



Indiana Math and Science Academy-West Return to In-Person Instruction Plan 2021-22

Indiana Math and Science Academy West (IMSA West) anticipates returning to traditional in-person learning for Fall 2021. We are planning for resources and support that will result in optimum instruction and learning opportunities and the health and safety of our entire school community. In addition, existing and expanded services, activities, and extracurricular programs will continue, and IMSA West will satisfy the requirements for accepting additional funds through the Elementary and Secondary School Emergency Relief (ESSER III) Fund.

We will remain flexible with these plans as we use guidance from our local health department and incorporate procedures that allow us to continue to be flexible in adapting to any changing health conditions in our community.

Our Return to In-Person Instruction Plan (Plan) will ensure that we are ready to welcome our students back to our school environment. In addition, our families, community partners, and visitors to the building can be confident that health and safety continue to be a priority.

IMSA West will update the Plan with new information as it becomes available and make future decisions in coordination with local and state guidelines.

Indiana Math and Science Academies considered any public comments about the plan via SchoolMessenger email and survey link and during the June 2021 School Board of Directors meeting. Revisions to the plan, if needed, will be reflected in this document going forward.

Section One: Student and Staff Health and Safety (meeting CDC and Marion County Public Health Department Guidance)

Indiana Math & Science Academies follow the guidance and COVID-19 prevention strategies outlined by the local Marion County Public Health Department, the state of Indiana, and also aligned with specific CDC guidance.

IMSA West has coordinated preparedness with Shalom Health Care Center that provides our building nurses and helps us ensure we are meeting or exceeding all CDC or local health department requirements. The partnership includes opportunities for COVID-19 testing, isolation protocols, contact tracing, and communicating vaccination opportunities to our families and communities.

Prevention Strategies that align with CDC guidelines to reduce transmission of COVID-19 in schools and meet MCPHD guidelines:

1. Use of masks: IMSA follows the current local mask policy that dictates staff/students wearing masks inside the school until June 30, 2021, after which the local school board determines decisions on face masks.
 - a. Face masks are available for all staff/students.
 - b. We will communicate the mask policy for bus transportation prior to the start of school.
2. Physical distancing:
 - a. Where space allows, student desks are arranged accordingly to local guidelines of at least 6 feet apart with a minimum distance of 3 feet apart, thus allowing physical distancing to the greatest extent possible.
 - b. Signage and decals are in hallways that ensure 6 feet distance of students as they transition to other parts of the school.
3. Handwashing: Staff and students will practice frequent handwashing with soap and water for at least 20 seconds, or use 60%+ hand sanitizer if handwashing is not possible. This practice will occur:
 - a. before/after eating food
 - b. after restroom breaks
 - c. after recess
 - d. after touching items or surfaces that others may frequently touch
 Hand sanitizing stations are easily accessible throughout the school.
4. Cleaning/Disinfection in Schools: IMSA follows CDC recommendations for cleaning and disinfection of schools
 - a. Clean/disinfect high-touch areas throughout the day
 - b. Increased access to cleaning supplies for each classroom
 - c. Hand sanitizer with at least 60% alcohol content
 - d. Monitoring of air quality and replace air filters as needed
 - e. Clean/disinfect playground equipment
 - f. Nightly cleaning of buildings using EPA approved products (List N), vacuum carpeted areas
 - g. Extra cleaning for any space occupied by people at increased risk for severe illness due to COVID-19
5. Contact Tracing: IMSA follows the most updated CDC guidance (April 22, 2021) for contact tracing in K-12 schools. Our partnership with Shalom Health Care allows us to identify contacts, conduct triage, and recommend any local services. Staff and students who exhibit any symptoms related to COVID-19 are encouraged to stay home. COVID-19 testing is available if necessary.

Visitors to the building will continue to follow social distancing guidelines and school protocols.

Additional Health & Safety Precautions and Procedures Include but are not limited to:

- Assigned seating for students.
- Plexiglass or desktop barriers used when and where appropriate.
- Shields and barriers are available to help shield staff from visitors to the building.
- Barriers are available to protect students who cannot wear a face-covering (medical, etc.).
- Additional storage for student materials and individual containers for students (pens, pencils, math manipulatives, etc.)
- Each student has a technology device (Chromebook) to eliminate sharing of devices.
- Air Exchange Rate and air quality/ventilation increased in classrooms using Merv-13 HEPA filters in HVAC units and portable air purification units classrooms.

