



CHARYL STOCKWELL ACADEMY
DISTRICT

Charyl Stockwell Academy District COVID-19 Preparedness and Response Plan

Address of School District: Charyl Stockwell Academy

District Code Number: 47902

Building Code Number(s): Elementary 08327
Secondary 09941

District Contact Person: Jessica Mocerri

District Contact Person Email Address: jmocerri@csaschool.org

Local Public Health Department: Livingston County Health Department

Local Public Health Department Contact Person Email Address: Lucy Sikora,
lsikora@livgov.com

Name of Intermediate School District: LESA, Livingston Educational Service Agency

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: August 6, 2020



August 14, 2020 [via email]

Ms. Jessica Mocerì
Charyl Stockwell Academy
9758 East Highland Road
Howell, MI 48843

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

Dear Ms. Mocerì:

I am pleased to inform you that the Plan for Charyl Stockwell Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and has been transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan.

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

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org to initiate that process. Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

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

Corey Northrop
Executive Director

cc: David Price, Board President
Cindy Metz, Board Corresponding Agent

Attachment:
Approved COVID-19 Preparedness and Response Plan

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

CHARYL STOCKWELL ACADEMY (the “Academy”)

A regular meeting of the Academy Board of Directors was held on the 6th day of August, 2020, at 3:30 p.m.

The meeting was called to order at 3:32 p.m. by Board Member David Price:

Present: D. Price, G. Spinazze, E. Wolfe, J. Martino

Absent: S. Smith

The following preamble and resolution were offered by Board Member G. Spinazze and supported by Board Member E. Wolfe:

BACKGROUND

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

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

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

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

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

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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

Ayes: D. Price, G. Spinazze, E. Wolfe, S. Smith, J. Martino

Nays: None

Resolution declared adopted.



Print Name: David J. Price

President, Academy Board



CHARYL STOCKWELL ACADEMY
DISTRICT

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.



CHARYL STOCKWELL ACADEMY
DISTRICT

Introduction and Overview

The Charyl Stockwell Academy District is a high performing public school district that uses state of the art instructional best practices in a K-12 school setting. The district is made up of three schools: elementary, middle and college preparatory. The academic achievement record of the CSA District places it among the top performing school districts in Livingston County and the state of Michigan. The elementary academy is located in Hartland; the secondary campus is located in Brighton. Formed in 1996, CSA District now enrolls over 1,100 students.

The mission of Charyl Stockwell Academy District is to provide a safe and enriching place for children to grow from early childhood through adolescence, while providing those children with specific learning activities that allow each of them to meet and exceed academic requirements in preparation for success in college, career, and life.

CSA Academy District elementary and secondary programs feature a continuous progress/mastery learning approach that allows all students to move at their own pace but expects all students to master the curriculum at 80% proficiency or better. Classrooms feature a small student to teacher ratio and instruction is always differentiated to address the needs and interests of each student. The K-12 program offers music, art, physical education, and foreign language, and incorporates a strong program for the academically gifted as well as a comprehensive system of support for students with learning challenges.

CSA District also uses a whole child approach that develops the sensory/physical, social/emotional and moral/character aspects of each child while making sure the school is a safe place where children can grow and learn in a high expectations academic/intellectual environment. The K-12 character education program, Smart Character Choices, was developed by the District and is research-based and nationally recognized. It includes the components of the most effective and thoroughly researched anti-bullying strategies and interventions. Students follow a code of conduct and defined uniform dress code that promote a wholesome and age-appropriate atmosphere.



CHARYL STOCKWELL ACADEMY
DISTRICT

The middle school implements an integrated and exploratory curriculum model that reflects exemplary middle school education supported by extensive research. The preparatory high school prepares students for college and life with a rigorous and demanding curriculum that includes honors, Advanced Placement, and International Baccalaureate classes alongside project-based learning activities and service learning opportunities. Band, choral music, art, physical education, robotics competition, athletics and other classes and after school activities complete the social milieu that is built around the developmental needs of adolescents.

CSA District provides students with an education that honors their growth and development, using identified “best practices in education” as indicated by valid research in the field.

Navigating the COVID-19 crisis has been challenging and complex to say the least. Since the school shut down in March until now we have worked closely with educators and parents to develop a strong Continuity of Learning Plan to complete the 2019-2020 school year. Since then, The CSA District Leadership Team have been engaged in intense discussions for weeks, participated in professional learning communities with educators from across our state, consulted with a diverse group of stakeholders including teachers and parents, kept informed of state-wide and local trends in the spread of COVID-19, and are continually participating in a variety of trainings such as cleaning and sanitization procedures, best practices of providing a strong virtual learning educational program and more. In addition, we carefully analyzed the results of our survey of CSA District families and have thoughtfully read and reflected on each insight shared.

We fully feel and understand the gravity of our decision-making and its impact on all of our stakeholders, especially our students. We are determined to do right by our stakeholders and provide our students and staff with the safety and security they need to engage in the best educational experience possible.

The guiding principles that drove our planning, decision-making and then execution of the CSA District Return to School Plan:



CHARYL STOCKWELL ACADEMY
DISTRICT

- ★ We will be mission driven. All decisions will be filtered through the CSA District Mission and Core Philosophies.
- ★ We will put safety first. We will leverage science, data and public health leadership to inform the choices we make.
- ★ We will listen. We will bring together diverse stakeholders and experts to help us understand the realities of the current environment and work to develop creative solutions.
- ★ We will be transparent. We will share what we know and acknowledge what we still have more to learn/discover. We will be clear about what we can control and what is outside of our control.
- ★ We will be equitable. We will use a Whole Child approach to center decisions on what is best for all students, families and educators, especially those most impacted by educational inequities and COVID-19.
- ★ We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes and we will adapt quickly as variables in the environment change.



CHARYL STOCKWELL ACADEMY
DISTRICT

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

Phase 1, 2, or 3 Safety Protocols

CSA District Remote Instruction Plan Overview

Regardless of what phase or plan our district is in, students will be assigned to a teacher or teaching team regardless of whether families choose in-person or virtual learning. This will allow the teacher(s) and student to maintain a close relationship and ensure the teacher's consistency in their monitoring of student progress for the entire school year. This will also support continuity should a student need to transition from in-person learning to virtual learning or vice versa.

Phases 1-3 Description: Should the Charyl Stockwell Academy District Schools region be placed under the state mandated phases 1, 2 or 3 schools are closed for any in-person instruction. All instruction will be by remote learning provided by the school district.

Licensed Child Care

It is our intention to offer childcare to our families who are essential workers including our teachers and staff. Our childcare will operate in accordance with all child care licensing requirements and recommendations. Children who attend must be enrolled in our District.

Building Use

The building will be in use by the following school employees:

Maintenance Team

Our maintenance team will continue to clean and maintain all buildings and surrounding outdoor spaces to ensure the safety of school staff who may still be using the buildings to conduct basic school operations and to ensure we are ready for the return of students, families, and staff when we are able to resume in-person learning.

Teachers



CHARYL STOCKWELL ACADEMY
DISTRICT

Teachers may use their classrooms to conduct virtual learning and to prepare lessons and materials that may be sent to families as part of their students' remote learning plan.

School Secretaries

School secretaries may utilize the buildings to facilitate communication between stakeholders and to complete tasks related to maintaining the basic operations of school.

School Administration

School administration will utilize the building as needed to conduct the basic operations of school and to ensure remote learning plans are implemented optimally.

Food Distribution

The CSA District does not provide food to students but will refer families to local food distribution centers as well as provide a list of resources to ensure their basic needs are met.

Cleaning Protocols

Cleaning schedules will continue as normal with a focus on spaces in the buildings that may continue to be in use by school staff. Our Maintenance Team will also use this opportunity to clean our buildings and busses more deeply per the direction of the building principals.

Shuttle Service

Our school shuttle service will be suspended in this phase.

After School Activities and Athletics

Inter-school and afterschool activities and athletics will be suspended in this phase.

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

Charyl Stockwell Academy is committed to serve the social and emotional wellbeing of our students, families, and staff.



CHARYL STOCKWELL ACADEMY
DISTRICT

- We will assign a point person at each school to centralize mental health referrals and work on communications to families/students.
- We have a comprehensive list of external community based resources available to all stakeholders. This list has multiple resources for student and staff mental health and wellness support including but not limited to:
 - [MDE](#)
- We will communicate with parents/guardians return to school information that includes destigmatization of COVID-19, understanding normal behavioral response to crises, general best practice of talking through trauma with children and positive self-care strategies that promote health and wellness.
 - [Destigmatization of COVID-19 resources from the CDC.](#)
- CSA District will provide a list of wellness resources to staff, parents, and students. It will be updated regularly.

CSA has a procedure for crisis referrals and for addressing mental health concerns resulting from COVID-19. These guidelines include the identification and rapid referral of at risk students to appropriate building level support staff.

- Homelessness or Transitional Living: All staff are given the guidelines for homelessness. The District's homeless liaison will contact parents, provide the McKinney Vento paperwork, and report to the county McKinney Vento liaison for additional county support and referrals for food, housing, and any other needs.
- The loss of a student, family member or staff will be addressed with the Leadership team. The school social worker or guidance counselor will provide grief support, educational resources and resources through local agencies.
- Students Mental Health and Wellness Support: Educational resources will be developed and intervention plans will be implemented based on identified needs.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Suicidal ideation: If a student is showing signs of suicidal ideation parents will be notified and the student may be referred to Community Mental Health or an emergency room for evaluation with a referral from the school. If a student shows risk factors such as anxiety, depression, trauma, or substance use, parents will be notified and a referral may be made to an outside agency. If follow up is necessary, mental health providers will coordinate with outside agencies, as well as develop and implement school supports as warranted.

CSA district will provide staff with training/professional development, implementation support and resources related to COVID-19 issues that occur in our school community.

- Social-emotional learning will be based on the [CASEL Reunite Renew Thrive Roadmap](#).

CSA District will provide resources for staff self-care that includes resiliency strategies.

- Resources for self-care will include resilience strategies from the [TRAILS program affiliated with the University of Michigan Medical School](#).

Excluded Protocols

CSA District will not implement a mental health screening for all students.

CSA District will not designate a mental health liaison.

CSA District has a reporting protocol for school staff regarding mental health status.

CSA District will not activate communication channels to address mental health concerns resulting from COVID-19.



CHARYL STOCKWELL ACADEMY
DISTRICT

Phases 1-3 Description: Should the CSA District be placed under the state mandated phases 1, 2, or schools are closed for any in-person instruction. All instruction will be by remote learning provided by the CSA District.

Governance

The CSA District developed a Return to Instruction, Learning, and Protocol work group in order to get feedback from all district stakeholders to ensure consistency and an effective structure for communication and feedback. The work group is led by the CSA District Leadership Team and includes district and building administrators, department directors, teachers, and guidance from our ESP, CS Partners. Stakeholders have input in decisions related to the areas concerning returning to school in the fall and through the 20-21 school year. The work group is responsible for providing feedback on the plan's effectiveness and revise where needed as circumstances change.

Jessica Mocerri, Interim Executive Director & CSA Principal

Matthew Stewart, CSPA Principal

Elizabeth Pick, Director of Curriculum and Instruction

Deborah Skolnik, Director of Education Services

Dina Barnaby, Middle School Dean of Curriculum and Culture, Academically Gifted Coordinator

Stephanie Winters, Elementary Dean of Students

Brenda Ogden, CSPA Dean of Students

Elizabeth Holland, CSPA Dean of Students

Cynthia Richardson, Director of Student Enrichment Program & CSMA Preschool

Laurie DeLorenzo, CSA District Athletic Director



CHARYL STOCKWELL ACADEMY
DISTRICT

Remote Instruction

In Phases 1-3, the CSA District will remain closed for in-person instruction. Students will engage in remote learning with an assigned CSA District classroom teacher(s) at each level within the district, with the option to move to in-person instruction with the same teacher(s) should the phase changes to 4 through 6. CSA District teachers will provide the remote instruction.

