

# Ida Public Schools Roadmap To Learning Plan

Fall 2020

## Where Learning Strikes!

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- February Certification	

### MISSION STATEMENT

*The mission of Ida Public Schools is to bring students, staff and community together to main-tain our rich traditions. We will provide students with a safe learning environment, an excep-tional curriculum, skills to meet the challenges of the future, and the means to become life-long learners.*

## Preparing for Fall

### From the Superintendent

#### Dear Ida Schools Community:

Ida Public Schools will begin on September 8th, 2020. By combining the latest data from the state and federal government with staff and community input, we currently have two options for fall, with a third option on standby should we be required to go to Phase 3 or Phase 5.

We will issue a survey that asks for your choice of options. The following paragraphs briefly describe each option. In addition, you will find an in-depth explanation for each of the options in the pages ahead.

**Option 1:** A/B Rotation: two days of face-to-face instruction and three days of Distance Learning provided by Ida staff. Face-to-face instruction must be administered with mitigation conditions as provided in the [Mi Safe School Roadmap](#). Option 1 is available to all students in Ida Public Schools, Ida Early Middle College, and the Harvest Academy (Ida's alternative high school.) Students A - K (A day) would go to school on Monday and Wednesday with Distance Learning taking place on Tuesday, Thursday, and Friday. Students L - Z would go to school on Tuesday and Thursday with Distance Learning taking place on Monday, Wednesday, and Friday. This helps teachers and students see one another

more often. If they attended two days back to back, they would not see teachers and friends for 5 straight days. A / B also decreases cohort exposure and increases social mitigation.

**Option 2:** Ida Virtual Academy: An on-line learning option, provided in partnership with Lincoln Empowered, Edgenuity, and Michigan Virtual. This option is available to all Ida Public Schools students. If chosen on the survey, we will contact you to answer all of your questions before you make your final decision. Parents and students set the schedule in this option, which could include weekend learning. The Virtual Academy allows greater flexibility to parents' schedules while addressing health concerns and various learning styles. If interested, please read over the general information in this publication regarding the Virtual Academy. If Michigan moves to Phase 5 or back to Phase 3 during the first nine weeks of school, **K-5 students** would remain in the Ida Virtual Academy for the remainder of the 9 weeks and have the opportunity to transfer back into the current option with their Ida classroom teacher at the beginning of the next 9 week marking period.

# Preparing for Fall - From the Superintendent - continued

**6-12 students** would remain in the Ida Virtual Academy until the end of the 18-week semester. They would then have the opportunity to transition to the current option available with Ida classroom teachers.

**Option 3 (Standby): Full Distance Learning. This is not an option on the survey for selection as it would be an authorized full school closure per the Mi Safe School Roadmap.** Should we have to implement this option, students would transition from three days of Distance Learning (Option 1) to five days of Distance Learning (Option 3).

Our previously conducted surveys indicate there are many misconceptions in understanding the difference between Distance Learning and Virtual Learning. To make things more confusing, not every district is using the same definition for these terms. Before you decide which option is best for your family, we would like to clarify how Ida Schools is defining Distance and Virtual Learning.

**Distance Learning:** Distance Learning is instruction provided by the staff of Ida Public Schools, Ida Early Middle College, and Harvest Academy (Ida's alternative school). These students are not on campus due to social mitigation (A/B rotating schedule), quarantine, or a full school closure (Phase 3). In Distance Learning, Ida Public Schools staff communicate and provide home-based instruction. Distance Learning will look different than it did during the March – June school closure. At that time, grades were assigned based on participation to help keep our students engaged. This fall, the curriculum taught during Distance Learning will be evaluated with accountability using formative and summative assessments, and grades will be assigned accordingly.

**Virtual Learning:** Virtual Learning is a total on-line educational opportunity offered by Ida Public Schools, in partnership with Lincoln Empowered, Edgenuity and Michigan Virtual, for families who prefer a homeschool format, who are not comfortable sending their students to school during a pandemic, or who have other health considerations. The Virtual Learning curriculum is parent driven, not teacher driven. A mentor

from Ida Public will make contact once a week to monitor how the student is doing and if there are any technology needs. The mentor is not responsible for teaching or tutoring students. To meet the requirements of Virtual Learning, communication must be two-way, meaning the parent/student and the mentor connect through an established mode of communication indicated on the Virtual Learning Letter of Agreement that will be completed by each parent and child.

Parent survey results and the District Task Team input indicate a high value for face-to-face instruction. While we understand it is difficult to manage with various schedules, the A/B Rotation (Option 1) provides the preferred face-to-face instruction while following social mitigation to the best of our abilities. Based on survey responses and the current health status in Monroe County, we think it is best for our students to see their teacher(s) face to face, at least two days a week, for as many days/weeks as possible should a closure be imminent, rather than for our students never to have had the opportunity to meet, in person, with their teachers and some of their classmates.

We will get through this challenging time, and it is our hope we do it while providing quality learning opportunities, and social/emotional support for our students and families. I do know that some of our families are brainstorming ways to help one another with childcare for the days their children are not in school. Successfully overcoming the changes this year will take a helpful hand from all of us.

I truly am looking forward to the students getting back to learning in whichever capacity will work the best for each them while adhering to health parameters to the best of our abilities. I am also thankful for the efforts of our staff, public health agencies, and the educational leaders from around the county, state, and country involved in helping us plan.

If there are thoughts or concerns you would like to share, there will be a section on the survey to do so. Thank you in advance.

Sincerely,

Sandy Kreps

# Ida Public Schools Roadmap To Learning Plan

**OPTION SELECTION:** You will receive a survey via Honeywell and a hard copy in the mail that asks you to select an option for your child(ren). Surveys are due as soon as possible. Students will be assigned to Option 1 unless we hear differently. You might choose Option 1 for one of your children and Option 2 for another. You are the best one to decide what is right for your child(ren), and hopefully, we have provided the flexibility to do this. The in-depth explanations that follow include three sections for each option: Instruction, Health and Safety, and Social/Emotional Health. These sections are designed to highlight the key components of each option.

## OPTION 1: Face to Face with Distance Learning (A / B Day Plan)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>A-Day</b> Students A - K In-School Learning	<b>A-Day</b> Students A - K Distance Learning	<b>A-Day</b> Students A - K In-School Learning	<b>A-Day</b> Students A - K Distance Learning	<b>A-Day</b> Students A - K Distance Learning
<b>B-Day</b> Students L - Z Distance Learning	<b>B-Day</b> Students L - Z In-School Learning	<b>B-Day</b> Students L - Z Distance Learning	<b>B-Day</b> Students L - Z In-School Learning	<b>B-Day</b> Students L - Z Distance Learning

### Instruction

- Students will report two days a week for face-to-face instruction and three days will be distance learning. The assignments for the distance learning days will be given at the start of the week or when they are in class. If we go full distance learning due to health reasons or Phase 3, students will have distance learning all four days with no new assignments on Friday. The work to be done on Friday will have been already assigned earlier in the week. Based on parent surveys, this is important.
- High quality instruction is our goal for all students. Distance learning and instruction will look different than it did during the March – June full school closure where academics were graded on participation to keep our students engaged. This fall, distance learning will be taught and graded with accountability, including pre and post assessments, formative and summative assessment, and our comprehensive curriculum.
- PreK – 5: Each grade level will have their own syllabus. See examples of this on the Elementary website from spring distance learning. Remember, instruction now will be graded differently. Technology needs will be addressed.
- 6th – 12th: Each class will have a syllabus. See examples of this on the website. Remember, instruction now will be graded differently. Technology needs will be addressed.
- For students eligible for special education, teams will be reviewing individual plans and working with families to ensure students continue to progress toward established goals and objectives.

### Health and Safety

- Prior to school, parents and students will have complete information as to health protocols for COVID prevention including daily screening, what happens if a child or teacher tests positive, and who will need to be quarantined. Please see MI Safe Start Plan for a preview.
- MI Safe Start Plan requires face masks. If a student has a doctor's note stating that the face mask is a health risk for them, they will be exempt from this requirement. The school must receive this note prior to September 8th or before the student can ride the bus or report to class. If a student forgets their mask, we will have them available.
  - PreK – 5th Grade: Face masks are required on the bus, in the hallway, and in common areas. Face masks are not required in the classroom.
  - 6th – 12th Grade: Face masks are required on the bus, in the hallway, in the classroom, and in common areas.
- Elementary desks will be used by the student they are assigned to. In addition, deep cleaning will occur each night. We are still organizing how secondary desks will be sanitized throughout the day, and how lockers will be assigned and used.

OPTION 1 CONTINUED ON NEXT PAGE

# Ida Public Schools Roadmap To Learning Plan - continued

## Health and Safety (continued)

- Social mitigation in the cafeteria and hallways: Ida's student numbers in each lunch, with an A/B rotation schedule, make it possible for students to eat in the cafeteria following social mitigation protocols. Social mitigation in the hallways is possible with one-way traffic, by following arrow directions on the floor to remind students to stay on their side of the hall.
- Bus Social Mitigation: Even with an A/B rotation, our bus numbers will be a challenge. If you can drive your child(ren) to school, that would be most appreciated. The buses that have the biggest challenge are bus 9, 18 and 22. We are asking all family members to sit in same seat(s) to help with available seats. Buses will be sanitized after each bus run.
- Transportation: If you could drive your child to school, in these times of trying to socially mitigate, we would most appreciate it. Busing will be especially challenging, even with half the students.
- Sanitizing will be going on throughout the day, in classrooms, on the playgrounds and other public areas. Each afternoon, deep cleaning will be done. Only visitors with essential business will be allowed into the buildings.
- Students are urged to bring water bottles for hydration. There will not be refilling opportunities since drinking fountains will be turned off.
- Universal breakfast (no charge) is provided at school upon request, when in school. They can also be sent home for the day(s) students are not in school, upon request, not to include weekends. Those students in Ida Virtual School will be able to pick up meals at times that will be later released.
- Lunch (free/reduced/paid) can be sent home for the day(s) students are not in school upon request, which does not include weekends. The USDA enabled us to provide seven days of free breakfasts and lunches for all students in the spring. For fall, we will be able to provide free breakfasts for all and lunch will follow our free/reduced/paid plans.
- Please take advantage and sign up for free/reduced. You might qualify. This information is

kept confidential, and the ease at school checkout is seamless. The form is on our website and will be sent home in a parent packet. If a student qualifies, they also qualify for waived college admissions fees, ACT/SAT fee waivers, college financial assistance, and adjusted athletic pay to participate fees.

## Social and Emotional Health

- Face-to-face instruction is the best option for social and emotional development and needs. We will strive to provide this whenever possible.
- Guidance counselors, support staff, and a student service provider are available for all students, whether on site, in Distance Learning, or enrolled in the Ida Virtual Academy.
- Whether face to face, distance, or enrolled in the Ida Virtual Academy, Ida Public Schools is committed to extracurricular activities and clubs, including band, choir and athletics. The way these activities are carried out might look different than the traditional in order to provide social mitigation protocols. We will offer, as best we can during a pandemic, the opportunities that make these activities rich and meaningful.
- Ida Public Schools website will continue to strive to provide the latest offerings for community services.

## TOGETHER WE FIGHT COVID-19



# Ida Public Schools Roadmap To Learning

## Plan - continued



### OPTION 2: K-12 Ida Virtual Academy, in partnership with Lincoln Empowered, Edgenuity and Michigan Virtual

If you choose this on the survey, we will contact you to answer all your questions before you make your final decision.

Ida Virtual Academy: Ida Public Schools, in partnership with Lincoln Empowered, Edgenuity, and Michigan Virtual is offering this total virtual educational opportunity for families. The principal, or a support staff member will follow up with those who indicated this as their choice to explain the program, curriculum and the letter of agreement. The curriculum is parent driven, not teacher driven. An on-site mentor will be provided.

#### Instruction

- Ida Public Schools, in partnership with Lincoln Empowered, is offering a total virtual educational opportunity for K – 5 families who prefer a homeschool format. 9-week enrollment options.
- Ida Public Schools, in partnership with Lincoln Empowered, Edgenuity, and Michigan Virtual, is offering a total virtual educational opportunity for 6 – 12 families. The principal and school guidance counselors will provide guidance as to which virtual program is best for your student(s). Semester (18 weeks) enrollment options.
- High quality instruction is our goal for all students. Lincoln was chosen based on its approval rating from parents.
- The principal will have a mentor from the school make contact once a week to monitor, not teach or tutor, how the student is doing, and check if there are any technology needs.
- To meet the requirements of virtual instruction, the communication must be two-way, meaning the parent/student and the mentor will connect once a week as determined in the Virtual Learning Letter of Agreement.
- PreK – 5th grade students will enroll for a marking period at a time. After nine weeks, if it is decided that they would like to go back to Ida teachers, they are required to complete the 9 weeks they are in, and then they are able to transfer back.
- 6th – 12th grade students will enroll for a semester at a time. If they decide they would like to return to the Ida Public Schools Distance Learning/face-to-face option, after the drop/add window, they are required to complete the 18-week semester before they transfer back.
- For students eligible for special education, teams will be reviewing individual plans and working with families to ensure students continue to progress toward established goals and objectives.
- Teams are reviewing instructional considerations for students in need of interventions or 504 accommodations.