- A designated isolation/quarantine setting available until a child or staff member can leave the school.
- Water fountains will remain disconnected, and the use of water bottle fillers will continue.

IMSA West will monitor infection rates at the local level and monitor policy concerning Public Health Orders, Indiana Code, and Code of the Health and Hospital Corporation of Marion County. All standard means of communication will continue to keep staff, students, and families informed and updated COVID-19 school-related issues.

Section Two: Continuity of Services (Academic/Social-Emotional)

To mitigate further learning loss due to the COVID-19 pandemic, every student at IMSA West is a priority for academic, social, emotional, or mental support going into the 2021-22 school year. Our focus for continuity of these services are as follows:

Academic

Action plans allow for curriculum and pacing adjustments based on the unfinished learning from the previous school year (2020-21) and data review to identify individuals or groups of students who need specific learning needs.

- Traditional instruction, Monday-Friday, will be the method of instruction. The school day will start at 9:00 am and end at 4:00 pm. This is based on the availability of our bus transportation provider.
- IMSA West will offer tutoring, after-school programming, summer school, and targeted interventions to assist students who need additional support due to COVID-19.
- Curriculum resource pacing will be monitored and adjusted as needed, with attention given to priority skills/standards, IDOE guidance, and the curriculum and instruction director.
- Remediation methods, strategic organizing of content to correct gaps in learning, and prescriptive instruction based on student needs will be available.
- Assessment and progress monitoring are in place, and the data sources used to drive instruction will include but are not limited to:
 - IDOE state tests (IREAD 3, ILEARN, WIDA, IAM, etc.)
 - ClearSight Interim and Checkpoint assessments (Interims 3x per year, w/Checkpoints used as needed)
 - Curriculum-based grade-level assessments (mid-and end-of-unit)
 - Kindergarten assessments (ESGI)
 - IXL (real-time diagnostic/practice assessments)
 - Progress toward IEP goals
- Non-course/class-based measures such as:
 - Attendance
 - Social-Emotional Survey Reports/Data
 - Grades

IMSA West hired instructional Coaches to support teacher growth in instructional practice. IMSA West has added a K-3 ELA/Math coach and grades 4-8 Math coach. A third instructional coach for grades 4-8 ELA will be hired in the near future. Instructional Coaches will provide observation/feedback on best instructional practices, support grade-level planning and

internalization of resources, and partner with teachers to plan for and implement student-centered learning opportunities.

To support with targeted intervention or small group support, additional instructional aides are on staff. In addition, IMSA West staff will monitor grades, attendance, and assessments or referrals made to teacher support teams where deficits are indicated.

Professional learning days are built into the IMSA School Calendar to accommodate collaboration and learning. Structured professional collaboration time will occur throughout the school year and include instructional coaches, classroom teachers, and support teachers.

Emphasis on foundational skills in grades K-2 will be part of the Return to In-Person Instruction Plan, with 2021-22 being a year of program/resource evaluation.

Equity analysis will identify discrepancies in coursework representation, learning opportunities, special education, and others. In addition, the school will identify program areas that may create barriers for specific subgroups of students.

The Director of Curriculum and Instruction will analyze resources and data throughout the year to inform any future adjustments or recommendations for the 2022-23 school year.

In the event of school closure due to an outbreak of COVID-10, influenza, etc.) IMSA West teachers and students will deliver and receive instruction remotely using Google Classroom, Zoom/Google Meet. In addition, the school has enough Chromebooks for a 1:1 student-to-device ratio, and hotpots are available to families with wi-fi access.

Social-Emotional Learning (SEL)

- SEL Framework and Implementation Plan with specific goals and initiatives for 2021-22.
- Use of Panorama Education digital platform to guide our focus for SEL needs by using targeted staff/student surveys, survey data, and the Panorama Playbook for activities and lessons specific to promoting healthy and positive experiences at school.
- Addition of a full-time social worker in the building who will also serve as the building SEL committee lead to support SEL implementation.
- Professional development for all staff ensures the understanding, need, and purpose of social-emotional learning integration within all content areas.
- SEL Committee to support building-wide efforts of SEL such as on-campus activities, prosocial school culture, parent workshops on SEL topics, and student leadership opportunities.
- SEL Newsletter monthly to students, parents, community, and all stakeholders.

As data and observations help identify social and emotional needs, processes to address them will include:

- Home visits
- Use of SEL lessons/activities in the classroom
- Recommendations for mental health, food, or other needed services within the community
- Professional discourse and learning concerning equity, inclusion, and racism in school.