The CSA District will share detailed information about each school's remote online learning plan with parents in multiple formats in their home language: via email, posted on the district website, and through postal mail. Teachers will be in regular communication with families to ensure students are successful in navigating their remote learning plan, meeting expectations, and making academic gains.

Elements of Remote Instruction:

- Digital platforms were chosen to provide consistency for our teachers and families. Google Classroom (or another designated virtual platform) will be utilized by all teachers in units, Voyager-High School (3-12.) SeeSaw will be utilized by units, Kindergarten-Navigator (K-2). These platforms will allow a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. This consistency will also give teachers the ability to collaborate and share strategies to make their students' experience as optimal as possible.
- The professional development plan includes regular teacher training in utilizing



CHARYL STOCKWELL ACADEMY
DISTRICT

both platforms.

- The district has purchased video document cameras for each classroom across the district to be utilized by classroom teachers and support each student's remote learning experience.
- Recorded lessons will be uploaded to the online platform.
- Parents will be provided a webinar in how to navigate their student's online platform and will be encouraged to contact the teacher if they need additional support.
- Students learning remotely will be required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Daily learning schedules will be posted on the platform for students to follow to ensure students are keeping up with the learning objectives and that assignments are completed and submitted for teacher review and feedback.
- Teachers will utilize a variety of learning modes to promote engagement including:
 - ❖ Pre-recorded lessons
 - ❖ Live whole class instruction through Zoom or Google Meets
 - ❖ Guided group instruction with small groups or one-on-one through Zoom or Google Meets
 - ❖ Online supplementary curriculum that teachers will be able to assign specific lessons to individual students and that students may progress through the content at their own pace.
- Teacher Support Team Staff and related service providers will be considered "co-teachers" on each student's platform and will have the ability to communicate, provide interventions/resources, and download video lessons.
- With this delivery method, teachers will be able to deliver standards-aligned curriculum, relevant materials/resources, and provide ongoing feedback.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Teachers and administrators will meet in person or virtually regularly, to assess and analyze student progress, develop differentiated lessons, implement learning interventions when needed, provide learning extensions when needed, and share effective strategies.
- Members of the Teacher Support Team will meet in-person or virtually to review students with IEPs and 504 plans. These teams of general education, special education, and support staff will assess student progress and needs and design and implement appropriate accommodations, interventions and services virtually.
- All students K-12 will be assessed in the first 30 days of school using formative assessments, screeners or diagnostic assessments given remotely/virtually. This will allow teachers to better understand each student's level of performance and locate deficiencies for immediate interventions.
- The district will stay connected with policy and guidance changes from the Michigan Department of Education.
- Attendance for remote learners will be monitored by staff through SeeSaw or Google Classroom (or another designated virtual platform) through the following areas:
 - 1) Daily monitoring of students logging into their platform account.
 - 2) Students submitting daily assignments and assessments.
 - 3) Required daily communication by the student through the platform.
- The District will develop a consistent protocol between all schools for taking and monitoring student attendance virtually.

Special Education

IEPs and 504 plans will be reviewed in coordination with general education teachers, special education teachers, and related service providers to reflect the child's needs based on assessment data and parent feedback. IEP and 504 teams will design accommodations and match services according to the student's individualized needs



CHARYL STOCKWELL ACADEMY
DISTRICT

and aligned with educational opportunities of the general student population.

The district will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities.

Plans will include all programs and learning environments, birth to five services, and career and technical education.

IEP and 504 teams, including general education teachers, special education teachers, and related service providers will use district structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

The CSA District will provide support for students who are transitioning to postsecondary education. A designated staff member will support students engaged in dual enrollment and serve as a liaison between Charyl Stockwell Preparatory Academy and the designated entity of enrollment.

Communication and Family Support Plan for Remote Learning

- Along with each student's assigned online platform, students and families will also be kept informed through our district website, our weekly district newsletter, district Facebook page, email, phone calls and virtual meetings.
- Communications with students and parents will also include weekly updates from



CHARYL STOCKWELL ACADEMY
DISTRICT

the Executive Director, building Principal, Teachers and Student Advisors.

- Webinars will be developed to support parents and students with their remote learning plan.

Professional Learning

The district will conduct two full weeks of professional development for teachers and staff from August 24th through September 4th. Professional development and preparation will be conducted in each of the school buildings from 8:00 a.m. to 5:00 p.m. each day.

Professional development will focus on the mission, core philosophies, and best practices utilized throughout the district.

There will be a focus on the best practices of virtual learning with an emphasis on student engagement.

Current Trainings Scheduled for August Include:

- ❖ Dave Burgess, Author of *Teach Like a Pirate*, (Teacher attitude and mindset)
- ❖ Seesaw Online Learning Platform (K-2)
- ❖ Google Classroom (or another designated virtual platform) Online Learning Platform (3-12)
- ❖ Steve McCammon, President of the Schlecty Center, *Working on the Work Virtual Series* (Student Engagement)
- ❖ COVID safety and cleaning procedures/protocols
- ❖ Child and Adolescent Mental Health in Uncertain Times (social/emotional well-being)

Regular Professional development will continue throughout the school year:



CHARYL STOCKWELL ACADEMY
DISTRICT

- ❖ Designated Friday afternoons
- ❖ Monday, November 23, 2020 (Full Day)
- ❖ Tuesday, November 24, 2020 (Full Day)
- ❖ Friday, February 12, 2021 (Full Day)

Professional Trainings throughout the school year may include:

- ❖ Best practices of virtual learning
- ❖ Technology updates, tools, and resources
- ❖ Differentiating instruction virtually
- ❖ Safety, sanitation, and hygiene procedures and protocols
- ❖ Nurturing and supporting students' social and emotional well being

Regular Professional Collaboration will occur on Friday afternoons to achieve the following:

- ❖ Develop and revise units of study
- ❖ Analyze student progress
- ❖ Develop differentiated lessons
- ❖ Share strategies and resources
- ❖ Enhance collegial relationships and support professional growth

Monitoring

Technology

The CSA District will ensure that all students have a computer or Chromebook and access to internet connectivity to successfully navigate their remote learning plan. The district will provide a Chromebook to students who do not have one. The Technology Coordinator



CHARYL STOCKWELL ACADEMY
DISTRICT

will ensure that all Chromebooks are in working order and develop a procedure for parents to check Chromebooks out for the school year.

Attendance

The use of SeeSaw and Google Classroom (or another designated virtual platform) platforms will allow teachers to monitor student remote learning attendance on a daily basis. A district protocol will be developed for tracking and monitoring student attendance.

Student Work

Teachers will assess student work and provide feedback on a consistent basis to students and parents through their assigned remote learning platform. Interventions will also be provided through this system. Students will also be provided the opportunity to self-assess and set goals.

Phase 1, 2, or 3 Operations

Facilities

- The CSA District has a system in place to audit all necessary cleaning and disinfecting supplies.
- The CSA District Maintenance Team will continue to maintain schools to prepare for the subsequent return of students.
- The CSA District Maintenance Team will wear surgical masks when performing cleaning duties.
- CSA District will coordinate with their educational service provider, CS Partners for support with procurement of cleaning and disinfection supplies.

Excluded Recommendations



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District will not create a contingency plan to coordinate the use of school buildings for essential actions, including elections, food distribution or childcare, particularly for essential workers.
- CSA District will not coordinate with LEMP's or work with ISD's to coordinate with LEMP's.

Technology

Communication and Family Support

- The CSA District will support families with their technology needs.
- Teachers will monitor student attendance, student use of technology, completion of work and student assessment.
- Training in the use of the online platforms utilized throughout the district will be provided to families in multiple formats (in-person training and webinar) .
- Students and parents/guardians will be provided with training on submitting assignments electronically. Teachers will communicate with students and parents/guardians weekly about submitted and completed assignments.
- CSA teachers will be in regular communication with families to ensure their student has the appropriate technology to successfully engage in remote learning.
- CSA District will designate a single point of contact in each school to plan and communicate with district technology teams.
- CSA District will publish the contact information of the designated school leaders in charge of technology.
- All technology will be sanitized prior to distribution to families that will include all items being properly bagged prior to distribution. Inventory of accessories is calculated and purchased if items are needed.

Technology Access



CHARYL STOCKWELL ACADEMY
DISTRICT

- All students and parents are required to acknowledge the district's Acceptable Use Policy which contains expected behaviors when using district technology or accessing online resources. This policy is relevant while students are at school and relevant if learning remotely while at home.
- Any student who borrows a district-owned device will be required to fill out a Device Loaner Agreement prior to being loaned a device.
- Should students need access to devices while at home the district will provide a Chromebook. If this becomes a need, the building Technology Coordinator will contact students or their guardians via email with specific dates and times when devices may be picked up.
- Loaner devices will be identified and kept track of on a Google Sheet.
- When devices are returned, they will be collected and moved to a storage location where they will be sanitized prior to re-deployment, replacement evaluation, or repair.
- All repair/replacement of devices will be conducted prior to the beginning of the following school year.
- When devices are collected or distributed, staff doing so will be provided with and will wear proper PPE including a mask and gloves.
- CSA District Schools will make efforts to provide Internet access to students without it in their homes. At a minimum, we will provide exterior hot spots for drive-up Internet access.

Professional Development

- The CSA District has formed a Virtual Learning Curriculum Team consisting of administrators and teachers. This team will provide professional development throughout the year as well as mentor teachers in utilizing identified online platforms and tools.

Staff Technology Support

- Contracted IT company, Charter Technologies, conducts the removal of malware and will fix standard issues as needed.



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District tracks all technology inventory throughout the year.
- Contracted IT company, Charter Technologies, is the primary point of contact to assist with processing, returning and maintaining all technology devices.
- We know how essential it is for Curriculum and Technology to work in conjunction with one another. In-district technology issues are handled through a technology work order system that is monitored by the district's contracted IT company, Charter Technologies, building principals, and technology coordinator.
- The CSA District utilizes a contracted IT company, Charter Technologies, to assist with the Infrastructure Evaluation process. This process is ongoing at regular intervals throughout the year.
- Technology systems are in place to indicate if and when any of our infrastructure goes offline and our network administrators and engineers are notified of such events.
- Devices that are reported to not be working properly will be visited if onsite, and collected if offsite, and either Computer or Data Technicians will make the necessary repairs to the device. In the interim, the faulty device will be replaced by a functional device if one is available. If a replacement device is not available, priority for repair will be placed on any device that has no replacement.
- The CSA District updates policies annually and will continue to update technology policies as needed.

Remote Learning Plan Evaluation

- Throughout the remote learning process, the technology team will continue to meet and evaluate our plan and procedures, discuss any need for change or adjustments, and make preparations for those changes.
- Upon the return to in-person instruction, the technology team will take any lessons learned and update the remote learning plan.
- As we continually evaluate our remote learning plan, we will continue to monitor and manage our assets and technology processes to ensure the plan we have in



CHARYL STOCKWELL ACADEMY
DISTRICT

place is efficient and effective. We will make adjustments accordingly based on our continual evaluation.

- Our assets and infrastructure are always critical to our day-to-day operations. We will continue to monitor and manage our infrastructure throughout both remote as well as in-person instruction and work to resolve any issues discovered.
- Any technology issues that were identified during the school closure period will be discussed, evaluated, and used to enhance our existing long-term technology maintenance plan.