#### Health and Safety

- Prior to school, parents will have complete information as to health protocols for COVID prevention, what happens if a child or teacher tests positive, and who will need to be quarantined. Please see the document from the state for a preview of this information. [Mi Safe School Roadmap](#)
- Universal breakfast (no charge) is provided, upon request, and does not include weekends. Students will be able to pick up meals at times that will be later released.
- Lunch (free/reduced/paid) can be provided, upon request, and does not include weekends. The USDA enabled us to provide seven days of free breakfasts and lunches for all students in the spring. For fall, we will be able to provide free breakfasts for all students, and lunch availability will follow our free/reduced/paid plans. Students will be able to pick up meals at times that will be later released.
- Please take advantage and sign up for free/reduced. You might qualify. This information is kept confidential, and the ease at school checkout is seamless. The form is on our website and will be sent home in a parent packet. If a student qualifies, they also qualify for waived college admissions fees, ACT/SAT fee waivers, college financial assistance, and adjusted athletic pay to participate fees.

OPTION 2 CONTINUED ON NEXT PAGE

# Ida Public Schools Roadmap To Learning Plan - continued

## Social and Emotional Health

- Face-to-face instruction is the best option for social and emotional development and needs, but we know that this might not be the best option for other reasons, thus, the Ida Virtual Academy option.
- Guidance counselors, support staff, and a student service provider are available for all students, whether on site, in Distance Learning, or enrolled in the Ida Virtual Academy.
- Whether face to face, distance, or enrolled in the Ida Virtual Academy, Ida Public Schools is committed to extracurricular activities and clubs, including band, choir and athletics. The way these activities are carried out might look different than the traditional in order to provide social mitigation protocols. We will offer, as best we can during a pandemic, the opportunities that make these activities rich and meaningful.
- Ida Public Schools website will continue to strive to provide the latest offerings for community services.

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## Questions

*If you have questions, please refer to the following email list:*

### ELEMENTARY SCHOOL

**Elementary Principal: Bert Wagner**, wagner@idaschools.org (Virtual Academy questions)

**Elementary Secretary: Janet Wehner**, wehner@idaschools.org

**Elementary Secretary: Becky Clymer**, clymer@idaschools.org

**Elementary Student Service Provider: Donna Banker**, banker@idaschools.org

### MIDDLE SCHOOL

**Middle School Principal: David Eack**, eack@idaschools.org (Virtual Academy questions)

**Middle School Secretary: Beth Rupp**, rupp@idaschools.org

**Middle School Secretary: Mary Hosler**, mhosler@idaschools.org

**Middle School Guidance Counselor: Jennifer Butz**, butz@idaschools.org

### HIGH SCHOOL

**High School Principal: Chuck Fuller**, fuller@idaschools.org (Virtual Academy questions)

**High School and Athletic Secretary: Wendy Hiteshew**, hiteshew@idaschools.org

**High School Secretary: Robin Nowak**, nowak@idaschools.org

**High School Guidance Counselor: Kelly Riley**, riley@idaschools.org

**High School Guidance Counselor: Caitlyn Ryan**, ryan@idaschools.org

**Assistant Principal: Amy Janssen**, janssen@idaschools.org (Virtual Academy questions)

**Athletic Director: Tim Leonard**, leonard@idaschools.org

**Technology Director: Ryan Kisonas**, kisonas@idaschools.org

**Transportation Director: John Elkins**, elkins@idaschools.org



# Ida High School Educational Opportunities

## IDA HIGH SCHOOL

- Location: School Grounds
- Seat Time: 8:00 a.m. - 3:10 p.m.
- Admission: Automatic
- 24 credits to graduate with IHS diploma
- Able to participate in athletics and extracurricular
- Eligible to participate in Dual Enrollment and Ida Early Middle College
- Eligible to be considered for Top Ten
- Vendor: Edgenuity for Credit Recovery

## IDA VIRTUAL ACADEMY

- Location: Virtual or Blended
- Seat Time: Weekly Mentor Contact
- Admission: Student or Staff Request
- 24 credits to graduate with IHS diploma
- Able to participate in athletics and extracurricular
- Eligible to participate in Dual Enrollment and Ida Early Middle College
- Eligible to be considered for Top Ten by taking Honors Courses on school grounds
- Vendor: Lincoln Empowered & Michigan Virtual

## HARVEST ACADEMY

- Location: Virtual on School Grounds
- Seat Time: Minimum of 10 hours per week
- Admission: Staff Recommendation
- 18 credits to graduate with Alternative Ed. diploma
- Not able to participate in athletics and extracurricular
- Not eligible to participate in Dual Enrollment and Ida Early Middle College
- Not eligible to be considered for Top Ten
- Vendor: Edgenuity

## IDA HIGH SCHOOL

- 24 credits for Ida High School diploma
- Access to Dual Enrollment, Ida Early Middle College, CTE, and credit recovery options as needed

## HARVEST ACADEMY

- 18 credits for Michigan Merit Alternative Education diploma
- Serve students with difficulty in completing traditional education
- On site virtual classes with teacher support

## IDA EARLY MIDDLE COLLEGE

- Apply by the end of 10th grade
- Opportunity to earn Ida High School diploma and up to an Associate's degree from Monroe County Community College
- Student can take up to 20 college courses
- Additional academic year at MCCC

## IDA VIRTUAL ACADEMY

- 24 credits for Ida High School diploma
- Access to Dual Enrollment, Ida Early Middle College, CTE

## DUAL ENROLLMENT

- Earn Ida High School Diploma
- Partnership with Monroe County Community College
- Student can take up to 10 college courses

# What Is The Roadmap? What Does It Mean?



*The plan must outline how districts will meet the necessary safety and wellness/ educational needs for students and staff members.*

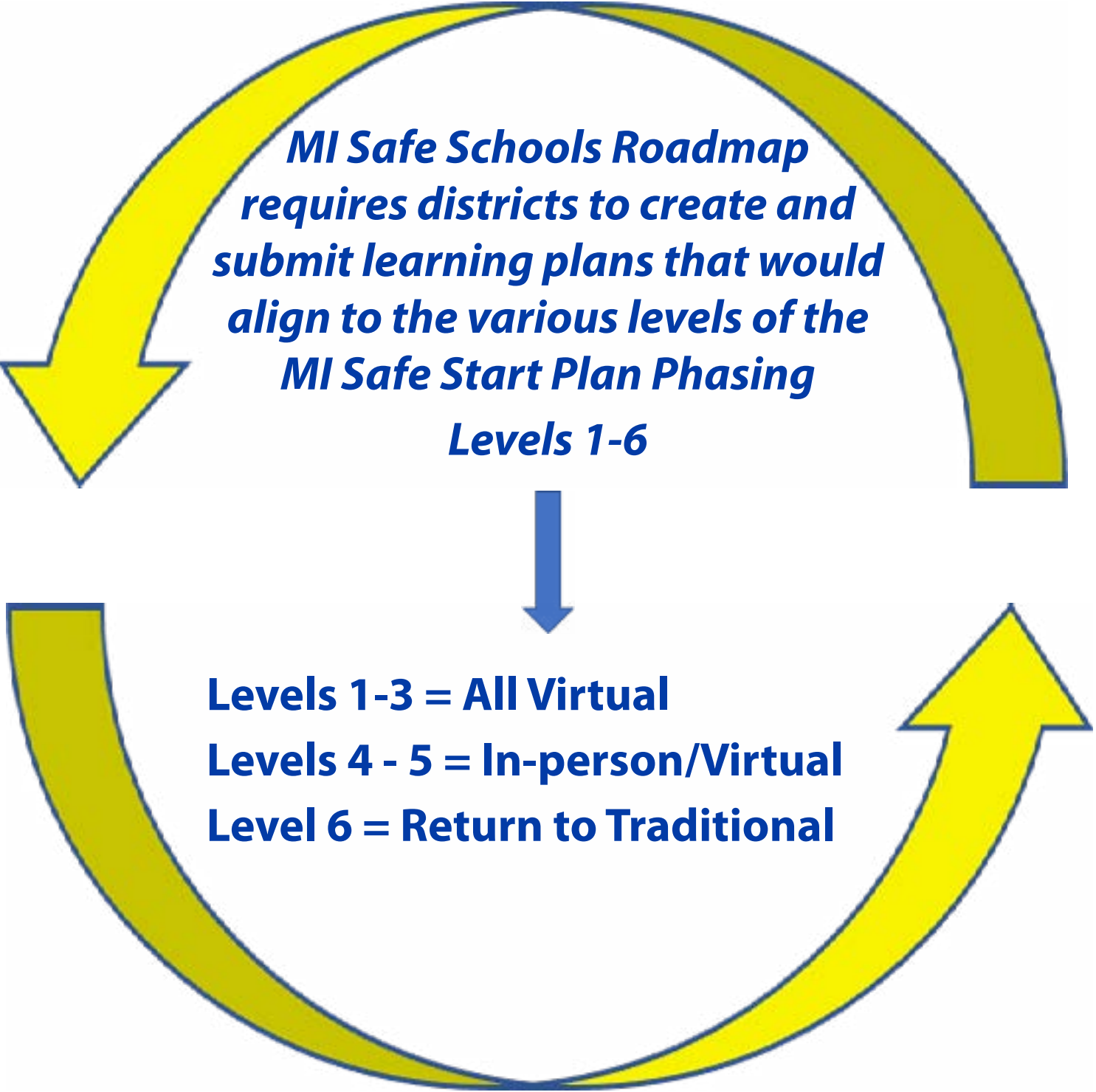
## **What is the difference between: Required, Strongly Recommended and Recommended?**

1. Required: safety protocols that are required to be implemented by all Michigan schools PK-12. They are the most feasible protocols that will minimize risk of exposure to COVID-19.
2. Safety protocols that are either Strongly Recommended or Recommended are optional and all schools may choose to implement these safety protocols to minimize spread of COVID-19. All strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings and should be implemented as appropriate.





# Roadmap To Learning Plan



***MI Safe Schools Roadmap  
requires districts to create and  
submit learning plans that would  
align to the various levels of the  
MI Safe Start Plan Phasing  
Levels 1-6***

**Levels 1-3 = All Virtual  
Levels 4 - 5 = In-person/Virtual  
Level 6 = Return to Traditional**

# Roadmap To Learning Plan - continued

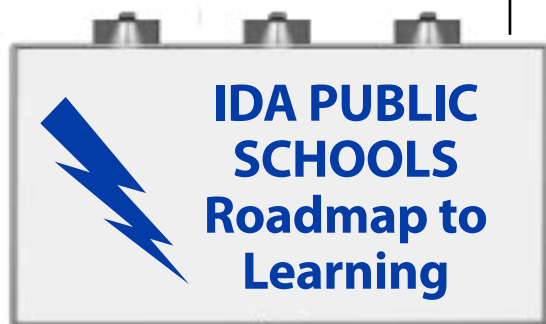
## What have we learned through our surveys and previous experiences?

### Parent

- Parents want their children in school
- Concerned about safety if they return
- Community split on face masks
- Did not feel their children learned best at home
- Time to plan and prepare is important
- Overwhelmed (prefers to work on what is essential)
- Too much to juggle with work/schedules
- Need flexibility as to when assignments are due
- Would like a day off in the week to catch up
- Technology/internet access/connectivity concerns

### Staff

- Need more professional development for distance learning
- Tough to communicate at all hours
- Concerns on the spread of the virus and quarantining
- Technology/internet access concerns
- Cleaning and sanitation concerns (ex. bathrooms)
- Hard to maintain normalcy and structure with a schedule that can change quickly
- Requirement of face masks for teachers of young students who learn by seeing facial expressions
- Planning challenges to meet the needs of all students with limited contact
- Concerns about distancing on buses, during recess, and lunch time
- Concerns regarding consistent staff requirements/expectations



# Roadmap To Learning Teams

## School Operations

Plan for systems, finance, and scheduling.

## Facilities

Plan for facilities needs for safe reopening.

## Curriculum Teams

Plan for instructional and curricular needs for scenarios.

## Transportation

Plan for transportation needs.

## Professional Learning

Plan for successful staff PL during/before school year.

## Instruction, Curriculum and Technology

Plan for Instructional and curricular needs.

## Face to Face, Distance and Virtual Learning

Develop plan and identify resources.

## Food Service

Plan for food needs for reopening and possible closure.

## Health

Plan for procedures and protocols to maintain physical and social/emotional health.

## Athletics and Extracurricular

Plan for safe participation that aligns with MHSAA requirements and CDC/MDE.

## Student Support

Plan for ELL, SEL, IEP, 504.

## Communication

Implement communication plan.

# Roadmap To Learning Plan Timeline



**March - June, 2020**

District Advisory Team Meetings



**June 29, 2020**

Honeywell and hard copy survey sent to parents and staff



**June 30, 2020**

Governor releases Mi Return to Learn Roadmap



**June 30, 2020**

Honeywell resent so responses could include feedback from the Governor's Mi Return to Learn press conference



**July 16 to Present**

District COVID Tasks Teams



**August 10, 2020**

Presentation to IPS Board of Education and Community for the fluid Ida Public Schools Roadmap to Learning Plan for discussion and approval.



