID – 19 and how new or additional responsibilities will be accounted for.

IPA administration is continuously working with ACCEL management to recruit, interview and hire new staff while considering how to redeploy current staff to maximize efficiency and serve core school needs. Wherever possible, IPA will identify and modify staff positions that help high risk staff work remotely. IPA will also provide guidance for recruiting, interviewing and hiring staff remotely as often as necessary.

IPA administration will continue to communicate any student enrollment or attendance policy changes with IPA staff and families. In addition, IPA administration will seek and provide guidance on use of CARES Act funding to make key purchases for school safety (i.e. cleaning supplies, sneeze guards, masks, sanitizing stations, etc.).

IPA administration will coordinate services with related service providers in the school community to identify and address new student and adult needs. IPA admin will also, inventory





substitute teachers available and communicate with teachers, students, and families about updates on policies and procedures as they arrive.

IPA administration will verify that student and staff handbooks and planners are available in both print form and electronically online. Master list will be created to communicate changes to staff during first meetings. Additionally, IPA Head of School, with guidance from the Regional Vice President and School Board, will consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID – 19 and share with IPA leaders.

IPA Head of School will engage IPA’s Regional Vice President and IPA’s Board Members, to engage in budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints and/or additional dollars. IPA Head of School will work with IPA school leaders to orient new school staff to any operational changes, as well as, create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for IPA staff and students and bell schedules with safety protocols in mind.

IPA administration will collaborate with Variety Food Service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

IPA will conduct a second survey (IPA Readiness for Online Learning Survey) for IPA families to determine their readiness for virtual learning. Based on the data, IPA will provide devices for students who need them. Internet reimbursement will be available to families who currently do not have access. Application submission for reimbursement required to ensure equal access to connectivity.

IPA has a designated point of contact for planning and communicating with technology teams. IPA is developing a technology plan that will guide the school in technology use especially in regard to training and supporting IPA staff for successful remote instruction. IPA has designated the Curriculum Director and an additional teacher as leads for technological support. IPA will work on finding possible parent volunteers to support this process.

Point of contact and lead contact (for technology) will be posted on school website to ensure that IPA students and parents can communicate technological issues with someone who can support them in a timely manner and obtain a working device as quickly as possible.

IPA has a student device loan contract for IPA students and families that outlines appropriate use and care of device. Additionally, IPA has a parent sign out log to track devices that have been lent out to students. Besides communicating to students and parents regarding proper sanitization methods for devices, IPA will also develop a monitoring system for ordering accessories and conducting prepared maintenance.





IPA will continue to use our vendor FIT Technologies services to: evaluate Wi Fi access pints and wired network device testing and monitor devices usage and online compliance with online learning programs.

IPA Curriculum Director, point of contact, and/or FIT Technologies will check with teachers on a daily basis to provide troubleshooting support to students and families having problems with accessing the internet or learning platforms. Also, Head of School will work with Curriculum Director and Point of contact with creating a schedule of on – going staff training using online platforms and tools.

IPA will continuously review and update relevant technology policies, that include data privacy policies, acceptable use policies and policies related to accidental damage, theft and loss of technology. IPA will work diligently to make sure that every student has access to the appropriate technology and connectivity needed to continue learning through IPA device loaning program and internet reimbursement program. IPA will also provide a technology support plan for families.

IPA Curriculum Director and IPA Teachers will work together to collect all devices that were loaned out during the school closure in an effort to inventory and review tracking and inventory results, as frequently as necessary to evaluate the quality and progress of our school’s technology processes with the intent of solving all issues as soon as possible. In addition, this team will use result data and guidance form ACCEL management in developing a long term technology maintenance plan.

Transportation

IPA Head of School, with guidance from IPA Regional Vice President and consultation with contracted bus company, will account for: how many buses and bus drivers will be available or can be made available to Inkster Preparatory Academy; the historical uses of buses for student transport and food delivery; whether or not the bus company was impacted by COVID – 19; the inventory of bus drivers to relate to the extent of high risk populations; when will finalization of bus procedures for bus drivers and students that are informed by public health protocols take place before school starts.

IPA Head of School will encourage collaboration between transportation and IEP support teams (Special Educators) to monitor changes to students’ IEPs and implement accordingly.

IPA Head of School will work with buses to provide food service and delivery of instructional materials where possible.





Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Thursday, August 13, 2020 1:32 PM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



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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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