Excluded Recommendations

CSA District will not seek additional support from parent volunteers or organizations for technology support.

Budget, Food Service, Enrollment, and Staffing

- The CSA District will conduct a student and staff outreach to determine who will be coming back.
- The District will work with the MDE and/or the LEA Pupil Accounting Auditor to comply with pupil accounting requirements
- The Remote Learning Plan and Professional Learning Plan are critical elements to delivering instruction and maintaining student enrollment
- The CSA District will assess the need for a new position or redeployment in response to COVID-19.
- The CSA District will share instructional resources and materials with families through the online platform utilized at that unit level. Printed or emailed instructional materials and resources will be available upon request.
- The CSA District has developed a plan for hiring in a remote environment, in alignment with MDE.
- Community resources, including resources for food, will be available for families through weekly communication and posted to the district website.



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District will use the CARES Act funding for key purchases related to COVID-19 expenses.
- The CSA District will notify families of online attendance expectations as well as expectations for online remote learning. Weekly communications with families will be provided by administration as well as by classroom teachers.
- The CSA District will communicate with all stakeholders all updates and procedures for coming back to school.
- The CSA District will distribute updated staff handbooks and updates and changes will be discussed at a staff meeting prior to the start of the school year.
- School leaders will consult with legal counsel regarding concerns related to COVID-19 and liability.
- The CSA District holds regularly scheduled meetings. A standing agenda item is changing enrollment, staffing and resources and its impact on the budget.
- The CSA District holds regularly scheduled staff meetings to inform staff of any operational changes.

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

Phase 4 Safety Protocols



CHARYL STOCKWELL ACADEMY
DISTRICT

Personal Protective Equipment (PPE)

- All CSA District teachers and staff will be required to wear a facial covering for the entire day except while eating. Those who cannot medically tolerate a facial covering will not wear one and will make every effort to social distance. Teachers and staff will be encouraged to wear a face mask made with a clear material at the mouth as we recognize the importance of students seeing a warm smiling face. This will also be more conducive for students with certain learning impairments.
- Facial coverings will be provided to all staff and extra supply will be kept for students and staff at our front offices and on our campus shuttle.
- Elementary students will be required to wear a facial covering while riding the shuttle, and upon arrival and dismissal. Students who cannot medically tolerate a facial covering will not wear one but will make every effort to social distance. Facial coverings in class will be optional. While we will not be able to strictly enforce social distancing for many reasons, classrooms will be thoughtfully and strategically designed to maximize personal space.
- Elementary hallway and recess schedules will be created to ensure students from separate classrooms do not come in contact with one another. In situations where this cannot be avoided students will be required to wear a facial covering.
- Secondary students will be required to wear a facial covering during school transportation, daily transitional events (hallways, bathroom visits), and within each classroom. Students who cannot medically tolerate a facial covering will not wear one but will make every effort to social distance. While we will not be able to strictly enforce social distancing for many reasons, classrooms will be thoughtfully and strategically designed to maximize personal space.
- It is encouraged that students bring their own facial covering; however one will be provided to students if needed.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Fabric or multi use facial covering must be washed daily. Disposable facial coverings must be disposed of at the end of the day. We ask parents to create a system at home that ensures this happens.
- Facial coverings with a transparent front will be available to all staff.
- Students failing to adhere to the required facial covering policy fall under dress code of the student code of conduct.

Hygiene

- The district will provide all necessary supplies to support healthy hygiene behaviors such as soap, paper towels and hand sanitizer.
- The Maintenance Team will monitor soap and hand sanitizer amounts and refill as needed.
- Building principals will work with teaching staff to encourage regular student hand washing throughout the day and will build time into daily schedules.
- The district has installed hand sanitizing stations at entrances and in the main offices. Students and staff should use hand sanitizer when entering district buildings and as needed when moving throughout the building.

Screening Students, Staff, and Guests

- The district will cooperate with the local public health department regarding implementing screening protocols for students and staff.
- District employees will self-screen prior to arrival to district facilities. Employees showing any signs or symptoms of COVID-19 such as a temperature of 100.4 or greater, or respiratory or gastrointestinal symptoms will alert their supervisor as soon as possible and should stay home. Employees should consider coronavirus testing if symptoms are present.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Parents or guardians will self-screen students daily prior to boarding a school bus or being dropped off at a building. Students showing any signs or symptoms of COVID-19 such as a temperature of 100.4 or greater, or respiratory or gastrointestinal symptoms should stay home. Families should consider coronavirus testing if symptoms are present.
- Any building visitors critical to the operations of the district will be screened for symptoms, will wear a facial covering, and will use hand sanitizer when entering or leaving a district building. Records of building visitors will be kept through a sign-in and out logs.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Students who develop a fever or become ill with COVID-19 symptoms at school will be quarantined in a designated location, will wear a mask and parents or guardian will be contacted. A staff member will monitor the student closely.
- The student will be picked up by parents or guardian as soon as possible.
- Symptomatic students and staff will be sent home from school. The district will recommend they do not return to school until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- Building principals will notify families of any presence of any laboratory positive or clinically diagnosed case of COVID-19 in a classroom or school. The purpose of this notification is to encourage closer observation of students and staff for any symptoms at home. Specific student or staff information is considered confidential and will not be shared.
- If a case of COVID-19 is diagnosed within a building, immediate efforts will be made to contact (in partnership with the Livingston County Health Department) anyone that was in close contact (spent more than 15 minutes less than six feet in close proximity) with an infected individual. Once contacted you should monitor for any symptoms of COVID-19, and quarantine according to the CDC guidelines. At this time according to



CHARYL STOCKWELL ACADEMY
DISTRICT

state guidelines, testing of all students or staff members in the class is not recommended. If symptoms develop it is recommended to have testing for COVID-19.

- If a case of COVID-19 is diagnosed within a building the district will cooperate with the Livingston County Health Department to collect contact information for anyone in close contact with the affected individual from two days before he or she showed symptoms to the time he or she was last present in a district building. Teachers will be notified if any of their students are COVID-19 positive.
- If a case of COVID-19 is diagnosed within a building the district will initiate cleaning and disinfecting procedures in all spaces affected and building-wide touch surfaces.

Medically Vulnerable Students and Staff

- The CSA District will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19
- The CSA District will work with students and staff who self-identify as high risk for severe illness due to COVID-19 and will strive to develop alternative learning arrangements or work assignments.

Spacing, Movement, and Access

- Classroom tables will be spaced in an effort to encourage social distancing where possible. During classroom activities students will be encouraged to social distance whenever possible.
- Speech, OT, PT, SSW, Psych will all go into the general education classrooms when possible.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Teaching staff will maintain social distancing from students or other co-workers whenever possible.
- Building principals will work with students to encourage proper hallway traffic flow whenever possible.
- Building visitors and other guests are not allowed in the building except under extenuating circumstances as determined by the Building Principal. Parents dropping off items may call the front office or alert the office by pushing the intercom button and leave items outside the door for the office staff to pick up.
- Parent Council activities and other classroom parent volunteer activities are suspended.
- For after school student pick-up, parents or guardians will remain outside and students will be brought outside for pick up. It is encouraged that parents or guardians maintain social distancing and do not congregate.

Excluded Recommendations

- Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.

Food Service/Lunch Protocols

- The CSA District does not have a food service program.
- Lunch Fundraisers will be modified to meet the recommended Roadmap guidelines



CHARYL STOCKWELL ACADEMY
DISTRICT

- Elementary students will eat in their classrooms. Secondary students will eat in their Advisory classroom.

Gatherings & Extracurricular Activities

- Indoor assemblies that bring together more than one class is prohibited.
- Field trips outside of the district are suspended.
- Interior outside group activities are suspended.

Safety Guidelines for Athletes and Coaches

- Coaches and student athletes will confirm that they are symptom free by completing a self-screening prior to every team activity. This form will be submitted by hard copy or online. Results of the self-screening will remain confidential and records of student attendance at activities will be kept.
- Coaches and student athletes will practice proper hand hygiene techniques before and after every team event. Hand washing facilities or sanitizer will be available to all participants.
- All team equipment will be disinfected before and after every use.
- Student athletes will be required to carry their own (clearly marked) water bottle. No team “hydration stations” will be used.
- The use of indoor weight rooms and locker rooms will be suspended but outdoor strength and conditioning sessions will continue to be provided for all student athletes by our certified training staff.



CHARYL STOCKWELL ACADEMY
DISTRICT

Safety Guidelines for Athletic events and competitions

- Our athletic events will comply with all safety guidance published by the MHSAA. We will also follow all rules for spectator events voted upon by the MIAC conference.

Home Competitions

- Large scale indoor spectator events will be suspended.
- Outdoor events of up to 100 spectators are allowed. (Parents of student athletes will be given first consideration)
- Non participants will be required to wear masks while inside the facility.
- People who are not part of the same household must maintain six feet of distance from one another.
- Modifications will be made to entry and exit points of athletic facilities to prevent crowding. When possible, there will be a home spectator entry/exit and an away spectator entry/exit.
- In some cases it may be necessary to clear the facility of spectators between competitions. Start times for these contests may be changed as well.
- Hand washing facilities or sanitizer will be readily available for all spectators.
- All event staff workers will adhere to safety regulations and maintain six feet of social distance when possible.
- Concession stands will run but with a limited (pre-packaged) menu.
- Signage with safety rules and expectations will be visible at all CSA District events.
- Frequent announcements with safety reminders will also be made when possible.
- Only participants and staff will be allowed near the playing surface.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Peripheral events, themes, promotions and guests not critical to the athletic contest may be less common because of safety concerns and limits on attendance.

Away Competitions

- Competitions may be held against other MHSAA member schools only.
- Facial Coverings must be worn if school transportation is provided to away events.
- Buses will be cleaned and disinfected before and after every use.
- CSA/CSPA student athletes, coaches and spectators will adhere to host schools rules and regulations.
- Team camps or athletic competitions that require overnight stays will be suspended.

Cleaning / Disinfecting

All staff members performing cleaning with disinfectant must wear gloves, a surgical mask, and a face shield and follow all product instructions as outlined on the disinfectant packaging. Students are NOT permitted to perform cleaning duties. Only district approved disinfectant and chemicals may be used.

High Touch Cleaning

District cleaning staff will be performing routine disinfection throughout the school day of common touch surfaces such as light switches, door handles/push bars, bathrooms, drinking fountains, etc.



CHARYL STOCKWELL ACADEMY
DISTRICT

Intermittent Cleaning

- Common room spaces such as media centers, computer labs, and essential rooms will have common touch surfaces and desks sanitized in between classes.
- District teaching staff will wipe down student desks with disinfectant whenever student populations are changed.
- Students should not be present when cleaning is taking place as this can trigger breathing problems and/or exacerbate asthma.
- Playgrounds will continue to undergo normal cleaning as needed.

Contamination Cleaning

- In the event of a positive COVID-19 infection, district custodial staff will wear surgical masks, gloves and a face shield when performing cleaning of any infected areas.
- The entire space will be disinfected by an electrostatic machine and approved disinfectant

Shuttle and Student Transportation

- Hand sanitizer will be provided on all district shuttles.
- Students boarding the shuttle will be required to use hand sanitizer before proceeding to their seat.
- ALL students as well as the driver or bus aid will be required to wear facial coverings. If a student forgets a facial covering the shuttle driver will provide one. Students not wearing a mask are subject to removal from transportation upon the completion of intervention and due process has been provided.