**August 12, 2020**

A survey will be sent in a Honeywell and hard copy explaining the Ida Public School Roadmap to Learning Plan with a mandatory option selection page. We asked them to be returned ASAP so we can plan for the students.



**August 13 - September 3, 2020**

**Parent and student contact to:**

- Parent packets mailed to provide instructional, health and safety guidance and requirements.
- Customize student schedules as needed from parent, student, teacher, counselor and principal's guidance.
- To enroll those choosing Ida Virtual Academy.
- Adjusting A/B rosters to maximize mitigation.
- To assess and address technology needs.

# Considerations For The Ida Roadmap To Learning Plan

## Our Mission

As we work closely with the Michigan Department of Education, state health officials, the local government, community leaders, families, and staff we will continue to evaluate and develop plans. Our options must be flexible and able to transition between phases. Our mission always will be high quality instruction and health and safety.

## Best Practices

### CONSIDERATIONS

Ida Public Schools Roadmap to Learning task teams will strive for best practices. They will continually evaluate, reflect, and reorganize as needed, especially in the areas of:

- Communication
- Curriculum and Instructional Adjustments
- Health and Safety
- Digital Tools and Access to Technology
- Transportation and Food Services
- Student Support and Well Being



# State Governance - Phase 4 - REQUIRED

**MI Safe Schools: Michigan's 2020-21 Return to School Roadmap; Governor Gretchen Whitmer; COVID-19 Task Force on Education Return to School Advisory Council June 30, 2020**

## Personal Protective Equipment

Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

- PreK-5 and special education teachers should consider wearing clear masks.
- Homemade facial coverings must be washed daily.
- Disposable facial coverings must be disposed of at the end of each day.

Facial coverings must be worn by PreK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Facial coverings must be worn in hallways and common areas by PreK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

- Homemade facial coverings must be washed daily.
- Disposable facial coverings must be disposed of at the end of each day.
- Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

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## Hygiene

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

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## Screening Students and Staff

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

# State Governance - continued

## Testing Protocols for Students and Staff and Responding to Positive Cases

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.
- 

## Responding to Positive Tests Among Staff and Students

- All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- 

## Food Service, Gathering and Extracurricular Activities

- Prohibit indoor assemblies that bring together students from more than one classroom.
- 

## Athletics

- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- 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.
- Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing
- Large scale indoor spectator events are suspended. Large scale indoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

# State Governance - continued

## Cleaning

- 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, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
  - Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
  - Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant, is unnecessary.
  - Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
  - Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
- 

## Busing and Student Transportation

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades PreK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.



# COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan)

<https://www.col-essentials.org>

**Name of District:** Ida Public Schools

**Address of District:** 3145 Prairie Street, Ida, Michigan 48140

**District Code Number:** 58070

**Email Address of the District:** idaschools.org

**Name of Intermediate School District:** Monroe County Intermediate School District

**Name of Authorizing Body (if applicable):** Monroe County Intermediate School District



## Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

## Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall 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 District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it 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.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

## Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by [Michigan's 2020-21 Return to School Roadmap](#) ("Return to School Roadmap") from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
  1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

Ida Public Schools will offer a hybrid of multiple modes of learning for Phase 1,2, or 3.

In partnership with Monroe County Community College, our dual enrolled students, including the CTE courses, are using on-line instruction. Students will be given information and offered support both by the Ida High School staff (zoom, email and phone) and MCCC staff through email. Students will be encouraged to use their MCCC email for information from the college and any other remote protocols.

Students will continue to have remote access to CTE programs at neighboring schools through our CTE County Exchange as they did during the COL. All information will come from the school that houses the CTE program. Students will be encouraged by our high school counselors to stay in contact with their teachers in the CTE programs.

The mode of instruction from our teachers to our students will be a hybrid depending on student access and instruction.

Each teacher will include in their syllabus all options for the modes of instruction for the course that include variations of modes of instruction based on student access to instruction and resources. Using data from the Continuity of Learning Plans, we know the current connectivity needs of our students. We will continue to use this data to develop individual technology plans for each of the 80 households in need and for additional households as domestic situations change.

The plans include and are not limited to internet access, hot spots, equipment needs, and delivery of equipment/hot spots to the home via mail. Participation includes, on-line classrooms, on-line office hours and resources and in some cases, hard packets, following mitigation protocols, emails and phone calls for office hours and/instruction. It is not a one size fits all. If there are still gaps in accessibility,

which we are hoping is not the case since each teacher will keep track of each of their students and communicate technology needs to our IT staff. We will work daily on seamless accessibility and quality of education for the mode of instructions used by the student and by our teachers.

**B.** The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

1. **Face coverings** (p. 22)

- a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
  - i) All staff and all students in grades preK-12 when on a school bus.
  - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
  - iii) All staff when in classrooms.
  - iv) All students in grades 6 and up when in classrooms.
  - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

We will continue to educate our parents and students regarding the utmost importance of face coverings through all communications sent home and on our website in preparation for school so there are no surprises, and so parents, students and staff are fully aware. Face covering conditions are required unless the parent or student presents a doctor's note prior to the start of school or before they board the bus or enter the school. If a student does not comply, they will not be allowed to board the bus or enter the school. If in school and they refuse, they will be put in a quarantine area until a parent can pick them up. They will not be punished. If they forget their face covering, the bus driver will provide one. If they arrive at school via another form of transportation, they will be given one before entering school.

The staff will be instructed and mentored as to how to deal with these situations.

2. **Hygiene**

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

We will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques. These signs/posters will also be mailed to parents and staff. Each teacher will have a classroom kit with these products as well as a checklist of what needs to be sanitized throughout the day. We will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. Students lunch passing time will be extended so as to allow time for

handwashing and hand sanitizing. We will have hand sanitizers throughout the building in big areas, such as gyms and cafeterias, as well as classrooms.

We will continue to:

- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Provide portable handwashing and/or hand sanitizing stations to set up throughout schools
- Keep up with the latest from the CDC and local health agencies

### 3. **Cleaning**

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

Custodial staff will frequently clean:

- Touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- We will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

### 4. **Athletics**

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

We will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

- 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, conditioning or practice.
- All equipment must be disinfected before and after use. a Inter-school competitions may be held provided that,
- Facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times.
- Attention will be given to entry and exit points with signage to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact will not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended.
- Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended.
- Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet.

### Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

Ida Public Schools will cooperate with the local public health department regarding implementing protocols for screening students and staff.

Although strongly recommended in the MI Safe School Roadmap, not required, we will do our best to adhere to the following best practices:

- Each school will identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95mask is required.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

7

- Staff and students will be asked to conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will be advised to stay home.

#### 6. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

Ida Public Schools will cooperate with the local public health department regarding implementing protocols for screening students and staff.

Although not required, we will ask and encourage:

- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, and encouraged to consider off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing if requested by a staff member.
- Symptomatic students and staff sent home from school will be encouraged to stay home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.
- Students and staff will be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

#### 7. Busing and Student Transportation

Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

Ida Public School will:

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. There may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these



situations should be made on a case-by-case basis with local public health officials.

- Clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Implement our plan for getting students home safely if they are not allowed to board the vehicle.
- Students who become sick during the day, will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.
- Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, bus drivers will consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

**C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.**

In collaboration with our local health department, staff, parents, children and legal counsel, we will use data to decide which of the requirements from Phase 4 we will continue in Phase 5 with Phase 5 requirements being the starting point. We will not hesitate to require stricter requirements than outlined in Phase 5 based on the collaborative data.

1. **Indicate which highly recommended protocols from the Return to School Roadmap the district will include in its Preparedness Plan when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.**

Ida Public Schools will follow all Strongly Recommended protocols in the Return to School Roadmap (insert link here)

2. **Indicate which highly recommended protocols from the Return to School Roadmap the district will not include in its Preparedness Plan when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.**

None at this time.

- D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4**.

None at this time.

## Final Steps for Submission

*Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator ) in time for approval by August 15 or seven days before the first day of school, whichever comes first.*

**Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator:** August 12, 2020

**Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:** *Sandra K. Kreps*

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

[https://www.idaschools.org/downloads/district\\_news\\_files/learningplan.pdf](https://www.idaschools.org/downloads/district_news_files/learningplan.pdf)

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

**Name of District/PSA/Nonpublic Leader Submitting Plan:** Sandra K. Kreps

**Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:**

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

# Board of Education

Mike Mero, Jr., President | Tim Janssen, Vice President  
Matt Darr, Treasurer | Heather Schafer, Secretary  
Jamie Hunter, Trustee | Jennifer Muir, Trustee | Andy Peth, Trustee

## Ida Public Schools Directory • Main Office (734) 269-9003

### Elementary School: K – 4

269-3605 or Ext. 3501

Office Hours: 7:30 a.m. to 4:00 p.m.

Student Hours: 7:55 a.m. to 3:00 p.m.

- Principal: B. Wagner ..... 3500
- Secretary: J. Wehner ..... 3501
- Secretary: B. Clymer ..... 3502
- Student Service Provider: D. Banker. 3520

### Middle School: 5 – 8

269-2220 or Ext. 2502

Office Hours: 7:30 a.m. to 4:00 p.m.

Student Hours: 8:05 a.m. to 3:10 p.m.

- Principal: D. Eack ..... 2500
- Assistant Principal: A. Janssen ..... 2501
- Secretary: B. Rupp ..... 2502
- Secretary: M. Hosler ..... 2503
- School Counselor: J. Butz ..... 2504

### High School: 9 - 12

269-3485 or Ext. 1502

Office Hours: 7:30 a.m. to 4:00 p.m.

Student Hours: 8:05 a.m. to 3:10 p.m.

- Principal: C. Fuller ..... 1500
- Assistant Principal: A. Janssen ..... 1501
- Secretary: W. Hiteshew ..... 1502
- Secretary: R. Nowak ..... 1503
- School Counselor: K. Riley ..... 1506
- School Counselor: C. Ryan ..... 1505

### Ida Public Schools Virtual Academy

- B. Wagner - Elementary School
- D. Eack - Middle School
- C. Fuller - High School
- A. Janssen

### Harvest Academy (Ida Alternative High School)

- C. Fuller - High School
- K. Riley - High School
- C. Ryan - High School

### Central Office

269-3110 or Ext. 4003

Office Hours: 7:30 a.m. to 4:15 p.m.

- Superintendent: S. Kreps ..... 4000
- Secretary: J. Dressel ..... 4002
- Transportation Director: J. Elkins ..... 4001
- Building & Grounds: B. Cherry ..... 4001
- Secretary: C. Guthrie ..... 4003
- Transportation and Food Service

### Business Office Ext. 5002

- Business Manager: C. Baas ..... 5003
- Bookkeeper: D. Nieuwkoop ..... 5002
- Payroll: C. DuCharme ..... 5001

### Special Areas

- **Athletic Director:** T. Leonard ..... 269-3485 or 1504
- **Curriculum Director:** S. Ash ..... HS-1510, MS-2510
- **Food Service Director:** P. Oberski ..... 3510
- **Technology Director:** R. Kisonas ..... 5005
- **School Social Worker:** R. Tinney ..... ES-3036, MS-2520
- **School Psychologist:** T. Stockton ..... MS-2518, HS-1518
- **School Nurse:** M. Rozek



Ida Public Schools  
3145 Prairie Street  
Ida, MI 48140

**District/PSA Template for the  
Extended COVID-19 Learning Plan  
as Described in [Public Act 149](#), Section 98a**

**August 27, 2020**

**[September 3, 2020 Clarifications](#)**

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Name of District: Ida Public Schools

Address of District: 3145 Prairie Street, Ida, Michigan 48140

District Code Number: 58070

Email Address of the District: [idaschools.org](http://idaschools.org)

Name of Intermediate School District: Monroe County Intermediate School District

Name of Authorizing Body (if applicable): Monroe County Intermediate School District

### **Ida Public Schools Extended COVID-19 Learning Plan**

Address of School District/PSA: 3145 Prairie Street, Ida, Michigan 48140

District/PSA Code Number: 58070

District/PSA Website Address: [idaschools.org](http://idaschools.org)

District/PSA Contact and Title: Sandra K. Kreps - Superintendent

District/PSA [kreps@idaschool.org](mailto:kreps@idaschool.org)

Name of Intermediate School District/PSA: Monroe County Intermediate School District

[Ida Public Schools] Extended COVID-19 Learning Plan

Name of PSA Authorizing Body (if applicable): Monroe County Intermediate School District

Date of Approval by ISD/Authorizing Body:

## Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure regarding COVID-19

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that
  - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Sandra K. Kreps

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District Superintendent or President of the Board of Education/Directors

Sep 29, 2020

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Date

## Learning Plan Narrative

### Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The impact of COVID – 19 on instruction and social/emotional health of our students this past spring, with all distance learning, and this fall in Phase 4, with a hybrid and virtual format, are numerous. An Extended COVID – 19 Learning Plan will help us be strategic and proactive as we plan to intervene. Our goals are to minimize the impact of the trauma this had brought to our learning community, to intervene in order to minimize gaps in learning, and to address the equity issues that impact learning and social/emotional health.