CHARYL STOCKWELL ACADEMY
DISTRICT

- District shuttles will be disinfected after morning and afternoon routes with special attention to disinfecting touch surfaces. Any equipment used for the purposes of transportation will also be disinfected (such as wheelchairs).
- All students will have assigned seats while being transported on district shuttles.
- A Staff member will take AM and PM attendance of shuttle riders to keep accurate record keeping.
- Students should be temperature checked at home prior to going to the shuttle stop. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Excluded Recommendations

- Infected areas shall be closed for 24 hours prior to the cleaning/disinfecting of the space.

Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

Charyl Stockwell Academy is committed to serve the social and emotional wellbeing of our students, families, and staff.

- CSA District will designate a mental health liaison (school based) who will work across the school, local public health agencies, and community partners.
- We will assign a point person at each school to centralize mental health referrals and work on communications to families/students.
- We have a comprehensive list of external community based resources available to all stakeholders. This list has multiple resources for student and staff mental health and wellness support including but not limited to:
 - [MDE](#)



CHARYL STOCKWELL ACADEMY
DISTRICT

- We will communicate with parents/guardians return to school information that includes destigmatization of COVID-19, understanding normal behavioral response to crises, general best practice of talking through trauma with children and positive self-care strategies that promote health and wellness.
 - [Destigmatization of COVID-19 resources from the CDC](#)
- CSA District will provide a list of wellness resources to staff, parents, and students. It will be updated regularly.

CSA has a procedure for crisis referrals and for addressing mental health concerns resulting from COVID-19. These guidelines include the identification and rapid referral of at risk students to appropriate building level support staff.

- Homelessness or Transitional Living: All staff are given the guidelines for homelessness. The District's homeless liaison will contact parents, provide the McKinney Vento paperwork, and report to the county McKinney Vento liaison for additional county support and referrals for food, housing, and any other needs.
- The loss of a student, family member or staff will be addressed with the District Leadership Team. The school social worker or guidance counselor will provide grief support, educational resources and resources through local agencies.
- Students Mental Health and Wellness Support: Educational resources will be developed and intervention plans will be implemented based on identified needs.
- Suicidal ideation: If a student is showing signs of suicidal ideation parents will be notified and the student may be referred to Community Mental Health or an emergency room for evaluation with a referral from the school. If a student shows risk factors such as anxiety, depression, trauma, or substance use, parents will be notified and a referral may be made to an outside agency. If follow up is necessary, mental health providers will coordinate with outside agencies, as well as develop and implement school supports as warranted.



CHARYL STOCKWELL ACADEMY
DISTRICT

CSA district will provide staff with training/professional development, implementation support and resources related to COVID-19 issues that occur in our school community.

- Social-emotional learning will be based on the [CASEL Reunite Renew Thrive Roadmap](#).

CSA District will provide resources for staff self-care that includes resiliency strategies.

- Resources for self-care will include resilience strategies from the [TRAILS program affiliated with the University of Michigan Medical School](#).

Excluded Recommendations

- CSA District will implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- CSA District will activate communication channels to address mental health concerns resulting from COVID-19.

Phase 4 Instruction

Governance

The CSA District developed a Return to Instruction, Learning, and Protocol work group in order to get feedback from all district stakeholders to ensure consistency and an effective structure for communication and feedback. The work group is led by the CSA District Leadership Team and includes district and building administrators, department directors, teachers, and guidance from our ESP, CS Partners. Stakeholders have input in decisions related to the areas concerning returning to school in the fall and



CHARYL STOCKWELL ACADEMY
DISTRICT

through the 20-21 school year. The work group is responsible for providing feedback on the plan's effectiveness and revise where needed as circumstances change.

Jessica Mocerri, Interim Executive Director & CSA Principal

Matthew Stewart, CSPA Principal

Elizabeth Pick, Director of Curriculum and Instruction

Deborah Skolnik, Director of Education Services

Dina Barnaby, Middle School Dean of Curriculum and Culture, Academically Gifted Coordinator

Stephanie Winters, Elementary Dean of Students

Brenda Ogden, CSPA Dean of Students

Elizabeth Holland, CSPA Dean of Students

Cynthia Richardson, Director of Student Enrichment Program & CSMA Preschool

Laurie DeLorenzo, CSA District Athletic Director

CSA District Return to School Plan Overview

Regardless of what phase or plan our district is in, students will be assigned to a teacher or teaching team regardless of whether families choose in-person or virtual learning. This will allow the teacher(s) and student to maintain a close relationship and ensure the teacher consistency in their monitoring of student progress for the entire school year. This will also support continuity should a student need to transition from in-person learning to virtual learning or vice versa.

Phase 4 Description

Should the Charyl Stockwell Academy District Schools region be placed under the state mandated Phase 4, schools will be fully open for in-person instruction Monday-Thursday. All students will engage in remote learning on Fridays. Teachers will provide face-to-face instruction to students who attend school in person. Teachers will provide remote learning to students who choose to not attend or are unable to attend. Parents may choose the number of full days their student engages in in-person instruction which



CHARYL STOCKWELL ACADEMY
DISTRICT

can be one, two, three, four or zero days. Families who do not feel safe having their student physically return to school at this time will be provided a full virtual learning program.

Phase 4 Plan School Week Schedule Weekly Schedule

Monday: Full day in-person instruction with remote learning option

Tuesday: Full day in-person instruction with remote learning option

Wednesday: Full day in-person instruction with remote learning option

Thursday: Full day in-person instruction with remote learning option

Friday: No in-person instruction for students (except for full time virtual students invited in by the teacher to assess one-one-one. Remote learning for students / Teacher planning and PD / Deep cleaning

Friday Schedule Rationale

- Virtual half-day Fridays will provide all students with the opportunity to work remotely and ensure that they have regular experience with virtual learning should they, their class, or the school need to quarantine for a period of time. This will also support a smooth transition should our county or state move back into Phase 3.
- Provide teachers with the time they will need to balance both in-person and virtual instruction.
- Provide time for teachers to meet virtually with their full-time remote learners one-on-one or in small groups. If parents feel it is safe enough to do so, teachers may also invite their remote learners to school for a one-on-one or small group session to assess progress.
- Allow a variety of social opportunities and activities to be offered to our full-time virtual students at all levels for families who feel it is safe to allow their student to participate. Examples of this may include a small socially distanced art or music class, a small group soccer game, small group get together on the CSA playground, etc.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Per the normal CSA District schedule, Friday afternoons will be reserved for educators to collaborate, plan and prepare differentiated lessons, assess student progress, and engage in regular professional development.
- Allow our Maintenance Team the time they need to deep clean each building and bus beyond the surface and touch points.

Student Expectations on Fridays

- Students will engage in their Remote Learning Plan from home using the instructional platform (Google Classroom (or another designated virtual platform): 3-12 / SeeSaw: K-2)
- The attendance protocol set by the district will be required to be followed by students. Attendance for remote learners will be monitored by staff through Google Classroom (or another designated virtual platform) or SeeSaw in the following areas
 - 1) Daily monitoring of student logging into their platform account.
 - 2) Students submitting daily assignments and assessments.
 - 3) Required daily communication by the student through the platform.

In-Person Learning Plan

In-person instruction is the highest quality of instruction and learning for students. The Phase 4 plan offers full in-person instruction, with a remote learning option for students. The following are what you can expect whether students are learning in-person or remotely. The expectations will allow us to move smoothly from one phase plan to another as the COVID requirements change, as well as minimize changes for students if we need to switch quickly from in-person to remote. The expectations will occur through the 20-21 school year so students will have access to the same teachers and content whether they are in-person or remote.

Instructional Learning Options:



CHARYL STOCKWELL ACADEMY
DISTRICT

1. In-Person instruction (Monday-Thursday) and Remote Learning Plan Fridays
2. Blend of In-Person and Remote Instruction. Parents may determine the number of days students attend in-person from one, two, three or four full days.
3. Full-Time Remote Learning Plan with assigned CSA classroom teachers in each of the district buildings, with the option to move to in-person instruction with the same teacher(s). CSA teachers will provide the remote instruction.

What to Expect

- Consistent digital platforms were chosen for our teachers to use to help in the remote learning experience, as well as in-person learning. Google Classroom (or another designated virtual platform) will be utilized by all teachers in units, Voyager-Highschool (3-12). SeeSaw will be utilized by units, Kindergarten-Navigator (K-2). The platforms will allow a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. The professional development plan includes teacher supports in learning and effectively utilizing both platforms. Since all teachers in those two grade spans will use the same platforms, it will give students a level of consistency and understanding, as well as give teachers the ability to collaborate and share strategies to make their students' experience more rewarding.
- The district has purchased video document cameras for each classroom K-12 to be utilized by classroom teachers and support staff to aid in the remote learning experience for students and parents. The document cameras have the capability to record teacher lessons in all content areas.
- Recorded lessons will be uploaded to the platform used by the teacher (Google Classroom (or another designated virtual platform) / SeeSaw) for students to view from their remote learning location if needed.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Teachers will utilize the platforms on a daily basis regardless of whether students are participating in in-person instruction or remote learning. Either way, students will have access to the platform resources at any time.
- Parents will be sent help resources in setting up accounts for students and understand how the platforms work.
- Students learning remotely will be required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Students will receive daily schedules and timelines from their teachers to ensure that learning and work are accomplished consistently and timely.
- Elementary essential teachers, support staff and related service providers will be considered “co-teachers” on each student’s platform and will have the ability to communicate, provide interventions/resources, and download video lessons.
- With this delivery method, teachers will be able to deliver the standards-aligned curriculum, relevant materials/resources, and create opportunities to provide ongoing feedback.
- Teachers and administrators will meet as professional learning teams, in person or virtually on a weekly basis, to create consistent differentiation in learning, discuss student achievement and progress, create intervention opportunities, analyze assessment data, and share effective strategies. This includes teams to review students with IEPs and 504 plans. These teams of general education, special education, and support staff will assess student progress and needs. As well as design and implement appropriate accommodations, interventions and services virtually.
- All students K-12 will be assessed in the first 30 days of school using formative assessments, screeners or diagnostic assessments given remotely online or virtually. This will allow teachers to better understand where students are and locate deficiencies for immediate interventions.
- The district will stay connected with policy and guidance changes from the



CHARYL STOCKWELL ACADEMY
DISTRICT

Michigan Department of Education.

- Attendance for remote learners will be monitored by staff through Google Classroom (or another designated virtual platform) or SeeSaw through the following areas:
 1. Daily monitoring of student logging into their platform account.
 2. Students submitting daily assignments and assessments.
 3. Required daily communication by the student through the platform.
District buildings will use consistent protocol for taking attendance for remote learning, developed collaboratively by teachers and administration.

Special Education

IEPs and 504 plans will be reviewed and revised, if necessary, in coordination with classroom teachers, Teacher Support Team teachers, and related service providers to reflect the child's revolving needs based on assessment data and parent feedback. Teams will consider student needs based on time away from associated and related services while school buildings were closed. IEP and 504 teams will design accommodations and match services according to the student's individualized needs and are aligned with the educational opportunities of the general student population.

The district will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities. Plans will include all programs and learning environments, birth to five services, and career and technical education.

IEP and 504 teams, including general education teachers, special education teachers, and related service providers will use district structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.

The district will identify and evaluate intervention programs and services available to



CHARYL STOCKWELL ACADEMY
DISTRICT

students at the school and district levels then identify any gaps within the intervention tiers for instruction.

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

The district will consider obtaining any additional standards-aligned tools or materials that may be required to support differentiation, interventions, or remote learning in order to address students' needs.