As we return to school in the fall, our priority will be to assess and ensure the well-being of all members of our school community and to make sure they have the resources they need. Because of the unknowns and the wide range of instruction students had during the distance learning the last marking period of 2019 - 20, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of proficiencies. We anticipate that there will be learning gaps, and students will need opportunities and interventions to catch up. Teachers will need opportunities to collaborate with another as they examine student work and determine what comes next in the learning for each student. Part of our plan will include professional development and time for teachers to collaborate.

As Ida Public Schools develop the instructional framework for the year, we will ensure opportunities for equitable opportunities and resources. This plan will also focus on the well-being of students and staff.



## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

**Goal 1:** High quality instruction is informed and assessed with high quality assessments.

Our vision is to improve academic achievement, with the target being proficiency of standards, across all subject areas for Ida Public Schools, Ida Virtual Academy, and Harvest Academy. Even with the interruption of instructional practices last year due to COVID – 19, we will use our 2020 - 2021 assessments for proficiency standards, as we always have, except for the areas suspended by the state. Assessment results will be used to determine student interventions, accommodations, instructional modifications, and acceleration needed to work toward closing the individual learning slide or gap for all students.

### **Outcomes for Kindergarten through 8<sup>th</sup> Grade Students**

- Student achievement will be assessed for English Language Arts and with the NWEA benchmark assessment.
- Student growth and achievement will be measured and compared to data previously collected. Science, Social Studies, and Elective courses will be assessed using student pre and post common grade level assessments. All pre-data will inform instruction and provide baseline data for the year.

- Student progress monitoring during Tier 1 instruction (universal for all students), by the teacher will inform what Tier 2 interventions might be needed within the classroom.
- Progress monitoring by the Multi-tiered Systems of Support team will determine what Tier 2 support and Tier 3 academic and behavioral interventions might be needed. Building MTSS teams are:
  - Elementary: Multi -Tiered Systems of Support (MTSS)
  - Middle School: Student Assistance for Middle School (SAMS)
- Additional student assistance team (SAT) interventions will be organized as needed. Input from teachers, administration, special education staff, interventionists, support staff, and parents will be considered as needed.
- All students, K- 8, will improve performance in Mathematics from Fall to Spring as measured by NWEA.
  - K – 4 will be administered 3 times a year.
    - Students, K – 4, will improve performance in Reading/ELA with each assessment.
    - Students will show overall improvement at the end of each marking period (quarter).
    - Students who do not show improvement will be assessed by the MTSS team.
  - 5 – 8 will be given within the first 9 weeks of school and again in May.
    - Students, 5 – 8, will improve performance in Reading/ELA with each assessment.
    - Students will show overall improvement at the end of each marking period (quarter).
    - Students who do not show improvement will be assessed by the SAMS team.
- Virtual students are included in this plan.

### **Outcomes for 9<sup>th</sup> through 12<sup>th</sup> Grades**

- Student achievement will be measured by pre and post common assessment data in all core classes. This pre-data will inform instruction and baseline data for the year.
- Student progress monitoring will inform pacing, interventions, and instruction.
- Student progress monitoring, by the teachers, will inform Tier 2 interventions and instructions. This includes weekly feedback from our Ida Virtual Academy students.
- The High School Student Intervention Team (HSSIT) will progress monitor for Tier 3 interventions, including the Ida Virtual Academy and Harvest Academy students.
  - Students will show overall improvement with each assessment.
  - Students will show overall improvement at the end of each marking period (quarter).
  - Students who do not show improvement will be assessed by the HSSIT.

- Additional student assistance team (SAT) interventions will be organized as needed. Input from teachers, administration, special education staff, interventionists, support staff, and parents will be considered as needed.
- Additionally, student achievement on the PSAT 8/9, PSAT 10, and SAT will be compared to previous cohort data. The PSAT results from the Fall will provide pre-data to inform instruction and provide baseline data. Ida Virtual Academy students are included.

**Goal 2:** We will create a quality learning environment that improves the overall school culture and climate within Ida Public Schools.

- With the implementation of the Extended COVID-19 Learning Plan, all District staff members will be working to create high quality learning environments during face-to-face instruction and virtually. Professional development will continually be available to the staff on how to build relationships with students virtually. Follow up professional development sessions will be provided on an as needed basis.
- Feedback through staff surveys will be used to identify additional steps that may be needed.
- As able, school wide building initiatives and activities that improve the school culture and climate will take place. For example, extra and co-curricular activities, athletics, and Positive Behavior Interventions and Supports (PBIS) opportunities that include Character Counts at Ida Elementary School, PRIDE at Ida Middle School, and Leadership at Ida High School. Ida Virtual Academy students will have access to all initiatives and activities.

## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

### [Ida Public Schools Extended Continuity of Learning Plan](#)

**Option 1:** A/B Rotation: two days of face-to-face instruction and three days of Distance Learning provided by Ida staff. Face-to-face instruction must be administered with mitigation conditions as provided in the [Mi Safe School Roadmap](#). Option 1 is available to all students in Ida Public Schools, Ida Early Middle College, and the Harvest Academy (Ida’s alternative high school.) Students A - K with an “A” schedule would go to school on Monday and Wednesday with Distance Learning taking place on Tuesday, Thursday, and Friday. Students with a “B” Schedule would go to school on Tuesday and Thursday with Distance Learning taking place on Monday, Wednesday, and Friday. This helps teachers and students see one other more often. If they attended two days back to back, they would not see teachers and friends for 5 straight days. A / B also decreases cohort exposure and increases social mitigation. Families could also know ahead of time the days to plan on.

**Option 2:** Ida Virtual Academy: an online learning option, provided in partnership with Lincoln Empowered. This option is available to all Ida Public Schools students. If chosen on the survey, we will contact parents to answer all their questions before they make their final decision. Parents and students set the schedule in this option, which could include weekend learning. The Virtual Academy gives greater flexibility to parents’ working schedules while addressing health concerns and various learning styles of students. If interested, parents are asked to read over the general information in this publication regarding the Academy. If Michigan moves to Phase 5 or back to Phase 3 during the first nine weeks of school . . .K-5 students would remain in the Ida Virtual Academy for the remainder of the 9 weeks and have the opportunity to transfer back into the current option with their Ida classroom teacher at the beginning of the next 9 week marking period. 6-12 students would remain in the Ida Virtual Academy until the end of the 18-week semester. They would then have the opportunity to transition to the current option available with Ida classroom teachers.

**Option 3 (Standby):** Full Distance Learning. This is not an option on the survey for selection as it would be an authorized full school closure per the Mi Safe School Roadmap. Should we have to implement this option, students would transition from three days of Distance Learning (Option 1) to five days of Distance Learning (Option 3).

Definition of Distance Learning: Distance Learning is instruction provided online for Ida Public School, Ida Middle College, and Harvest Academy (Ida’s alternative school) students who are not on campus due to social mitigation (A/B rotating schedule), quarantine, or a full

school closure (Phase 3). In Distance Learning, Ida Public School teachers communicate and provide home-based instruction. Distance Learning and instruction will look different than it did during the March – June full school closure. At that time, grades were assigned based on participation to help keep our students engaged. This fall, the curriculum taught during Distance Learning will be evaluated with accountability using formative and summative assessments, and grades will be assigned accordingly.

Definition of Virtual Learning: Virtual Learning is a total online educational opportunity offered by Ida Public Schools, in partnership with Lincoln Empowered, for families who prefer a homeschool format, who are not comfortable sending their students to school during a pandemic, or who have other health considerations. The Virtual Learning curriculum is parent driven, not teacher driven, and is delivered by Lincoln Empowered. A mentor from Ida will make contact once a week to monitor how the student is doing and if there are any technology needs. The mentor is not responsible for teaching or tutoring students. To meet the requirements of Virtual Learning, communication must be two-way, meaning the parent and the mentor connect through an established mode of communication indicated on the Virtual Learning Letter of Agreement as completed by each parent and child.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

The Ida Public School District curriculum for core academic subjects is aligned to the state standards. Distance learning and instruction will be different than it was in the Continuity of Learning Plan developed for the March – June full school closure where academics were graded on participation to keep our students engaged. This fall, our Hybrid model which combines distance and face to face learning will be our comprehensive curriculum taught and graded with accountability, with pre and post assessments, formative and summative assessments.

- Pre-K – 5: Each teacher will have a syllabus which incorporates the Ida Public Schools curriculum for each grade level. The syllabus will be shared with parents and students and posted on-line. Students will understand that this is their roadmap of instruction for the year.
- 6th – 12th: Each class will have a syllabus which incorporates the comprehensive curriculum. The syllabus will be shared with parents and students and posted on-line. Students will understand that this is their roadmap of instruction for the year.
- Social and emotional support will be in full service for our on-site and virtual students.
- For students eligible with Individual Educational Plans and 504's, teams

will be reviewing individual plans and working with families to ensure students continue to progress toward established goals and objectives.

- Virtual Students with IEP's: We selected a virtual vendor, Lincoln Empowered, that includes the option to upload IEP's, additional parental support, and offers additional support to the caseload teacher who is the Ida designated school mentor for their students. We have also lined up a paraprofessional who will check in with students with IEP's regularly to add another layer of social emotional contact.
- In addition to the full curriculum, we are fostering high quality:
- In addition to the full curriculum, the following will be in full capacity:
- Social and emotional support will be in full service for our on-site and virtual students.
- Encouraging positive parent involvement and partnerships to provide encouragement, assistance and guidance to parents in cultivating a positive home climate and relationship with the school.
- Establish and maintain classroom norms and learning routines for the Hybrid and Virtual students that would transfer or continue to full distance learning should we return to a Phase 3.
- We will strive for high quality instruction that includes:
  - Culturally responsive teaching practices
  - Empower students with collaboration, discourse and decision making
  - Provide timely formative feedback
  - Instruction that is relevant and applicable
  - Assessments that measure depth of knowledge

Note: All syllabi are located on the website. The Ida Public School District full instructional plan found at . [Ida Public Schools Extended Continuity of Learning Plan](#)

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Student progress toward mastery of the standards will be graded and evaluated on multiple levels.

- During face to face instruction, teachers will use both formative and summative assessments to provide feedback to students on mastery of their standards. Summative assignments and assessments will be graded on a standard grading scale and shared with students regularly.
- While students are completing distance learning instruction, teachers will continue to use these assignments and assessments to provide feedback to students. For example, this might be through video conferencing, Google Classroom, or Microsoft Teams.

- In addition to this feedback, NWEA and STAR Early Literacy/STAR Reading benchmark assessments will be used at least twice throughout the year to monitor student progress toward state standards.

These multiple data points will help ensure students are making progress toward mastery of the class standards and will be shared on a regular basis with parents or legal guardians through communication from the teacher via phone call, e-mail, or conference; during parent-teacher conferences; and also, on the student management system and report cards.

## Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Ida Public School will provide equitable access to technology as explained on page 20 of the [Ida Public Schools Roadmap to Learning Plan](#), in the Continuity of Learning Plan section, that was previously submitted. In order to stay current with needs, we are constantly assessing our students needs and adjusting how we can better provide this access.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Students with disabilities, whether identified with Individualized Educational Plans or 504's, will be provided the services in the COVID – 19 Learning Plan.

The special education staff will collaborate with general education teachers to provide ideas and strategies for engagement and understanding by all students. Special education staff will be available for support and follow up with students with disabilities and will communicate with general education teachers when alternative resources may be needed to meet the needs of students with disabilities.

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. Students with IEPs caseload teacher will serve as the mentor teacher for those who choose the Ida Virtual Academy Option. Students with accommodations who choose the A/B rotations option are invited, as needed, by their caseload teacher or caseload support staff, to utilize the distance learning lab or additional on-site time with assistance from their caseload support staff on their distance learning days.

For students identified with special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
  
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

1. Ensuring the academic and social/emotional needs of our students are met:
  - Student progress monitoring during Tier 1 instruction and behavioral (universal for all students), by the teacher will inform what Tier 2 interventions might be needed within the classroom.
  - Progress monitoring by the Multi-tiered Systems of Support team will determine what Tier 2 support and Tier 3 academic and behavioral interventions might be needed. Building MTSS teams are:
    - Elementary: Multi -Tiered Systems of Support (MTSS)
    - Middle School: Student Assistance for Middle School (SAMS)
    - High School: High School Student Intervention Team (HSSIT)
  - Academic and behavioral interventions include the Ida Virtual Academy K – 12, and Harvest Academy 9 – 12 students.
  - Additional student assistance team (SAT) interventions will be organized as needed. Input from teachers, administration, special education staff, interventionists, support staff, and parents will be considered as needed.



- Additional student assistance team (SAT) interventions will be organized as needed. Input from teachers, administration, special education staff, interventionists, support staff, and parents will be considered as needed.
- 2. Ensuring Ida Public Schools students will have seamless accessibility to Early Childhood, CTE, Early-Middle College and Dual Enrollment:
  - Ida Public School will provide seamless accessibility to CTE and Dual Enrollment opportunities as explained on page 20 of the [Ida Public Schools Roadmap to Learning Plan](#), in the Continuity of Learning Plan section, that was previously submitted.
  - The Ida Public Schools Hybrid Learning Plan includes Head Start, GSRP, and the Ida Early-Middle College students.
  - Ida Public School District full instructional plan addresses ways all learners are supported and can be found in the [Ida Public Schools Roadmap to Learning Plan](#). All staff is committed to their success.

**District/PSA Template for the  
Extended COVID-19 Learning Plan  
as Described in [Public Act 149](#), Section 98a**

**August 27, 2020**

**[September 3, 2020 Clarifications](#)**

**September 30, 2020 Revisions Based on [SB 927](#)**

Introduction:

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district’s website by not later than October 4 **12**, 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

*This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.*



**Michigan Association of  
Secondary School Principals**



## **Ida Public Schools Extended COVID-19 Learning Plan Assurances**

Name of District: Ida Public Schools

Address of School District/PSA: 3145 Prairie Street, Ida, Michigan 48140

District/PSA Code Number: 58070

District/PSA Website Address: [idaschools.org](http://idaschools.org)

District/PSA Contact and Title: Sandra K. Kreps - Superintendent

District/PSA Contact Email Address: [kreps@idaschools.org](mailto:kreps@idaschools.org)

Name of Intermediate School District/PSA: Monroe County Intermediate School District

Name of PSA Authorizing Body (if applicable): Monroe County Intermediate School District

Date of Approval by ISD/Authorizing Body:

## Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
  - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
  - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
  - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
  - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - a. COVID-19 Cases or Positive COVID-19 tests
  - b. Hospitalizations due to COVID-19
  - c. Number of deaths resulting from COVID-19 over a 14-day period
  - d. COVID-19 cases for each day for each 1 million individuals
  - e. The percentage of positive COVID-19 tests over a 4-week period
  - f. Health capacity strength
  - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
8. The District/PSA assures that
  - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every ~~30~~ **days each month** thereafter at a meeting of the Board, and
  - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
    - i. **the instructional delivery method that was reconfirmed;**
    - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
    - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
  - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school

year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

**Clarification of Assurance 10:** "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.

*Sandra K. Kreps*

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District Superintendent or President of the Board of Education/Directors

October 1, 2020

Date



# Ida Public Schools

Where Learning Strikes!

Date: February 8, 2021 Ida Public Schools Board Meeting  
Re: Extended COVID-19 Learning Plan Proposal

The students would transition to traditional learning beginning the week of March 1, 2021. We would do a tier approach with grades Pre-K, K, 3, 4, 5, 7 the week of March 1 and 1, 2 6, 8, 9, 10, 11, 12 the week of March 8. If there is a school closure due to COVID or another influence, students and staff would transition to virtual instruction led by their teachers. They would follow the bell schedule at home through Zoom with the same schedule and times they follow when they are in-person. If there is an inclement weather day in this plan, it would be a snow day or fog day with no virtual appointments. With March 1, 2021 our target day, if there are significant closures from other schools in our county due to COVID or health metrics, we reserve the leeway to move the start date.

Recommended Resolution: Approve the Proposal of the COVID-19 Learning Plan.

It was explained that discussions prior to Board meeting and during Extended Plan review at Board meeting, included January and February board committee work that focused on 18 data points, student achievement, Ida health metrics and health metrics from neighboring districts with similar mitigation conditions.

Motion to approve Recommended Resolution Accepted by Heather Schafer, supported by Jamie Hunter.

The roll call vote passed 7 to 0.

Mr. Mero requested this be sent out to the school community the following day. Mrs. Kreps indicated she would do so with the hopes of completing the Q and A and updating the Return to Traditional Timeline. The Return to Traditional Scenario and Conditions was sent on February 9, 2021 with four attachments.

February 9, 2021

## **Return to Traditional Scenario & Conditions**

[Return to Traditional Scenario](#)

[Q & A](#)

[Health Resources](#)

[Return to Traditional Timeline](#)

## **18 Data Points Considered**

- Health Metrics
- Ida Elementary School Improvement Parent Survey Results 20-21 – written responses
- Ida Middle School Improvement Parent Survey Results 20-21 – written responses
- Ida High School Improvement Parent Survey Results 20-21 – written responses
- Support Staff Survey for the Return to Traditional Scenario
- Elementary Staff Survey for the Return to Traditional Scenario
- Middle School Staff Survey for the Return to Traditional Scenario
- High School Staff Survey for the Return to Traditional Scenario
- High School Failures 1st Semester and MTSS updates
- Middle School DFI Data and MTSS updates
- Elementary School MTSS Updates and NWEA scores
- High School Student Leadership Class Concerns and Considerations - Individual Student Responses for entire class.
- Ida Public Schools Return to Traditional Parent survey comments
- Return to Traditional Parent Survey Pie Chart
- Email from Dave: 3 parent MS emails to Dave about wanting to stay hybrid
- Superintendent Staff Brief February 8, 2021
- High School Letter of concerns 2 – 18 - 21
- Parent emails and phone calls Regarding Return to Traditional to the Board and to the superintendent



**From:** [Sandra Kreps](#)  
**Subject:** Return to Traditional Scenario and Conditions  
**Date:** Tuesday, February 9, 2021 6:47:11 PM  
**To:** All Staff  
**Attachments:** [Return to Traditional Scenario - Extended Learning Plan.pdf](#)  
[Return to Traditional Time Line.pdf](#)  
[Return to Traditional – Resources and Highlights.pdf](#)  
[Return to Traditional Q and A.pdf](#)

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Good evening:

Last night the board approved a Return to Traditional Scenario with conditions. I have included all the documents that provide information that will help you and our families navigate this scenario. I will send a Honeywell shortly to parents and staff but wanted you to have a chance to see it first.

Your surveys and comments were heavily considered. I hope you are able to see that in the blended outcome of the proposal. Your principals shared your percentages/bar graphs with you so you are aware of your staff's input. The comments from our staff and were heavily weighted toward the importance of the health metrics. I shared the comments document with you yesterday. We are closely watching the metrics and conditions.

Please speak with your principal or director if you have concerns or suggestions.

There is no roadmap to follow. COVID and the needed protocols are not a perfect science nor tried and true.

Let's work toward the same vision, teaching our students.

Please let me, your principal or your colleagues know if you need support.

Sandy

Sandra K. Kreps  
Superintendent of Ida Public Schools  
734-269-9003 Ext. 4000

## Extended Learning Plan Return to Traditional Scenario and Conditions

Based on board approval on Monday, February 8, 2021, this scenario and these conditions will be added to the current Extended Learning Plan. The plan is fluid and re-evaluated and re-certified each month.

### Scenario for Return-To-Traditional

Date	Grades		
March 1, 2021	Pre-K – K, 3, 4, 5, 7,	Monday – Thursday: In-person	Friday: Distance Learning
March 1, 2021	1, 2, 6, 8, 9, 10, 11, 12	Hybrid – A/B Days	Friday: Distance Learning
March 8, 2021	Pre-K – K, 3, 4, 5, 7,	Monday – Friday: In-person	
March 8, 2021	1, 2, 6, 8, 9, 10, 11, 12	Monday – Friday: In-person	

Tier entry with grades Pre-K, K, 3,4,5,7 returning for 4 days of in person, Monday – Thursday the week of March 1, and grades 1,2,6,8,9,10,11,12 the week of March 8. The week of March 8, 2021 all students would be 5 days of instruction.

**Conditions:** If the health metrics continue to decline and our student and staff quarantine numbers are manageable, and there are not significant closures with the other county schools due to COVID and quarantine who have returned to 5 days face-to-face, we would begin to transition our students to traditional learning beginning the week of March 1, 2021. Again, with March 1, 2021 the current target day, if there are significant changes in the health metrics we are monitoring, or closures from other schools in our county due to COVID or other health metrics, we reserve the leeway to move the start date and continue with Hybrid and/or adjust as necessary.

**Details:** If we activate this scenario, we will carry out a 2-tier approach with grades Pre-K, K, 3,4,5,7 returning for 4 days of in person, Monday – Thursday the week of March 1, and grades 1,2,6,8,9,10,11,12 the week of March 8. The week of March 8, 2021 all students would be in 5 days of instruction. As has been the protocol throughout Hybrid, the custodial staff deep cleans each evening and sanitizes throughout the day. This will continue.

So, our students do not have to go back and forth between scenarios’, if there is a school closure due to COVID or another influence, students and staff would transition to virtual instruction led by their teachers, the same as in person. Grades 5 – 12 would follow the bell schedule at home through zoom with the same schedule and times they follow when they are in-person. Grades Pre-K – 4 would follow their block schedules with specials and adjust according to the child development needs of this age. Pre-K - 4 teachers will communicate these details to the parents. When students return from the closure, they would continue with their traditional schedule and times. If there is an inclement weather day in the traditional plan, it would be treated as a snow day or fog day with no virtual appointment.

In compliance with the Michigan Department of Health and Human Services and in agreement with the American Academy of Pediatrics, we will update our language in the Extended Plan to include the requirement of face masks for student’s Pre-K – 12.



# Ida Public Schools

## Ida Public School Extended Learning Plan

### Return to Traditional Scenario and Conditions Timeline

#### November 8, 2020

An excerpt from the minutes of the November board meeting when we recertified: Recommendation is to continue with the hybrid through the first semester, then at the beginning of the new year we will have the data we need to decide how we move forward.

#### January 6, 2021

Honeywell sent to parents and staff on January 6<sup>th</sup>, 2021: We will continue to watch the positivity and new case numbers, now in January, locally, and county wide. This information will influence how we assess and progress with our learning plan. From the start, our goal has been and still is to return to the traditional format while providing a safe learning environment. We are currently working on safety first learning plan scenarios to this end. The scenarios take into consideration current and trending COVID-19 numbers and the impact of quarantine.

**How do we do this? We committed to the following in our Extended Learning Plan:** Excerpt from p. 13 from this plan.

As we continue to work closely with the Michigan Department of Education, state health officials, the local government, community leaders, families, and staff we will continue to evaluate and develop plans. Our options must be flexible and able to transition between phases. Our mission always will be high quality instruction and health and safety.

CONSIDERATIONS Ida Public Schools Roadmap to Learning task teams will strive for best practices. We will continually evaluate, reflect, and reorganize as needed, especially in the areas of: • Communication • Curriculum and Instructional Adjustments • Health and Safety • Digital Tools and Access to Technology • Transportation and Food Services • Student Support and Well Being

**On January 8, 2021** the State of Michigan set a goal for all school districts to offer an in-person learning option for students as soon as possible, and no later than March 1st. The State of Michigan document explaining this is posted on our website. The March deadline is targeting schools that are 100% virtual to offer some form of face to face option. The State cited the Hybrid model to accomplish this recommendation.

We already are following the latest recommendation from the State of Michigan with our current use of hybrid face-to-face and implementing our distance learning labs for students that are identified as needing connectivity or academic interventions up to 5 days. Even though we are in compliance with the State of Michigan's newest guidelines, our goal continues to be working toward safely returning to traditional.

**January 4, 2021 to February 8, 2021:** We conducted a staff survey and parent survey. We processed emails and phone calls with parents and staff. We have had 6 teachers' meetings between the 3 buildings and conducted a survey for our support staff. The parent survey asked parents to talk with their children and teens before filling out the survey so hopefully they were represented. Teachers did provide feedback from students from classrooms discussions.

Based on these influences and science metrics, we developed a return to traditional scenario. The scenario is dependent on current and trending COVID-19 numbers and the current impact of quarantine. We do not want to open our schools to traditional to have to close them for all distance learning due to high numbers in

quarantine or to move back to hybrid to control the spread with the greater social distancing that hybrid offers. No scenario, Hybrid or Traditional is 100% guaranteed to be uninterrupted. It is important to project and implement our next move as realistically as possible. Students and families need stability.

Those who have worked on this next step was the board of education, working in committee format and one on one's in the past weeks, and the administration team. We also received guidance from the health department and our school nurse. Each of those working on the plan, except for the health department, had full access to all surveys. We worked on blending as many of the suggestions from students, parents and staff into the next extended plan step, while following the health metrics that apply to Ida and our families. What influenced this scenario is included in the Return to Traditional Question and Answer (Q and A) and the Return to Traditional Health Resources document. Many of the questions and answers were generated from the parent and staff surveys. The results of the parent survey and the metrics we are using are also included in the Q and A document. There will be another document that is a list of resources. For those of you who would like to seek more health guidance as to what is best for your family, you will find helpful resources in both documents.

### Scenario for Return-To-Traditional

Date	Grades	
March 1, 2021	Pre-K – K, 3, 4, 5, 7,	Monday – Thursday: In-person      Friday: Distance Learning
March 1, 2021	1, 2, 6, 8, 9, 10, 11, 12	Hybrid – A/B Days                      Friday: Distance Learning
March 8, 2021	Pre-K – K, 3, 4, 5, 7,	Monday – Friday: In-person
March 8, 2021	1, 2, 6, 8, 9, 10, 11, 12	Monday – Friday: In-person

Tier entry with grades Pre-K, K, 3,4,5,7 returning for 4 days of in person, Monday – Thursday the week of March 1, and grades 1,2,6,8,9,10,11,12 the week of March 8. The week of March 8, 2021 all students would be 5 days of instruction.