Communication and Family Support Plan for In-Person Instruction

- Additional communication systems for students and parents, other than through digital platforms, are email, phone calls, in-person meetings, virtual meetings, our District Website and weekly District newsletter.
- Communications with students and parents will include weekly or monthly updates and expectations from the building principal, teachers, advisors or district personnel. These communications will include updates on school closures, reopenings, assessment feedback, daily instructional schedules and work time, and learning target progress.
- Teachers and building principals will provide supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child, as well as training on the district's digital systems and tools. Resources for technology help will be provided before the first day of school and will continue through the school year as needed.

Professional Learning



CHARYL STOCKWELL ACADEMY
DISTRICT

The district will conduct two full weeks of professional development for teachers and staff from August 24th through September 4th. Professional development and preparation will be conducted in each of the school buildings from 8:00 a.m. to 5:00 p.m. each day.

Professional development will focus on the mission, core philosophies, and best practices utilized throughout the district.

There will be a focus on the best practices of virtual learning with an emphasis on student engagement.

Current Trainings Scheduled for August Include:

- ❖ Dave Burgess, Author of *Teach Like a Pirate*, (Teacher attitude and mindset)
- ❖ Seesaw Online Learning Platform (K-2)
- ❖ Google Classroom (or another designated virtual platform) Online Learning Platform (3-12)
- ❖ Steve McCammon, President of the Schlecty Center, *Working on the Work Virtual Series* (Student Engagement)
- ❖ COVID safety and cleaning procedures/protocols
- ❖ Child and Adolescent Mental Health in Uncertain Times (Social/Emotional well-being)

Regular Professional development will continue throughout the school year:

- ❖ Designated Friday afternoons
- ❖ Monday, November 23, 2020 (Full Day)
- ❖ Tuesday, November 24, 2020 (Full Day)
- ❖ Friday, February 12, 2021 (Full Day)

Professional Trainings throughout the school year may include:



CHARYL STOCKWELL ACADEMY
DISTRICT

- ❖ Best practices of virtual learning
- ❖ Technology updates, tools, and resources
- ❖ Differentiating instruction virtually
- ❖ Safety, sanitation, and hygiene procedures and protocols
- ❖ Nurturing and supporting students' social and emotional well being

Regular Professional Collaboration will occur on Friday afternoons to achieve the following:

- ❖ Develop and revise units of study
- ❖ Analyze student progress
- ❖ Develop differentiated lessons
- ❖ Share strategies and resources
- ❖ Enhance collegial relationships and support professional growth

Instruction Assurances

- Every student will have access to instruction aligned to the state standards, including strategies used by teachers to accelerate student learning.
- Every student will be accessed regularly to determine students ability and readiness.
- Every student will be provided supports in areas of deficiencies in academic and emotional needs.
- District and building educators will conduct ongoing checks of curriculum pacing and monitoring of student progress and growth.
- District and building educators will review student data to identify supports, interventions, trends and gaps for each student.
- The district will review IEP and 504 plans, in collaboration with teachers and parents, to address each student's evolving needs.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Support differentiation and intervention supports based on student needs.
- Set expectations for technology and digital needs for the school year in case there is a return to all remote learning during the school year.
- Consider structures outside of the school day to support students in need.
- Communicate with families and the community at a high level about the status of the district, student progress and additional supports.
- Teachers will monitor and assess adequate connectivity and access for students to utilize online resources.
- The district will track student attendance for remote learning students on a daily basis by a developed system all teachers will use to monitor student participation on the platforms.
- Teachers will assess the quality of student work and provide feedback and learning progress.

Phase 4 Operations

Facilities

- The CSA District has a system in place to audit all necessary cleaning and disinfecting supplies.
- The CSA District Maintenance Team will wear surgical masks when performing cleaning duties.
- The CSA District will coordinate with Partner Solutions for support with procurement of cleaning and disinfection supplies.
- The CSA District will provide guidance to all staff for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned multiple times per day.
- The CSA District will alert the Maintenance Team of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. This guidance



CHARYL STOCKWELL ACADEMY
DISTRICT

will be updated in real-time based on the status of community spread across local geographies.

- With the support of CS Partners (ESP), the CSA District will convene Maintenance Teams from all buildings to review and make actionable district guidance regarding cleaning and disinfection.
- The CSA District Maintenance Teams have regular training scheduled to review all procedures and protocols.
- The CSA District Maintenance Teams have been conducting a thorough and deep cleaning in all buildings as well as the surrounding outdoor spaces throughout the summer.
- Building principals will contact the Maintenance Teams if a confirmed COVID-19 case is present and provide guidance on performing COVID-19 disinfection procedures for district buildings and the school busses.
- The designated COVID Coordinator will conduct daily/weekly building walk-throughs to ensure cleaning/disinfecting procedures are being followed.
- The building principals will install signage throughout district facilities as outlined in the Signage section.
- The Maintenance Team will continue to change HVAC filters regularly or as needed. Over this past summer all Heating, Ventilation and Air Conditioning (HVAC) was checked for proper operation and is running efficiently.
- The CSA District Maintenance Team will wear surgical masks when performing cleaning duties.
- CSA District will use cleaning and disinfection protocols according to the CDC school decision tree.
- The CSA District will maintain facilities for resumption of school operations.

Signage

Signage will be placed throughout district facilities to encourage safe practices for the following:



CHARYL STOCKWELL ACADEMY
DISTRICT

Handwashing Elementary Schools

<https://www.cdc.gov/handwashing/pdf/Handwashing-BOY-superhero-8x11-p.pdf>

<https://www.cdc.gov/handwashing/pdf/Handwashing-GIRL-superhero-8x11-p.pdf>

Handwashing Secondary Schools

<https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

Facial Covering

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>

Social Distancing

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-keep-space-when-outside.pdf>

Symptoms of COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>

Training

- The district will provide training materials to staff on identifying the signs and symptoms of COVID-19.
- The district will provide training on proper procedures for disinfecting surfaces as well as procedures for safely handling disinfectant.
- Six Steps for Safe & Effective Disinfectant Use (PDF)
<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>
- The district will also provide training to staff and students on proper hand washing techniques and cough and sneeze etiquette.

Excluded Recommendations



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District will not create a contingency plan to coordinate the use of school buildings for essential actions, including elections, food distribution or childcare, particularly for essential workers.
- The CSA District will not coordinate with LEMP's or work with ISD's to coordinate with LEMP's.
- The CSA District will not audit any additional facilities that the district may have access to that may be used for learning.
- The CSA District does not have school security staff; therefore, the security staff will follow CDC protocols if interacting with the general public.

Technology

Communication and Family Support

- The CSA District will support families with their technology needs.
- Teachers will monitor student attendance, student use of technology, completion of work and student assessment.
- Training in the use of the online platforms utilized throughout the district will be provided to families in multiple formats (in-person training and webinar) .
- Students and parents/guardians will be provided with training on submitting assignments electronically. Teachers will communicate with students and parents/guardians weekly about submitted and completed assignments.
- CSA teachers will be in regular communication with families to ensure their student has the appropriate technology to successfully engage in remote learning.
- CSA District will designate a single point of contact in each school to plan and communicate with district technology teams.
- CSA District will publish the contact information of the designated school leaders in charge of technology.



CHARYL STOCKWELL ACADEMY
DISTRICT

- All technology will be sanitized prior to distribution to families that will include all items being properly bagged prior to distribution. Inventory of accessories is calculated and purchased if items are needed.

Technology Access

- All students and parents are required to acknowledge the district's Acceptable Use Policy which contains expected behaviors when using district technology or accessing online resources. This policy is relevant while students are at school and relevant if learning remotely while at home.
- Any student who borrows a district-owned device will be required to fill out a Device Loaner Agreement prior to being loaned a device.
- Should students need access to devices while at home the district will provide a Chromebook. If this becomes a need, The building Technology Coordinator will contact students or their guardians via email with specific dates and times when devices may be picked up.
- Loaner devices will be identified and kept track of on a Google Sheet.
- When devices are returned they will be collected and moved to a storage location where they will be sanitized prior to re-deployment, replacement evaluation, or repair.
- All repair/replacement of devices will be conducted prior to the beginning of the following school year.
- When devices are collected or distributed, staff doing so will be provided with and will wear proper PPE including a mask and gloves.
- CSA District Schools will make efforts to provide Internet access to students without it in their homes. At a minimum, we will provide exterior hot spots for drive-up Internet access.

Professional Development

- The CSA District has formed a Virtual Learning Curriculum Team consisting of administrators and teachers. This team will provide professional development



CHARYL STOCKWELL ACADEMY
DISTRICT

throughout the year as well as mentor teachers in utilizing identified online platforms and tools.

Staff Technology Support

- Contracted IT company, Charter Technologies, conducts the removal of malware and will fix standard issues as needed.
- The CSA District tracks all technology inventory throughout the year.
- Contracted IT company, Charter Technologies, is the primary point of contact to assist with processing, returning and maintaining all technology devices.
- We know how essential it is for Curriculum and Technology to work in conjunction with one another. In-district technology issues are handled through a technology work order system that is monitored by the district's contracted IT company, Charter Technologies, building principals, and technology coordinator.
- The CSA District utilizes a contracted IT company, Charter Technologies, to assist with the Infrastructure Evaluation process. This process is ongoing at regular intervals throughout the year.
- Technology systems are in place to indicate if and when any of our infrastructure goes offline and our network administrators and engineers are notified of such events.
- Devices that are reported to not be working properly will be visited if onsite, and collected if offsite, and either Computer or Data Technicians will make the necessary repairs to the device. In the interim, the faulty device will be replaced by a functional device if one is available. If a replacement device is not available, priority for repair will be placed on any device that has no replacement.
- The CSA District updates policies annually and will continue to update technology policies as needed.

Remote Learning Plan Evaluation

- Throughout the remote learning process, the technology team will continue to meet and evaluate our plan and procedures, discuss any need for change or adjustments, and make preparations for those changes.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Upon the return to in-person instruction, the technology team will take any lessons learned and update the remote learning plan.
- As we continually evaluate our remote learning plan, we will continue to monitor and manage our assets and technology processes to ensure the plan we have in place is efficient and effective. We will make adjustments accordingly based on our continual evaluation.
- Our assets and infrastructure are always critical to our day-to-day operations. We will continue to monitor and manage our infrastructure throughout both remote as well as in-person instruction and work to resolve any issues discovered.
- Any technology issues that were identified during the school closure period will be discussed, evaluated, and used to enhance our existing long-term technology maintenance plan.

Excluded Recommendations

- CSA District will not seek additional support from parent volunteers or organizations for technology support.

Budget, Food Service, Enrollment, and Staffing

- The CSA District will implement arrival and departure procedures that limit a large number of students from gathering.
- The CSA District will conduct a student and staff outreach to determine who will be coming back.
- The CSA District will survey parents to determine if their student will be participating in the virtual learning options.
- The CSA District will assess the need for a new position or redeployment in response to COVID-19.
- The CSA District will share instructional resources and materials with families through the online platform utilized at that unit level. Printed or emailed instructional materials and resources will be available upon request.