**Conditions:** If the health metrics continue to decline and our student and staff quarantine numbers are manageable, and there are not significant closures with the other county schools due to COVID and quarantine who have returned to 5 days face-to-face, we would begin to transition our students to traditional learning beginning the week of March 1, 2021. Again, with March 1, 2021 our current target day, if there are significant changes in the health metrics we are monitoring, or closures from other schools in our county due to COVID or other health metrics, we reserve the leeway to move the start date and continue with Hybrid and/or adjust as necessary.

**Details:** If we activate this scenario, we will carry out a 2-tier approach with grades Pre-K, K, 3,4,5,7 returning for 4 days of in person, Monday – Thursday the week of March 1, and grades 1,2,6,8,9,10,11,12 the week of March 8. The week of March 8, 2021 all students would be in 5 days of instruction. So, our students do not have to go back and forth between scenarios', if there is a school closure due to COVID or another influence, students and staff would transition to virtual instruction led by their teachers, the same as in person. Grades 5 – 12 would follow the bell schedule at home through zoom with the same schedule and times they follow when they are in-person. Grades Pre-K – 4 would follow their block schedules with specials and adjust according to the child development needs of this age. Pre-K - 4 teachers will communicate these details to the parents. When students return from the closure, they would continue with their traditional schedule and times. If there is an inclement weather day in the traditional plan, it would be treated as a snow day or fog day with no virtual appointments.

In compliance with the Michigan Department of Health and Human Services and in agreement with the American Academy of Pediatrics, we will update our language in the Extended Plan to include the requirement of face masks for student's Pre-K – 12.



# Ida Public Schools

## Return to Traditional Resources

### Covid-19 resources and highlights

**Common message from all sources that give guidance to returning students to school safely is:**

- ✓ Masks for all students and staff unless health issues
- ✓ Social distancing of 6 feet and social mitigation protocols
- ✓ Frequent handwashing

#### [COVID-19 \(coronavirus\) in babies and children - Mayo Clinic](#)

- 12% of COVID cases are children
- Ages 10-14 are less likely to develop the virus compared those 20 and older
- Hospitalization is less likely
- Obesity, diabetes, asthma, congenital heart disease and diagnoses related to CNS or metabolism pose a higher risk
- Most often symptoms are mild to none
- Children who get COVID typically recover within 2 weeks

[Coronavirus outbreak and kids - Harvard Health](#) Do not expect the traditional during COVID...Even if all students are back, with less than recommended social distancing, there will be protocols that reinforce prevention of virus spread

- Most children have mild to no symptoms
- Children with underlying conditions may be at increased risk
- Children may have a high viral load without showing symptoms
- Even without symptoms, children with a high viral load can still spread the infection
- Wear masks and social distance from those who do not live in your household
- Wash hands frequently and isolate yourself from others in the house that aren't feeling well

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>

#### [US sees 16% increase in kids with COVID-19: Here's what parents need to know - ABC News \(go.com\)](#)

- A study by the CDC found there is little evidence of COVID transmission in schools when safety precautions are taken
- 16% increase in COVID cases among children over the past few weeks-attributed to the new variant
- MIS-C is rare but could occur

#### [How teenagers can protect their mental health during COVID-19 | UNICEF](#)

#### [Limiting COVID chaos during the school year - Harvard Health Blog - Harvard Health Publishing](#)

- Talk about safe hygiene practices in school- wearing masks, washing hands, social distancing

#### [You can get the COVID-19 vaccine, but kids can't. Why not, and when they might \(cnet.com\)](#)

- Children aren't eligible for the vaccine, but they have the highest rate of recovery
- Pfizer is enrolled in trials to include children ages 12 to 15 in the vaccine
- Moderna is enrolled in trials to include children ages 12 to 17 in the vaccine
- A vaccine for children is expected to be authorized this year
- Vaccines are not being tested for children under 12 at this point because they have to de-escalate the dose

## [COVID-19 in Children and Teens | CDC](#)

- Children can get and spread COVID
- Most children have mild to no symptoms
- Children diagnosed with COVID could develop multisystem inflammatory syndrome in children (MIS-C) but it is very rare
- Children with the following underlying medical conditions may be at higher risk for COVID: asthma, diabetes, genetic/neurologic/metabolic conditions, sickle cell, heart disease, immunosuppression, obesity
- The most common symptoms of COVID in children are fever and cough but they may experience any signs like an adult
- Keep your child home if they are sick or have been exposed

## [The Truth About Kids, School, and COVID-19 - The Atlantic](#)

- Children under 18 are less susceptible, less likely to experience severe symptoms, and less likely to be hospitalized
- Duke University study showed that in 35 North Carolina school districts, no cases resulted in child to adult spread
- Norwegian study showed that of 200 children ages 5-13 who had COVID did not spread it to others
- Recommendations for reopening:
  - Reopen lower levels because they have reduced transmission risk
  - Enforce COVID-19 protocols in schools and community
  - Follow health metrics

## [Kids Highly Likely to Transmit COVID to Others \(webmd.com\)](#) WebMD January 2021 Important information

- Children are less susceptible to illness
- More likely to infect other family members when they are sick
- Infants younger than 1 were more likely to be infected than children between ages 2-5
- Prioritize vaccine for caregivers of children

## [COVID-19 symptoms in kids: What do children experience? \(medicalnewstoday.com\)](#)

- Most children who develop symptoms of COVID have mild to no symptoms
- Immunocompromised children should take additional precautions

[COVID-19 symptoms in kids: What do children experience? \(medicalnewstoday.com\)](#) (Most important thing you can do is social distancing.

- Risk of severe illness is lower in children
- Children with underlying conditions are more at risk- lung disease, heart disease, weak immune system

## [The Science on COVID-19 and Schools » Urban Milwaukee](#) (Need to read the whole article to understand the context)

- In schools that meet face to face, measures to control the spread should be take
- Masks, regular sanitizing, handwashing, isolation and quarantine, contact tracing, small groups of the same people
- Minimize situations where students mix
- Have planned response for confirmed positive
- Schools that send students home for lunch have lower risk of exposure
- Schools that aren't well ventilated have a higher risk of exposure
- Community wide prevention is needs for schools to remain open
- Community needs adequate and timely testing



## Return to Traditional Q and A

### Health and Safety

#### **A main concern from the surveys: Is it safe to send my child to return to traditional learning (5 days face-to-face.)?**

Safety means something different to each of us and in varying degrees. Here is a resource that can help answer your questions.

[Making Decisions about Children Attending In-person School During the COVID-19 Pandemic: Information for Parents, Guardians, and Caregivers | CDC](#)

This site provides a check list if you are concerned about sending your child(ren) back to face-to-face, and an interactive decision-making tool to weigh your concerns and options. If you still are not sure, please consult with the health department or your health care provider.

#### **When we return to traditional, what could close a building or a district due to COVID-19?**

What has closed buildings is not the amount of positive cases, those are usually minimal compared to the amount of students/staff that need to be quarantined. Five positive student cases in a district might not cause a district or building to close, but five positive staff members could. When combining regular staff absences with the addition of quarantine cases, a building or district might not have enough subs to keep a school open. In the case of student or staff positive cases, the amount of those who must quarantine vary depending on the circumstance(s). Having a school nurse who applies the constant parameters from the health department greatly helps Ida stay on top of reliable and consistent quarantine practices. We take one day at a time and do the very best we can to keep our doors open.

#### **What can we do when return to traditional to decrease the risk of a school closure?**

We need to continue to follow the safety protocols of mask wearing and socially distancing 6 feet when possible. Students want to be in school. If a friend tests positive and you were closer than 6 feet for 15 minutes or more total in a day, you will have to quarantine. Be mindful of this. **Please take time to read the following article. It speaks to what is high risk and low risk behavior. Let's all strive to practice the protocols that are in our control.**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

#### **What is the transmission rate for COVID-19 in children?**

Like adults, asymptomatic positive children can still spread the virus to others. Because children can be asymptomatic carriers, it may be difficult to prevent the spread because the child is unaware, he/she has COVID-19. A study done by the CDC found little evidence of transmission in schools when proper precautions were taken such as social distancing and masks. For more information on this CDC study please visit [COVID-19 Cases and Transmission in 17 K-12 Schools — Wood County, Wisconsin, August 31–November 29, 2020 | MMWR \(cdc.gov\)](#) .

As of 2/5/21 Ida has experienced 42 positive cases of COVID-19 this school year, none of which have evidence of being linked to in-school transmission. A breakdown of the positive cases includes: 6 elementary students, 8 middle school students, 12 high school students, 6 elementary staff, 2 middle school staff, 3 high school staff, and 5 staff members that are not assigned to a building. We continue to take precautions to limit the spread of COVID-19 among our district. Please see our district webpage for the COVID-19 Dashboard. These numbers are not out of line and consistent with most of the other districts. Please refer to the dashboards also posted on other district's websites.

## **Are children at risk for getting sick from COVID-19?**

While children ages 5-17 make up 9.3% of COVID-19 cases in the United States, research shows that most children who test positive for COVID-19 develop mild to no symptoms. Children with underlying medical conditions are at increased risk for developing severe illness. Multisystem Inflammatory Syndrome (MIS-C) is a rare but serious disease that is associated with COVID-19. Please visit [CDC COVID Data Tracker](#) for more information on COVID-19 demographic trends.

## **What are symptoms of COVID-19 that a child may experience?**

Symptoms most often found in children with COVID-19 include fever, cough, shortness of breath, headaches, stomach issues, and flu-like symptoms. Other symptoms may include fatigue, loss of appetite, loss of smell, loss of taste, and body aches. Please keep your child(ren) home if they are experiencing these symptoms.

[COVID-19 Basics - Harvard](#)

## **When do I keep my child home?**

You know your child best. The guidance has been to keep your child home if they are exhibiting two or more of the known symptoms. If your child has one symptom that you think is concerning, please follow your parental intuition.

## **Does my child come to school if we are waiting for COVID-19 test results?**

No. Please keep your children home until you know the results of the test. This practice has greatly helped the number that need to be quarantined.

## **How do I prevent my child from bringing COVID-19 home to parents or grandparents who are at risk?**

It is important to know if you or someone in your household are at risk for developing COVID-19. If someone in the house is at risk, the CDC recommends all members of the household take precautions as if they were also at increased risk. Those who test positive for COVID-19 should isolate from those in the household that are not positive for 10 days. The CDC and Monroe County Health Department are also recommending a 10-day quarantine for those who have been exposed. Because children can be asymptomatic carriers, it may be difficult to prevent the spread because the child is unaware he/she has COVID. Hand hygiene and proper coughing/sneezing techniques are important in limiting the spread within a household.

## **Will students wear masks all day?**

Our current mask policy is based on a mandate from the Michigan Department of Health and Human Services (MDHHS) and will continue as we transition into traditional learning. Students are always required to wear masks while in classrooms, hallways, and buses. During lunch and outdoor recess, students can remove their mask. Those with certain medical conditions and those who cannot remove their mask on their own are the exception.

## **Is wearing a mask all day healthy for my child?**

There has not been evidence that proves wearing a mask for long periods is dangerous to children. If your child is resistant to wearing a mask, the following website has tips to help your child become more comfortable with this: [Masks or Cloth Face Coverings for Children During COVID-19 - HealthyChildren.org](#)

## **Will teachers have to wear masks after they are vaccinated?**

Yes, Johns Hopkins and other sources recommend following the same precautionary measures after vaccination. Although the vaccine might prevent you from getting sick, it is still unknown if you can transmit the virus after you have had the vaccine. [COVID-19 Vaccine: What You Need to Know | Johns Hopkins Medicine](#)

## **My child(ren) will not be vaccinated before returning to school.**

Children remain among the lowest groups of people to be severely affected by COVID-19. Although there is a possibility that children may be asymptomatic carriers, evidence has shown that transmission in the school setting is unlikely when proper precautions are taken.



## **Vaccinations:**

Many staff members have shown interest in receiving the COVID-19 vaccine to decrease their chances of getting COVID-19 and to limit the spread, especially since most classrooms will be social distanced by 2 to 3 feet. The health risk to them is much greater than children. This is one of the health metrics we are monitoring.

[Who is Most at Risk for Coronavirus \(COVID-19\)? \(webmd.com\)](#)

## **What are the social distancing guidelines?**

The CDC is recommending 6ft distance whenever possible between you and others, 3 feet is acceptable in the classrooms, with those who do not live in your household. In the school setting with more students per classroom, 6ft distance may not always be maintained. In this case, the Michigan Department of Health and Human Services (MDHHS) explains that 3ft distance should be maintained. The Ida teachers have been asked to position their desk 6 feet away from the closest student desk. This may not prevent a teacher from being closer at time, than 6 feet, as they work with their students, but it will be a reminder to the teacher to do their best not to remain closer than 6 feet from students longer than necessary for the task or activity.

[https://www.idaschools.org/downloads/district\\_news\\_files/schools\\_guidance\\_v3.pdf](https://www.idaschools.org/downloads/district_news_files/schools_guidance_v3.pdf)

## **Will the teachers be able to maintain appropriate distance when all students return?**

Our goal is to keep students as far apart as classrooms allow. As stated in the Return to Traditional letter to parents, most students will be seated 2 to 3 feet from the next person, pre-K - 12. With masks, and hand washing throughout the day, we will do our best to prevent spread. To date, we have not had any known connected positive cases from classmates or staff members.