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District has developed a plan for hiring in a remote environment, in alignment with MDE.
- Community resources, including resources for food, will be available for families through weekly communication and posted to the district website.
- The CSA District will use the CARES Act funding for key purchases related to COVID-19 expenses.
- The CSA District will notify families of online attendance expectations as well as expectations for online remote learning. Weekly communications with families will be provided by administration as well as by classroom teachers.
- The CSA District will meet with staff to discuss risk factors and job responsibilities.
- The CSA District will coordinate services with related service providers in the school and community to identify and address new student and adult needs.
- The CSA District will work in partnership with CS Partners in acquiring the number of substitutes needed.
- The CSA District will communicate with all stakeholders all updates and procedures for coming back to school.
- The CSA District will distribute updated staff handbooks and updates and changes will be discussed at a staff meeting prior to the start of the school year.
- School leaders will consult with legal counsel regarding concerns related to COVID-19 and liability.
- The CSA District holds regularly scheduled meetings. A standing agenda item is changing enrollment, staffing and resources and its impact on the budget.
- The CSA District holds regularly scheduled staff meetings to inform staff of any operational changes.
- The CSA District will create master schedules for staff and students.

Excluded Recommendations

- The CSA District will not ensure a plan for nutrition services and student meals is in place and provide a list of alternative meal options for families.



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District will not solidify food processes, device distribution, delivery sites and communication plans as necessary.
- The CSA District will not work with local bargaining units to assess how job responsibilities may shift in light of COVID.
- The CSA District will not partner with local bargaining units, identify and modify staff positions, that would enable high risk staff to provide remote services.
- The CSA District does not have a food service and will not work with food service staff to ensure that any food handling changes are implemented based on local health guidance.



CHARYL STOCKWELL ACADEMY
DISTRICT

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

Phase 5 Safety Protocols

Personal Protective Equipment (PPE)

- All CSA District teachers and staff will be required to wear a facial covering for the entire day except while eating. Those who cannot medically tolerate a facial covering will not wear one and will make every effort to social distance. Teachers and staff will be encouraged to wear a face mask made with a clear material at the mouth as we recognize the importance of students seeing a warm smiling face. This will also be more conducive for students with certain learning impairments.
- Facial coverings will be provided to all staff and extra supply will be kept for students and staff at our front offices and on our campus shuttle.
- Elementary students will be required to wear a facial covering while riding the shuttle, and upon arrival and dismissal. Students who cannot medically tolerate a facial covering will not wear one but will make every effort to social distance. Facial coverings in class will be optional. While we will not be able to strictly enforce social distancing for many reasons, classrooms will be thoughtfully and strategically designed to maximize personal space.
- Elementary hallway and recess schedules will be created to ensure students from separate classrooms do not come in contact with one another. In situations where this cannot be avoided students will be required to wear a facial covering.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Secondary students will be required to wear a facial covering during school transportation, daily transitional events (hallways, bathroom visits), and within each classroom. Students who cannot medically tolerate a facial covering will not wear one but will make every effort to social distance. While we will not be able to strictly enforce social distancing for many reasons, classrooms will be thoughtfully and strategically designed to maximize personal space.
- It is encouraged that students bring their own facial covering; however one will be provided to students if needed.
- Fabric or multi use facial covering must be washed daily. Disposable facial coverings must be disposed of at the end of the day. We ask parents to create a system at home that ensures this happens.
- Facial coverings with a transparent front will be available to all staff.
- Students failing to adhere to the required facial covering policy fall under dress code of the student code of conduct.

Hygiene

- The district will provide all necessary supplies to support healthy hygiene behaviors such as soap, paper towels and hand sanitizer.
- The Maintenance Team will monitor soap and hand sanitizer amounts and refill as needed.
- Building principals will work with teaching staff to encourage regular student hand washing throughout the day and will build time into daily schedules.
- The district has installed hand sanitizing stations at entrances and in the main offices. Students and staff should use hand sanitizer when entering district buildings and as needed when moving throughout the building.



CHARYL STOCKWELL ACADEMY
DISTRICT

Screening Students, Staff, and Guests

- District employees will self-screen prior to arrival to district facilities. Employees showing any signs or symptoms of COVID-19 such as a temperature of 100.4 or greater, or respiratory or gastrointestinal symptoms will alert their supervisor as soon as possible and should stay home. Employees should consider coronavirus testing if symptoms are present.
- Parents or guardians will self-screen students daily prior to boarding a school bus or being dropped off at a building. Students showing any signs or symptoms of COVID-19 such as a temperature of 100.4 or greater, or respiratory or gastrointestinal symptoms should stay home. Families should consider coronavirus testing if symptoms are present.
- Any building visitors critical to the operations of the district will be screened for symptoms, will wear a facial covering, and will use hand sanitizer when entering or leaving a district building. Records of building visitors will be kept through a sign-in and out logs.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Students who develop a fever or become ill with COVID-19 symptoms at school will be quarantined in a designated location, will wear a mask and parents or guardian will be contacted. A staff member will monitor the student closely.
- The student will be picked up by parents or guardian as soon as possible.
- Symptomatic students and staff sent home from school. The district will recommend they do not return to school until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Building principals will notify families of any presence of any laboratory positive or clinically diagnosed case of COVID-19 in a classroom or school. The purpose of this notification is to encourage closer observation of students and staff for any symptoms at home. Specific student or staff information is considered confidential and will not be shared.
- If a case of COVID-19 is diagnosed within a building, immediate efforts will be made to contact (in partnership with the Livingston County Health Department) anyone that was in close contact (spent more than 15 minutes less than six feet in close proximity) with an infected individual. Once contacted you should monitor for any symptoms of COVID-19, and quarantine based on CDC guidelines. At this time according to state guidelines, testing of all students or staff members in the class is not recommended. If symptoms develop it is recommended to have testing for COVID-19.
- If a case of COVID-19 is diagnosed within a building the district will cooperate with the Livingston County Health Department to collect contact information for anyone in close contact with the affected individual from two days before he or she showed symptoms to the time he or she was last present in a district building. Teachers will be notified if any of their students are COVID-19 positive.
- If a case of COVID-19 is diagnosed within a building the district will initiate cleaning and disinfecting procedures in all spaces affected and building-wide touch surfaces.

Medically Vulnerable Students and Staff

- The CSA District will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District will work with students and staff who self-identify as high risk for severe illness due to COVID-19 and will strive to develop alternative learning arrangements or work assignments.

Spacing, Movement, and Access

- Classroom tables will be spaced in an effort to encourage social distancing where possible. During classroom activities students will be encouraged to social distance whenever possible.
- Speech, OT, PT, SSW, Psych will all go into the general education classrooms when possible.
- Teaching staff will maintain social distancing from students or other co-workers whenever possible.
- Building principals will work with students to encourage proper hallway traffic flow whenever possible.

Modifications From the Phase 4 Plan

- Parent Council and other Parent led groups may resume some activities as deemed safe by building principals.
- Parents, guardians, and building visitors may enter the building but will be restricted from leaving the Student and Family Office. It is encouraged that parents/guardians and visitors maintain social distancing and do not congregate. Facial coverings will be required.

Gatherings & Extracurricular Activities

Modifications from Phase 4 Plan

- Field trips outside of the district may resume on a case by case basis.
- Interior outside group activities may resume. Face coverings should be worn and social distancing guidelines are recommended.



CHARYL STOCKWELL ACADEMY
DISTRICT

Athletic Status

- The CSA District's interscholastic athletic programs will participate in off season training as well as in season practices and competitions.
- All aspects of the athletic department will comply with guidance published by the Michigan High School Athletic Association (MHSAA). Safety Guidelines for Athletes and Coaches:
- Coaches and student athletes will confirm that they are symptom free by completing a self-screening prior to every team activity. This form will be submitted by hard copy or online. Results of the self-screening will remain confidential and records of student attendance at activities will be kept.
- Coaches and student athletes will practice proper hand hygiene techniques before and after every team event. Hand washing facilities or sanitizer will be available to all participants.
- All team equipment will be disinfected before and after every use.
- Student athletes will be required to carry their own (clearly marked) water bottle. No team "hydration stations" will be used.

Modifications from Phase 4 Plan

- The use of indoor weight rooms and locker rooms will be allowed with modifications to allow for social distancing.

Safety Guidelines for Athletic Events and Competitions

Our athletic events will comply with all safety guidance published by the MHSAA. We will also follow all rules for spectator events outlined by the MIAC conference.

Home Competitions

- Indoor events will be limited to 50 spectators.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Outdoor events of up to 250 spectators will be allowed. (Parents of student athletes will be given first consideration)
- Face coverings will be required for indoor events and highly recommended for outdoor events.
- People who are not part of the same household must maintain six feet of distance from one another.
- Modifications will be made to entry and exit points of athletic facilities to prevent crowding. When possible, there will be a home spectator entry/exit and an away spectator entry/exit.
- In some cases, it may be necessary to clear the facility of spectators between competitions. Start times for these contests may be changed as well.
- Hand washing facilities or sanitizer will be readily available for all spectators.
- Concession stands will run but with a limited menu.
- Signage with safety rules and expectations will be visible at all CSA District events.
- Peripheral events, themes, promotions and guests not critical to the athletic contest may be less common because of safety concerns and limits on attendance.

Away Competitions

- Competitions may be held against other MHSAA member schools only.
- Facial Coverings must be worn if school transportation is provided to away events.
- Buses will be cleaned and disinfected before and after every use.
- CSA/CSPA student athletes, coaches and spectators will adhere to host schools rules and regulations.
- Team camps or athletic competitions that require overnight stays will be suspended.



CHARYL STOCKWELL ACADEMY
DISTRICT

Cleaning / Disinfecting

All staff members performing cleaning with disinfectant must wear gloves, a surgical mask, and a face shield and follow all product instructions as outlined on the disinfectant packaging. Students are NOT permitted to perform cleaning duties. Only district approved disinfectant and chemicals may be used.

High Touch Cleaning

District cleaning staff will be performing routine disinfection throughout the school day of common touch surfaces such as light switches, door handles/push bars, bathrooms, drinking fountains, etc.

Intermittent Cleaning

- Common room spaces such as media centers, computer labs, and essential rooms will have common touch surfaces and desks sanitized in between classes.
- District teaching staff will wipe down student desks with disinfectant whenever student populations are changed.
- Students should not be present when cleaning is taking place as this can trigger breathing problems and/or exacerbate asthma.
- Playgrounds will continue to undergo normal cleaning as needed.

Contamination Cleaning

- In the event of a positive COVID-19 infection, district custodial staff will wear surgical masks, gloves and a face shield when performing cleaning of any infected areas.
- The entire space will be disinfected by an electrostatic machine and approved disinfectant.



CHARYL STOCKWELL ACADEMY
DISTRICT

Shuttle and Student Transportation

- Hand sanitizer will be provided on all district shuttles.
- Students boarding the shuttle will be required to use hand sanitizer before proceeding to their seat.
- ALL students as well as the driver or bus aid will be required to wear facial coverings. If a student forgets a facial covering the shuttle driver will provide one. Students not wearing a mask are subject to removal from transportation upon the completion of intervention and due process has been provided.
- District shuttles will be disinfected after morning and afternoon routes with special attention to disinfecting touch surfaces. Any equipment used for the purposes of transportation will also be disinfected (such as wheelchairs).
- All students will have assigned seats while being transported on district shuttles.
- A staff member will take AM and PM attendance of shuttle riders to keep accurate record keeping.
- Students should be temperature checked at home prior to going to the shuttle stop. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Phase 5 Mental & Social-Emotional Health

Charyl Stockwell Academy is committed to serve the social and emotional wellbeing of our students, families, and staff.

- CSA District will designate a mental health liaison (school based) who will work across the school, local public health agencies, and community partners.
- We will assign a point person at each school to centralize mental health referrals and work on communications to families/students.



CHARYL STOCKWELL ACADEMY
DISTRICT

- We have a comprehensive list of external community based resources available to all stakeholders. This list has multiple resources for student and staff mental health and wellness support including but not limited to:
 - [MDE](#)
- We will communicate with parents/guardians return to school information that includes destigmatization of COVID-19, understanding normal behavioral response to crises, general best practice of talking through trauma with children and positive self-care strategies that promote health and wellness.
 - [Destigmatization of COVID-19 resources from the CDC.](#)
- CSA District will provide a list of wellness resources to staff, parents, and students. It will be updated regularly.