## **Is the risk of exposure higher with only 3ft distance?**

The risk of exposure is higher for anyone who comes within 6ft of a positive person for more than 15 cumulative minutes in a day. Assigned classroom seating will limit a child's exposure other students within a 6ft circumference. If a student were to test positive, the school nurse would look at the seating charts for the student's classroom, bus and lunchroom. All students or staff within a 6-foot radius for 15 cumulative minutes, would be considered a close contact and need to quarantine.

## **If students cannot sit 6ft apart, will barriers be used?**

OSHA explains that barriers such as plexi-glass are helpful in preventing the spread of large droplets potentially infected with COVID-19, just as masks have been found to do. However, unless the plexi-glass or other barrier reaches from floor to ceiling with no gaps, it is insufficient in negating the spread of small respiratory droplets that may linger in the air. Because plexi-glass barriers do not prove more beneficial than masks and may pose as a distraction to students or limit their ability to see the board, they will not be used in classroom.

## **How will students socially mitigate in cafeterias?**

Seating charts will allow students to maintain appropriate distance and stay within their cohort of students. Contact tracing will be much more efficient with seating charts. Students who are buying will be dismissed by table to go through the lunch line. This strategy will limit crowded lunch lines and mixing of cohorts.

## **How will students social mitigate on the bus?**

Students will also have assigned seats on the bus. They will continue to sit with their sibling(s). If a student tests positive, those within 6 feet for 15 cumulative minutes will have to quarantine.

## **More students will increase the spread of COVID-19.**

While there is a possibility that COVID-19 cases will increase as more students return full time, CDC studies show that there is little transmission in schools when proper precautions (masks, social distancing, hand hygiene) are taken. Community wide prevention will also help limit outbreaks. Low cases in the community reflects in the school system. If your student has had known exposure or is sick, it is important to quarantine them and consider contacting their primary care physician. Data for the state of Michigan and Monroe County has shown a downward trend of positivity. For more information on these trends please visit [Dashboard | MI Start Map](#) .

## **What happens when a student/staff member tests positive?**

We will continue to handle each positive case in the same manner we have during our hybrid schedule. Contact tracing will reveal students/staff who may have been exposed to the positive person. The district nurse will contact you if your child was exposed and let you know if the contact requires quarantine time. Health professionals are encouraging parents to weigh the benefit that school has on mental health and academic success versus the risk of exposure.

## **What if there is an outbreak in the school?**

An outbreak in school occurs when two or more student cases that are related are reported. Those who are close contacts will be traced and quarantined. An outbreak does not always equal school closure. Time needed for contact tracing and number of staff affected will be key factors in determining closure.

## **Why not deep clean on Wednesday rather than Friday?**

The day of distance learning on Friday was not intended for cleaning and sanitizing. We do that each day, including Fridays. When we surveyed parents in the summer, 88% of parents were interested in face to face instruction with an Ida teacher and 12% virtual. After school started the number of parents in favor of face to face instruction was closer to 90%. Hybrid was the only option available that we would be able to 6 feet social distance in classrooms, on most buses and in the cafeteria. With an odd number of weekdays, the options were 2 days one week and 3 the other with the off-campus days being distance days or 2 days each week with 3 distance learning days. We choose 2 days each week with a distance day in between and Friday distance for many reasons. One main reason was that parents and students would know that the M/W or T/Th combo would be the same each week so parents could count the same days for day care, work schedules and so on. Another reason we chose the second option was that the longest you would go without being in school would be 5 days. If you attended two days in a row, it would be 6 days without being in school. The only way to keep the days the same each week was to have a 3<sup>rd</sup> distance learning day.

## **Are chemicals used to sanitize safe for students?**

The chemicals used to sanitize the schools are effective in killing the COVID-19 virus and have no evidence of harmful health effects when used properly.

## **Are desks cleaned between classes?**

Each classroom is equipped with a cleaning kit used to sanitize surfaces. The sanitizing products we use are time released over 4 hours. Sanitizing surfaces is done in intervals throughout the day. These practices are part of our protocols. If you are aware of an area of concern, please let the teacher or principal know.

## **Are toys in classrooms sanitized?**

While contact transmission is less common than direct droplet transmission with COVID-19, teachers work hard to schedule activities that do not involve sharing toys, markers, etc. in the classroom. Playground equipment shared among classes is sanitized each afternoon.

## **Is hand sanitizer readily available for students use?**

Each office and classroom have hand sanitizer that is easily accessible for students use. There are also hand sanitizer stations located at the entries of each building. Parents, if you are aware of a void in this area, please notify the principal as soon as possible.

## **How will the new COVID-19 variants affect schools?**

Scientists have discovered new, yet highly anticipated strains of COVID-19. Currently, there is little evidence supporting faster spread and more severe effects of these variants in the United States. The increase in COVID-19 cases seen among children has not been linked to the new strains. It is not believed that any new precautionary measures are needed to limit the spread of these COVID-19 variants, however continuing social mitigation efforts, mask wearing, and hand hygiene are essential. For more information on the new COVID-19 variants please visit [New Variants of Coronavirus: What You Should Know | Johns Hopkins Medicine](#) and [What Are the New COVID-19 Strains, and Do They Infect Kids More Easily? | Connecticut Children's](#).

## **Isn't the mental health of our students just as important as physical health?**

Absolutely. We all recognize that COVID-19 has not only had an impact on the physical health of adults and students but also mental health. Students need school, they need their friends, and they need encouragement. With that being said, we want to strategically plan our return to traditional learning in a manner that will lead to success rather than result in school closure. There is not perfect answer, but we assure you we are working diligently to provide your students with the best plan for learning as we see possible.

## **Extended Learning Plan**

### **Community Driven:**

Ida Public Schools is a close community, including our school of choice friends. Students, parents and staff are all part of the equation. What is best for students drives our intentions. It is important to include all voices in our learning plan. We have processed the surveys from the staff and parents on behalf of their children. Teachers, counselors and principals observe and listen to the students, parents and staff. Teachers are considered essential workers and take their role seriously. We have blended the feedback from all surveys, parents and staff, and will continue to fine tune the Return to Traditional plan. Due to COVID, the plan is fluid.

It is important to remember; we take a chance whenever we return. We will return when the metrics weigh in favor of being able to stay open. When we return to 5 days face-to-face, if we were to have to close due to quarantine numbers or a state ordered closure, the plan would be all live virtual lessons following the same schedule as if students were face-to-face. Roll would be taken, and it would be school as usual. We want to build in as little change as possible. Because we share teachers and staff between building, following the schedule keeps students and teachers on track with little confusion or conflicts with schedules, especially if one building is closed and not the others.

### **Why a tiered start with the current Return to Traditional Scenario and Conditions?**

During discussions in early January, the numbers were beginning to drop and word of the vaccine being available to parents and school staff was heartening for those who wanted the vaccine, especially for those at highest risk. Reports of a new variant caused a slight pause to watch to see if there would be impact to transmission. To tier the start would allow time for the numbers to drop to a point we would take a calculated return so hopefully not to have to close and to also give the vaccine time to work. To begin with the younger ages followed all the guidance given by notable sources. [Why School Districts Are Bringing Back Younger Children First - The New York Times \(nytimes.com\)](#). These metrics have moved along faster than anticipated so they lessened the need for 5 tiers. We are blending the parent's views with the current metrics. Remember, there are those who want to be back sooner, and there are those who want to be back later.

Tiered return will allow teachers and support staff time to adjust student numbers in the community areas of the building. Also, what can close a building down is the number of staff that need to quarantine. By a tiered approach, it would not burden the whole building or district with the need for subs all at once. We have lined up extra subs to help toward this end. Our first scenario started with 5 tiers. From feedback and health metrics dropping sharper in the past 2 weeks and, to date, manageable quarantine numbers, we worked on decreased the number of tiers.

Transportation and student drop off and pick up adjustments are also part of the tiered equation. We are asking, in advance, that parents and student drivers be patient with the number of cars that have increased with families helping by driving their child to help with numbers on the buses. We are in this together.

## **Preparing to return to traditional:**

We began preparing to return to traditional last August 2020. Most of our community, students-parents-staff, revealed that traditional face-to-face learning was their number one preference with students having their own teachers. Mr. Wagner assigned as many students as he could to the teacher that their parent(s) requested. He also prepared for when or if virtual students returned this year, they would be with the teacher they requested. Mr. Wagner is not always able to grant all requests due to the numbers in classes, but he did the best he could. The middle school and high school counselors did their best to organize class numbers, to grant the A/B requests and keep class sizes manageable when all students returned. Last October, as the new semester was approaching, the high school administration support staff learned of a new way to format HAC that would make transitioning to 5 days easier than before. This format is different than the data entry for fall and was learned from the ISD. The diligence of watching the health metrics has been ongoing.

## **How did we come up with March 8<sup>th</sup> and five tiers in the first scenario sent to parents?**

As said before, we focused on reviewing the health metrics in January to determine possible return dates. Staff meetings were called the first two weeks of January for this purpose. At the first staff meeting, we began discussing second semester, January 18, 2020 as the return date. Considerations from all staff the week of January 4<sup>th</sup> and 11<sup>th</sup> revealed that that was too early to know the impact on the new variant and vaccines. At that time, the health metrics had not flattened in consistent weeks, talk of the new variants potential impact was arising, and the vaccine had just started becoming available in Michigan. With this information, we looked at the calendar on January 15<sup>th</sup> and counted how many weeks we estimated it would take for those who wanted the vaccine, high risk community members and staff, to get the vaccine series considering the limited doses. We estimated that the vaccine series would take 7 weeks, which would put the return date at March 8, 2021. This would also give more time to see how the metrics would play out with the new variant (please see our health metrics to see where the data was at that time.) We then discussed a tiered entry (please see that question for more information.) The scenario was drafted and presented to parents for their input. Excerpt from the parent letter sent regarding the first scenario:

After reviewing the return to traditional scenario and the considerations and conditions with your child(ren), please take the Return to Traditional Scenario Parent Survey posted on the website.

The survey will give you an opportunity to communicate your thoughts and comfort level. If there is something not covered that is grade level specific, please contact the teacher or building principal. If it is a district consideration, please contact me (the superintendent.)

Many thoughts and concerns were expressed from ranged from 'we need to be cautious when transitioning to traditional' – let's stay with Hybrid - to 'we needed to be 5 days in the fall'. We blended all this thinking and beliefs into a plan that gives us a scenario to include in our Extended Learning Plan.

## **Other schools in the county have reopened fully, why can't Ida?**

Each district has put countless hours of time and thought into a plan for reopening their schools, however not every district has the same needs, space, and resources. Student population, classroom size, number of staff, and busing are a few major factors taken into consideration.

We communicated in our Extended Learning Plan (p. 13), in August, the considerations we would use to assess our plan. In several Honeywell's, we communicated we would look at the metrics the month of January to determine a return plan. We did just that. We began with our staff, the first week back to determine comfort level with the current and trending health metrics to provide a safe working environment. If the staff feels safe, that translates to the students feeling safe. We brought to the community the first draft scenario to get their feedback.

**The governor said she would like all school back in some form of face-to-face by March 1, 2021. What is the hold up for Ida?**

As explained in an earlier communication, the MDHHS also stated Hybrid example as a way to accomplish the best of all. We have been successful with this. We also committed to revisiting Traditional when the metrics gave indication that we could consider moving forward.

**What about the districts who have been 5 days all year?**

Several of the districts you mentioned in your survey have had much different conditions than we did in the fall. Several districts had 50 % indicate virtual on their parent surveys in the summer so they were able to socially mitigate in the classrooms. If you would like more info on this, please contact Mrs. Kreps.

**What about the districts that are 5 days a week now?**

The districts mentioned by our parents in the survey have different conditions and processes for determining their next steps. Several can social mitigate 6 feet in most of their classrooms, even with all their students in session. There are two that are closer to our percentages in the classroom and not able to socially mitigate with all students back. We are several weeks behind considering returning students to traditional than they are. We will be watching how the challenge to have 6 feet for social distancing impacts their positive cases. If we determine that it is not working, we will not proceed with the March 1, 2021 date. (See conditions of the scenario.) Our process has been driven first by health and safety metrics, second by community input. If you would like more information on this, please contact Mrs. Kreps.

**Social – Emotional Health:**

Our Extended Learning Plan has addressed this starting last March. Our student service provider, school counselors and the rest of the Ida staff do their best to observe their students to identify students that need an extra layer of support. The plan also invites parents to communicate with the staff that works with their child(ren) to make them aware of any concerns they might have. The elementary student service provider was trained this summer to lead discussions in the classrooms with restorative practices and with families to address social and emotional health as well as to provide guidance to assist and support. The middle school and high school guidance counselors go into classrooms to meet with students. This builds rapport and trust so students are comfortable working with their counselors should challenges or needs arise. This social – emotional team, joined with caring staff, take great care in wanting to support, encourage and strengthen our students social and emotional health. Life is tough. COVID-19 induced schedules can be lonely and depressing. Let's all work toward to help our children and teens through this.