CSA has a procedure for crisis referrals and for addressing mental health concerns resulting from COVID-19. These guidelines include the identification and rapid referral of at risk students to appropriate building level support staff.

- Homelessness or Transitional Living: All staff are given the guidelines for homelessness. The District's homeless liaison will contact parents, provide the McKinney Vento paperwork, and report to the county McKinney Vento liaison for additional county support and referrals for food, housing, and any other needs.
- The loss of a student, family member or staff will be addressed with the Leadership team. The school social worker or guidance counselor will provide grief support, educational resources and resources through local agencies.
- Students Mental Health and Wellness Support: Educational resources will be developed and intervention plans will be implemented based on identified needs.
- Suicidal ideation: If a student is showing signs of suicidal ideation parents will be notified and the student may be referred to Community Mental Health or an emergency room for evaluation with a referral from the



CHARYL STOCKWELL ACADEMY
DISTRICT

school. If a student shows risk factors such as anxiety, depression, trauma, or substance use, parents will be notified and a referral may be made to an outside agency. If follow up is necessary, mental health providers will coordinate with outside agencies, as well as develop and implement school supports as warranted.

CSA district will provide staff with training/professional development, implementation support and resources related to COVID-19 issues that occur in our school community.

- Social-emotional learning will be based on the [CASEL Reunite Renew Thrive Roadmap](#)

CSA District will provide resources for staff self-care that includes resiliency strategies.

- Resources for self-care will include resilience strategies from the [TRAILS program affiliated with the University of Michigan Medical School](#).

Excluded Recommendations

- CSA District will implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- CSA District will activate communication channels to address mental health concerns resulting from COVID-19.

Phase 5 Instruction

Governance

The CSA District developed a Return to Instruction, Learning, and Protocol work group in order to get feedback from all district stakeholders to ensure consistency and an effective structure for communication and feedback. The work group is led by the CSA District Leadership Team and includes district and building administrators,



CHARYL STOCKWELL ACADEMY
DISTRICT

department directors, teachers, and guidance from our ESP, CS Partners. Stakeholders have input in decisions related to the areas concerning returning to school in the fall and through the 20-21 school year. The work group is responsible for providing feedback on the plan's effectiveness and revise where needed as circumstances change.

Jessica Mocerri, Interim Executive Director & CSA Principal

Matthew Stewart, CSPA Principal

Elizabeth Pick, Director of Curriculum and Instruction

Deborah Skolnik, Director of Education Services

Dina Barnaby, Middle School Dean of Curriculum and Culture, Academically Gifted Coordinator

Stephanie Winters, Elementary Dean of Students

Brenda Ogden, CSPA Dean of Students

Elizabeth Holland, CSPA Dean of Students

Cynthia Richardson, Director of Student Enrichment Program & CSMA Preschool

Laurie DeLorenzo, CSA District Athletic Director

CSA District Return to School Plan Overview

Regardless of what phase or plan our district is in, students will be assigned to a teacher or teaching team regardless of whether families choose in-person or virtual learning. This will allow the teacher(s) and student to maintain a close relationship and ensure the teacher consistency in their monitoring of student progress for the entire school year. This will also support continuity should a student need to transition from in-person learning to virtual learning or vice versa.

Phase 5 Description (Same a Phase 4)

Should The Charyl Stockwell Academy District Schools region be placed under the state mandated Phase 5, schools will be fully open for in-person instruction Monday-Thursday. All students will engage in remote learning on Fridays. Teachers will provide face-to-face instruction to students who attend school in person. Teachers will provide



CHARYL STOCKWELL ACADEMY
DISTRICT

remote learning to students who choose to not attend or are unable to attend. Parents may choose the number of full days their student engages in in-person instruction which can be one, two, three, four or zero days. Families who do not feel safe having their student physically return to school at this time will be provided a full virtual learning program.

Phase 5 Plan School Week Schedule Weekly Schedule (Same as Phase 4)

Monday: Full day in-person instruction with remote learning option

Tuesday: Full day in-person instruction with remote learning option

Wednesday: Full day in-person instruction with remote learning option

Thursday: Full day in-person instruction with remote learning option

Friday: No in-person instruction for students (except for full time virtual student's invited in by the teacher to assess one-one-one. Remote learning for students / Teacher planning and PD / Deep cleaning

Friday Schedule Rationale

- Virtual half-day Fridays will provide all students with the opportunity to work remotely and ensure that they have regular experience with virtual learning should they, their class, or the school need to quarantine for a period of time.
- This will also support a smooth transition should our county or state move back into Phase 3.
- Provide teachers with the time they will need to balance both in-person and virtual instruction.
- Provide time for teachers to meet virtually with their full-time remote learners one-on-one or in small groups. If parents feel it is safe enough to do so, teachers may also invite their remote learners to school for a one-on-one or small group session to assess progress.
- Allow a variety of social opportunities and activities to be offered to our full-time virtual students at all levels for families who feel it is safe to allow their student to participate. Examples of this may include a small socially distanced art or music class, a small group soccer game, small group get together on the CSA playground, etc.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Per the normal CSA District schedule, Friday afternoons will be reserved for educators to collaborate, plan and prepare differentiated lessons, assess student progress, and engage in regular professional development.
- Allow our Maintenance Team the time they need to deep clean each building and bus beyond the surface and touch points.

Student Expectations on Fridays

- Students will engage in their Remote Learning Plan from home using the instructional platform (Google Classroom (or another designated virtual platform): 3-12 / SeeSaw: K-2).
- The attendance protocol set by the district will be required to be followed by students. Attendance for remote learners will be monitored by staff through Google Classroom (or another designated virtual platform) or SeeSaw in the following areas
 - 1) Daily monitoring of student logging into their platform account.
 - 2) Students submitting daily assignments and assessments.
 - 3) Required daily communication by the student through the platform.

In-Person Learning Plan

In-person instruction is the highest quality of instruction and learning for students. The Phase 5 plan offers full in-person instruction, with a remote learning option for students. The following are what you can expect whether students are learning in-person or remotely. The expectations will allow us to move smoothly from one phase plan to another as the COVID requirements change, as well as minimize changes for students if we need to switch quickly from in-person to remote. The expectations will occur through the 20-21 school year so students will have access to the same teachers and content whether they are in-person or remote.

Instructional Learning Options:



CHARYL STOCKWELL ACADEMY
DISTRICT

1. In-Person instruction (Monday-Thursday) and Remote Learning Plan Fridays
2. Blend of In-Person and Remote Instruction. Parents may determine the number of days students attend in-person from one, two, three or four full days.
3. Full-Time Remote Learning Plan with assigned CSA classroom teachers in each of the district buildings, with the option to move to in-person instruction with the same teacher(s). CSA teachers will provide the remote instruction.

What to Expect

- Consistent digital platforms were chosen for our teachers to use to help in the remote learning experience, as well as in-person learning. Google Classroom (or another designated virtual platform) will be utilized by all teachers in units, Voyager-Highschool (3-12). SeeSaw will be utilized by units, Kindergarten-Navigator (K-2). The platforms will allow a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. The professional development plan includes teacher supports in learning and effectively utilizing both platforms. Since all teachers in those two grade spans will use the same platforms, it will give students a level of consistency and understanding, as well as give teachers the ability to collaborate and share strategies to make their students' experience more rewarding.
- The district has purchased video document cameras for each classroom K-12 to be utilized by classroom teachers and support staff to aid in the remote learning experience for students and parents. The document cameras have the capability to record teacher lessons in all content areas.
- Recorded lessons will be uploaded to the platform used by the teacher (Google Classroom (or another designated virtual platform) / SeeSaw) for students to view from their remote learning location if needed.
- Teachers will utilize the platforms on a daily basis regardless of whether students



CHARYL STOCKWELL ACADEMY
DISTRICT

are participating in in-person instruction or remote learning. Either way, students will have access to the platform resources at any time.

- Parents will be sent help resources in setting up accounts for students and understand how the platforms work.
- Students learning remotely will be required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Students will receive daily schedules and timelines from their teachers to ensure that learning and work are accomplished consistently and timely.
- Elementary essential teachers, support staff and related service providers will be considered “co-teachers” on each student's platform and will have the ability to communicate, provide interventions/resources, and download video lessons.
- With this delivery method, teachers will be able to deliver the standards-aligned curriculum, relevant materials/resources, and create opportunities to provide ongoing feedback.
- Teachers and administrators will meet as professional learning teams, in person or virtually on a weekly basis, to create consistent differentiation in learning, discuss student achievement and progress, create intervention opportunities, analyze assessment data, and share effective strategies. This includes teams to review students with IEPs and 504 plans. These teams of general education, special education, and support staff will assess student progress and needs. As well as design and implement appropriate accommodations, interventions and services virtually.
- All students K-12 will be assessed in the first 30 days of school using formative assessments, screeners or diagnostic assessments given remotely online or virtually. This will allow teachers to better understand where students are and locate deficiencies for immediate interventions.
- The district will stay connected with policy and guidance changes from the Michigan Department of Education.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Attendance for remote learners will be monitored by staff through Google Classroom (or another designated virtual platform) or SeeSaw through the following areas:
 1. Daily monitoring of student logging into their platform account.
 2. Students submitting daily assignments and assessments.
 3. Required daily communication by the student through the platform. District buildings will use consistent protocol for taking attendance for remote learning, developed collaboratively by teachers and administration.

Special Education

IEPs and 504 plans will be reviewed and revised, if necessary, in coordination with classroom teachers, Teacher Support Team teachers, and related service providers to reflect the child's revolving needs based on assessment data and parent feedback. Teams will consider student needs based on time away from associated and related services while school buildings were closed. IEP and 504 teams will design accommodations and match services according to the student's individualized needs and are aligned with the educational opportunities of the general student population.

The district will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities. Plans will include all programs and learning environments, birth to five services, and career and technical education.

IEP and 504 teams, including general education teachers, special education teachers, and related service providers will use district structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.

The district will identify and evaluate intervention programs and services available to students at the school and district levels then identify any gaps within the intervention tiers for instruction.



CHARYL STOCKWELL ACADEMY
DISTRICT

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

The district will consider obtaining any additional standards-aligned tools or materials that may be required to support differentiation, interventions, or remote learning in order to address students' needs.

Communication and Family Support Plan for In-Person Instruction

- Additional communication systems for students and parents, other than through digital platforms, are email, phone calls, in-person meetings, virtual meetings, our District Website and weekly District newsletter.
- Communications with students and parents will include weekly or monthly updates and expectations from the building principal, teachers, advisors or district personnel. These communications will include updates on school closures, reopenings, assessment feedback, daily instructional schedules and work time, and learning target progress.
- Teachers and building principals will provide supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child, as well as training on the district's digital systems and tools. Resources for technology help will be provided before the first day of school and will continue through the school year as needed.

Professional Learning

The district will conduct two full weeks of professional development for teachers and staff from August 24th through September 4th. Professional development and preparation will be conducted in each of the school buildings from 8:00 a.m. to 5:00 p.m.



CHARYL STOCKWELL ACADEMY
DISTRICT

each day.

Professional development will focus on the mission, core philosophies, and best practices utilized throughout the district.

There will be a focus on the best practices of virtual learning with an emphasis on student engagement.

Current Trainings Scheduled for August Include:

- ❖ Dave Burgess, Author of *Teach Like a Pirate*, (Teacher attitude and mindset)
- ❖ Seesaw Online Learning Platform (K-2)
- ❖ Google Classroom (or another designated virtual platform) Online Learning Platform (3-12)
- ❖ Steve McCammon, President of the Schlecty Center, *Working on the Work Virtual Series* (Student Engagement)
- ❖ COVID safety and cleaning procedures/protocols

Regular Professional development will continue throughout the school year:

- ❖ Designated Friday afternoons
- ❖ Monday, November 23, 2020 (Full Day)
- ❖ Tuesday, November 24, 2020 (Full Day)
- ❖ Friday, February 12, 2021 (Full Day)

Professional Trainings throughout the school year may include:

- ❖ Best practices of virtual learning
- ❖ Technology updates, tools, and resources
- ❖ Differentiating instruction virtually
- ❖ Safety, sanitation, and hygiene procedures and protocols



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DISTRICT

- ❖ Nurturing and supporting students' social and emotional well being

Regular Professional Collaboration will occur on Friday afternoons to achieve the following:

- ❖ Develop and revise units of study
- ❖ Analyze student progress
- ❖ Develop differentiated lessons
- ❖ Share strategies and resources
- ❖ Enhance collegial relationships and support professional growth

Instruction Assurances

- Every student will have access to instruction aligned to the state standards, including strategies used by teachers to accelerate student learning.
- Every student will be accessed regularly to determine students ability and readiness.
- Every student will be provided supports in areas of deficiencies in academic and emotional needs.
- District and building educators will conduct ongoing checks of curriculum pacing and monitoring of student progress and growth.
- District and building educators will review student data to identify supports, interventions, trends and gaps for each student.
- The district will review IEP and 504 plans, in collaboration with teachers and parents, to address each student's evolving needs.
- Support differentiation and intervention supports based on student needs.
- Set expectations for technology and digital needs for the school year in case there is a return to all remote learning during the school year.
- Consider structures outside of the school day to support students in need.



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DISTRICT

- Communicate with families and the community at a high level about the status of the district, student progress and additional supports.
- Teachers will monitor and assess adequate connectivity and access for students to utilize online resources.
- The district will track student attendance for remote learning students on a daily basis by a developed system all teachers will use to monitor student participation on the platforms.
- Teachers will assess the quality of student work and provide feedback and learning progress.

Phase 5 Operations

Facilities

- The CSA District has a system in place to audit all necessary cleaning and disinfecting supplies.
- The CSA District Maintenance Team will wear surgical masks when performing cleaning duties.
- The CSA District will coordinate with Partner Solutions for support with procurement of cleaning and disinfection supplies.
- The CSA District will provide guidance to all staff for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned multiple times per day.
- The CSA District will alert the Maintenance Team of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. This guidance will be updated in real-time based on the status of community spread across local geographies.
- With the support of CS Partners (ESP) the CSA District will convene Maintenance Teams from all buildings to review and make actionable district guidance regarding cleaning and disinfection.



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District Maintenance Teams have regular training scheduled to review all procedures and protocols.
- The CSA District Maintenance Teams have been conducting a thorough and deep cleaning in all buildings as well as the surrounding outdoor spaces throughout the summer.
- Building principals will contact the Maintenance Teams if a confirmed COVID-19 case is present and provide guidance on performing COVID-19 disinfection procedures for district buildings and the school busses.
- The designated COVID Coordinator will conduct daily/weekly building walk-throughs to ensure cleaning/disinfecting procedures are being followed.
- The building principals will install signage throughout district facilities as outlined in the Signage section.
- The Maintenance Team will continue to change HVAC filters regularly or as needed. Over this past summer all Heating, Ventilation and Air Conditioning (HVAC) was checked for proper operation and is running efficiently.
- The CSA District Maintenance Team will wear surgical masks when performing cleaning duties.
- CSA District will use cleaning and disinfection protocols according to the CDC school decision tree.
- The CSA District will maintain facilities for resumption of school operations.

Signage

Signage will be placed throughout district facilities to encourage safe practices for the following:

Handwashing Elementary Schools

<https://www.cdc.gov/handwashing/pdf/Handwashing-BOY-superhero-8x11-p.pdf>

<https://www.cdc.gov/handwashing/pdf/Handwashing-GIRL-superhero-8x11-p.pdf>

Handwashing Secondary Schools



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DISTRICT

<https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

Facial Covering

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>

Social Distancing

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-keep-space-when-outside.pdf>

Symptoms of COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>

Training

- The district will provide training materials to staff on identifying the signs and symptoms of COVID-19.
- The district will provide training on proper procedures for disinfecting surfaces as well as procedures for safely handling disinfectant.
- Six Steps for Safe & Effective Disinfectant Use (PDF)

<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>

- The district will also provide training to staff and students on proper hand washing techniques and cough and sneeze etiquette.

Excluded Recommendations

- The CSA District will not create a contingency plan to coordinate the use of school buildings for essential actions, including elections, food distribution or childcare, particularly for essential workers.
- The CSA District will not coordinate with LEMP's or work with ISD's to coordinate with LEMP's.
- The CSA District will not audit any additional facilities that the district may have access to that may be used for learning.



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District does not have school security staff; therefore, the security staff will follow CDC protocols if interacting with the general public.

Technology

Communication and Family Support

- The CSA District will support families with their technology needs.
- Teachers will monitor student attendance, student use of technology, completion of work and student assessment.
- Training in the use of the online platforms utilized throughout the district will be provided to families in multiple formats (in-person training and webinar).
- Students and parents/guardians will be provided with training on submitting assignments electronically. Teachers will communicate with students and parents/guardians weekly about submitted and completed assignments.
- CSA teachers will be in regular communication with families to ensure their student has the appropriate technology to successfully engage in remote learning.
- CSA District will designate a single point of contact in each school to plan and communicate with district technology teams.
- CSA District will publish the contact information of the designated school leaders in charge of technology.
- All technology will be sanitized prior to distribution to families that will include all items being properly bagged prior to distribution. Inventory of accessories is calculated and purchased if items are needed.

Technology Access

- All students and parents are required to acknowledge the district's Acceptable Use Policy which contains expected behaviors when using district technology or accessing online resources. This policy is relevant while students are at school and relevant if learning remotely while at home.



CHARYL STOCKWELL ACADEMY
DISTRICT

- Any student who borrows a district-owned device will be required to fill out a Device Loaner Agreement prior to being loaned a device.
- Should students need access to devices while at home the district will provide a Chromebook. If this becomes a need, The building Technology Coordinator will contact students or their guardians via email with specific dates and times when devices may be picked up.
- Loaner devices will be identified and kept track of on a Google Sheet.
- When devices are returned they will be collected and moved to a storage location where they will be sanitized prior to re-deployment, replacement evaluation, or repair.

All repair/replacement of devices will be conducted prior to the beginning of the following school year.

- When devices are collected or distributed, staff doing so will be provided with and will wear proper PPE including a mask and gloves.
- CSA District Schools will make efforts to provide Internet access to students without it in their homes. At a minimum, we will provide exterior hot spots for drive-up Internet access.

Professional Development

- The CSA District has formed a Virtual Learning Curriculum Team consisting of administrators and teachers. This team will provide professional development throughout the year as well as mentor teachers in utilizing identified online platforms and tools.

Staff Technology Support

- Contracted IT company, Charter Technologies, conducts the removal of malware and will fix standard issues as needed.
- The CSA District tracks all technology inventory throughout the year.
- Contracted IT company, Charter Technologies, is the primary point of contact to assist with processing, returning and maintaining all technology devices.



CHARYL STOCKWELL ACADEMY
DISTRICT

- We know how essential it is for Curriculum and Technology to work in conjunction with one another. In-district technology issues are handled through a technology work order system that is monitored by the district's contracted IT company, Charter Technologies, building principals, and technology coordinator.
- The CSA District utilizes a contracted IT company, Charter Technologies, to assist with the Infrastructure Evaluation process. This process is ongoing at regular intervals throughout the year.
- Technology systems are in place to indicate if and when any of our infrastructure goes offline and our network administrators and engineers are notified of such events.
- Devices that are reported to not be working properly will be visited if onsite, and collected if offsite, and either Computer or Data Technicians will make the necessary repairs to the device. In the interim, the faulty device will be replaced by a functional device if one is available. If a replacement device is not available, priority for repair will be placed on any device that has no replacement.
- The CSA District updates policies annually and will continue to update technology policies as needed.

Remote Learning Plan Evaluation

- Throughout the remote learning process, the technology team will continue to meet and evaluate our plan and procedures, discuss any need for change or adjustments, and make preparations for those changes.
- Upon the return to in-person instruction, the technology team will take any lessons learned and update the remote learning plan.
- As we continually evaluate our remote learning plan, we will continue to monitor and manage our assets and technology processes to ensure the plan we have in place is efficient and effective. We will make adjustments accordingly based on our continual evaluation.
- Our assets and infrastructure are always critical to our day-to-day operations. We will continue to monitor and manage our infrastructure throughout both remote as well as in-person instruction and work to resolve any issues discovered.



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DISTRICT

- Any technology issues that were identified during the school closure period will be discussed, evaluated, and used to enhance our existing long-term technology maintenance plan.

Excluded Recommendations

- CSA District will not seek additional support from parent volunteers or organizations for technology support.

Budget, Food Service, Enrollment, and Staffing

- The CSA District will implement arrival and departure procedures that limit a large number of students from gathering.
- The CSA District will conduct a student and staff outreach to determine who will be coming back.
- The CSA District will survey parents to determine if their student will be participating in the virtual learning options.
- The CSA District will assess the need for a new position or redeployment in response to COVID-19.
- The CSA District will share instructional resources and materials with families through the online platform utilized at that unit level. Printed or emailed instructional materials and resources will be available upon request.
- The CSA District has developed a plan for hiring in a remote environment, in alignment with MDE.
- Community resources, including resources for food, will be available for families through weekly communication and posted to the district website.
- The CSA District will use the CARES Act funding for key purchases related to COVID-19 expenses.
- The CSA District will notify families of online attendance expectations as well as expectations for online remote learning. Weekly communications with families will be provided by administration as well as by classroom teachers.
- The CSA District will meet with staff to discuss risk factors and job responsibilities.



CHARYL STOCKWELL ACADEMY
DISTRICT

- The CSA District will coordinate services with related service providers in the school and community to identify and address new student and adult needs.
- The CSA District will work in partnership with CS Partners in acquiring the number of substitutes needed.
- The CSA District will communicate with all stakeholders all updates and procedures for coming back to school.
- The CSA District will distribute updated staff handbooks and updates and changes will be discussed at a staff meeting prior to the start of the school year.
- School leaders will consult with legal counsel regarding concerns related to COVID-19 and liability.
- The CSA District holds regularly scheduled meetings. A standing agenda item is changing enrollment, staffing and resources and its impact on the budget.
- The CSA District holds regularly scheduled staff meetings to inform staff of any operational changes.
- The CSA District will create master schedules for staff and students.

Excluded Recommendations

- The CSA District will not ensure a plan for nutrition services and student meals is in place and provide a list of alternative meal options for families.
- The CSA District will not solidify food processes, device distribution, delivery sites and communication plans as necessary.
- The CSA District will not work with local bargaining units to assess how job responsibilities may shift in light of COVID.
- The CSA District will not partner with local bargaining units, identify and modify staff positions, that would enable high risk staff to provide remote services.
- The CSA District does not have a food service and will not work with food service staff to ensure that any food handling changes are implemented based on local health guidance.

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Friday, August 14, 2020 3:52 PM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
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GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

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

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