**Student Achievement:**

The K – 8 NWEA scores, thus far, are well over the national norms. In reviewing K – 8, math and English Language Arts, the dip we found from previous grade level scores are well in the range that our Multi-Tiered-Levels of Support (MTSS) can support. This is great news considering the students have been through almost a year of untraditional school. It is a tribute to parents, students and staff. This reflects Ida coming together for a great purpose, our children and teens. It has not been easy, but it has been worth it. Thank you. We also use these scores to influence our curriculum and instruction.

The high school achievement metrics used each year for local student progress monitoring are pre and post assessments. Since most courses are a yearlong, pre in the fall and post in the spring, this progress is not available by testing like NWEA but daily grading. The SAT is used by the Michigan Department of Education as a summative assessment for how schools are doing. The curriculum council also use these scores to influence our curriculum and instruction. We are evolving to learn and realize the fullest results of these instructional best practices.

## **Extra-Curricular Activities Co-existing with COVID**

We are encouraging as many extra-curricular activities as possible. These activities are a significant part of the student's education and our community. The following are a few highlights:

We were able to have decorated courtyards, parade, and half time for homecoming. Although we could not come up with a way to have the dance, we will be working hard on how to have prom as well as other high school milestones.

The PTA has gotten creative and are organizing several events. A Parking Lot BINGO fundraiser to raise money for 4th grade camp transportation is scheduled for March 13th. A Driveby Bookfair will be held from 1:00-4:00 on February 20th.

Winter contact sports for middle and high school have been reinstated and we are doing all we can to eliminate any barriers while following the health protocols required.

January was National "Human Trafficking" month. The student council made posters for the hallway that gave statistics and advise. Students wore blue to support awareness.

8th grade parent night was provided by the high school counselors virtually. Information was given on the students upcoming scheduling of classes and on the Ida Middle College.

Band was able to have Summer Band Camp with mitigation, Virtual Community Day, Saturday Night Lights, EDARAP (Reverse Parade), Spooky Sounds at the Stadium. A spring band trip for seniors with careful planning with attention to health protocols.

## Metric 1: Trend of Ida Public Schools - Staff/Students Quarantined & Positive

Month	Students Quarantined (quarantine start date was in month listed)	Staff Quarantined (quarantine start date was in month listed)	Students Reported Positive	Staff Reported Positive
September	5	0	0	0
October	19	17	0	4
November	115	8	14	4
December	44	5	5	5
January	63	5	5	3
February (to date 2/5)	9	1	2	0

## Metric 2 & 3: Local Daily New Cases per Million (weekly average)

Dates	Daily New Cases Per Million
Sunday 10/19/2020	149.8
Sunday 10/25/2020	210.8
Sunday 11/1/2020	383.6
Sunday 11/8/2020	593.5
Sunday 11/15/2020	841.6
Sunday 11/22/2020	872.2
Sunday 11/29/2020	706.1
Sunday 12/6/2020	674.6
Sunday 12/13/2020	450.4
Sunday 12/20/2020	392.2
Sunday 12/27/2020	292.9
Sunday 1/3/2021	405.5
Sunday 1/10/2021	341.6
Sunday 1/17/2021	292.9
Sunday 1/24/2021	244.2
Sunday 1/31/2021	154.5

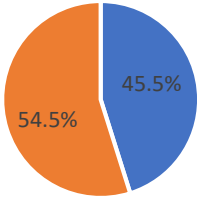
## Metric 4: Local Daily Positivity Rate (weekly average)

Dates	Positivity Rate
Sunday 10/19/2020	4.7%
Sunday 10/25/2020	5.2%
Sunday 11/1/2020	8.3%
Sunday 11/8/2020	13.7%
Sunday 11/15/2020	15%
Sunday 11/22/2020	16.5%
Sunday 11/29/2020	17%
Sunday 12/6/2020	14%
Sunday 12/13/2020	12.2%
Sunday 12/20/2020	10.3%
Sunday 12/27/2020	15.1%
Sunday 1/3/2021	11.3%
Sunday 1/10/2021	8.6%
Sunday 1/17/2021	8.8%

Sunday 1/24/2021	8.9%
Sunday 1/31/2021	7.3%

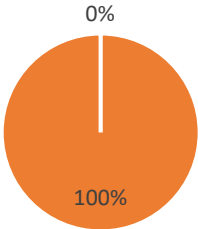
**Metric 5: Staff Vaccinated** that need to or would like to as an essential worker – County availability limited – As of February 1, 2021, Monroe County had received just over 8,000 doses. The state received 1.4 million doses.

First Dose



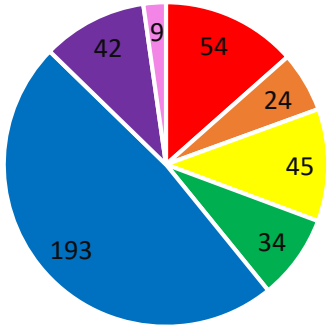
■ Yes ■ No

Second Dose



■ Yes ■ No

**Parent Comfortability with Return to Traditional:** Parents were asked to speak with their child(ren for their input.



- Very Uncomfortable
- Somewhat uncomfortable
- Blend of comfortable and uncomfortable
- Somewhat comfortable
- Very Comfortable
- Prefer to continue with Hybrid
- Prefer to continue with Virtual



February 26, 2021

**Return to Traditional Scenario & Conditions**

[Return to Traditional Scenario](#)

[Q & A](#)

[Health Resources](#)

[Return to Traditional Timeline](#)

**Scenario for Return-To-Traditional**

Date	Grades	
March 1, 2021	Pre-K – K, 3, 4, 5, 7,	Monday – Thursday: In-person Friday: Distance Learning
March 1, 2021	1, 2, 6, 8, 9, 10, 11, 12	Hybrid – A/B Days Friday: Distance Learning
March 2, 2021	All Students	Distance Learning Day
March 8, 2021	Pre-K – K, 3, 4, 5, 7,	Monday – Friday: In-person
March 8, 2021	1, 2, 6, 8, 9, 10, 11, 12	Monday – Friday: In-person

Good afternoon:

The days ahead will look different than our typical traditional format. Face masks, social distancing and mitigation efforts to the best of our metrics and ongoing quarantines. We made a commitment to our students and families to carry on with as many of the activities that we are able, but they will look different. The drive through book fair last weekend is an example of that. For children lit fans, Clifford was in attendance! Bonus!

**Conditions and Considerations:**

Principals, with input from students, staff and parents, developed a list of conditions and considerations posted on their webpage. This list will continue to grow as we learn better ways to mitigate. Mr. Elkins, transportation director, sent an earlier email with important information. Mrs. Oberski, food service director, will continue with food pick up for hybrid through their schedule and virtual students for the remainder of the year. This is a team effort. Please do not hesitate to reach out to the principals, Mr. Elkins, or Mrs. Oberski with ideas or concerns. Please do not hesitate to reach out to me with district ideas or concerns.

If a building or the district were to transition to remote due to a closure, one day or extended, students will switch to a videoconferencing app that the teacher established with their students (google meets/ zoom for many.) The teachers will explain this, in advance, to their students. If we were to have a inclement weather day after all students are back, it will be a snow day!

I want to thank you again for the extra work and care you put into making hybrid work.

Monday will be like the first day of school for the students and us!

Have a wonderful weekend,

Sandy

Month	Students Quarantined (quarantine start date was in month listed)	Staff Quarantined (quarantine start date was in month listed)	Students Reported Positive	Staff Reported Positive
September	5	0	0	0
October	19	17	0	4
November	115	8	14	4
December	44	5	5	5
January	63	5	5	3
February (to date 2/26)	19	2	6	1

**Metric 1: Trend of Ida Public Schools - Staff/Students Quarantined & Positive**

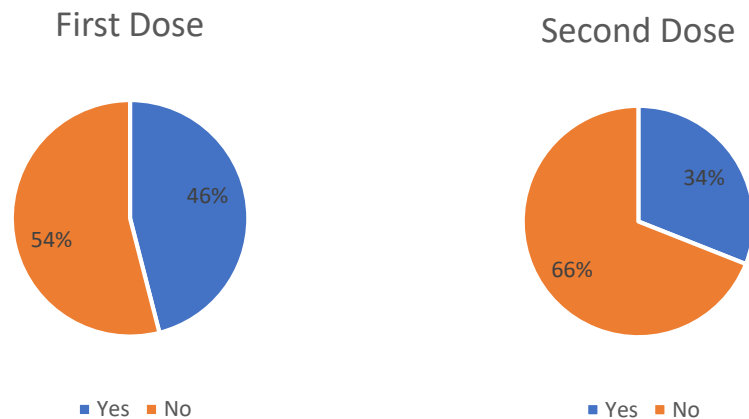
**Metric 2 & 3: Local and State Daily New Cases per Million (weekly average)**

Dates	Monroe County Daily New Cases Per Million	State of Michigan Daily New Cases Per Million
Sunday 10/19/2020	149.8	187.4
Sunday 10/25/2020	210.8	256.1
Sunday 11/1/2020	383.6	373.8
Sunday 11/8/2020	593.5	594.8
Sunday 11/15/2020	841.6	732.6
Sunday 11/22/2020	872.2	673.9
Sunday 11/29/2020	706.1	572.1
Sunday 12/6/2020	674.6	585.8
Sunday 12/13/2020	450.4	415.7
Sunday 12/20/2020	392.2	320.8
Sunday 12/27/2020	292.9	255.3
Sunday 1/3/2021	405.5	294.2
Sunday 1/10/2021	341.6	294.5
Sunday 1/17/2021	292.9	211.8
Sunday 1/24/2021	244.2	183
Sunday 1/31/2021	154.5	120.7
Sunday 2/7/2021	107.8	92.3
Sunday 2/14/2021	85.8	75.5
Sunday 2/21/2021	47.7	69

### Metric 4: Local and State Daily Positivity Rate (weekly average)

Dates	Monroe County Positivity Rate	State of Michigan Positivity Rate
Sunday 10/19/2020	4.7%	5%
Sunday 10/25/2020	5.2%	5.9%
Sunday 11/1/2020	8.3%	8.2%
Sunday 11/8/2020	13.7%	11.4%
Sunday 11/15/2020	15%	13.9%
Sunday 11/22/2020	16.5%	13.3%
Sunday 11/29/2020	17%	13.7%
Sunday 12/6/2020	14%	14%
Sunday 12/13/2020	12.2%	11.3%
Sunday 12/20/2020	10.3%	9.6%
Sunday 12/27/2020	15.1%	8.2%
Sunday 1/3/2021	11.3%	9.6%
Sunday 1/10/2021	8.6%	9.1%
Sunday 1/17/2021	8.8%	6.8%
Sunday 1/24/2021	8.9%	6.8%
Sunday 1/31/2021	7.3%	5.1%
Sunday 2/7/2021	5.1%	4.2%
Sunday 2/14/2021	4.4%	3.5%
Sunday 2/21/2021	3.3%	3.6%

### Metric 5: Staff Vaccinated (that need to or would like to as an essential worker)



- In addition, 44 staff scheduled for first dose
- In addition, 7 staff scheduled for second dose

# **COVID-19 Extended COVID-19 Learning Plan Questions**

(Public Act 165)

March Monthly Submission

**Public Act 165 of 2020 requires districts to adopt an Extended COVID19 Learning Plan, to reconfirm the instructional delivery plan each month at a school board or board of directors meeting, and report the reconfirmation to CEPI. Please answer the following questions about your plans for each month of the school year beginning with the plan approved for the month of September. Reporting for each month must reflect the instructional delivery plan that was reconfirmed for that month, reflecting any changes to the initial confirmed plan or prior month plan.**

<b>Contact Name:</b>	<b>Sandra K. Kreps</b>
<b>Contact Email:</b>	<b><a href="mailto:kreps@idaschools.org">kreps@idaschools.org</a></b>
<b>LEA/PSA Name:</b>	<b>Ida Public School District</b>
<b>LEA/PSA Code:</b>	<b>58070</b>
<b>ISD/Authorizer Name:</b>	<b>Monroe ISD</b>
<b>ISD/Authorizer Code:</b>	<b>58000</b>
<b>Has there been any changes in the mode of instructional delivery in your LEA/PSA since last month?</b>	<b>Yes</b> <b>February 8, 2021</b> <b>Approved at February</b> <b>Ida Public Schools Board Meeting</b>

(QuestionnaireHome.aspx?code=i7c9tdfo)

# CEPI COVID-19 Learning Plan Questions Monthly Submission-May

Michigan Department of Education

April **LEA/PSA Name****Status**


Ida Public School District

Submitted

December Submission **LEA/PSA Name****Status**


Ida Public School District

Submitted

February Submission **LEA/PSA Name****Status**


Ida Public School District

Submitted

January Submission **LEA/PSA Name****Status**

Ida Public School District

Submitted

May Submission **LEA/PSA Name****Status**


Ida Public School District

Submitted

November Submission **LEA/PSA Name****Status**


Ida Public School District

Submitted

October Submission **LEA/PSA Name****Status**

Ida Public School District

Submitted

September Submission **LEA/PSA Name****Status**

Ida Public School District

Submitted

- [MI.gov \(http://www.michigan.gov\)](http://www.michigan.gov)
- [Home \(QuestionnaireHome.aspx?code=i7c9tdfo\)](#)
- [Policies \(http://www.michigan.gov/policies\)](http://www.michigan.gov/policies)
- [Back to Top](#)