



Charyl Stockwell Academy District Extended COVID-19 Learning Plan

Address of School District:

Charyl Stockwell Academy: 9758 East Highland Road, Howell, MI 48843

Charyl Stockwell Preparatory Academy: 1032 Karl Greimel Drive, Brighton, MI 48116

District Code Number: 47902

Building Code Number(s): CSA: 08327 CSPA: 09941

District Contact Person: Jessica Mocerri, Interim Executive Director

District Contact Person Email Address: jmocerri@csaschool.org

Local Public Health Department: Livingston County Health Department

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: LESA

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 09/17/2020



October 01, 2020 [via email]

Ms. Jessica Mocerì
Charyl Stockwell Academy

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Ms. Mocerì:

I am pleased to inform you that the Extended Learning Plan for Charyl Stockwell Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

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

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a large, sweeping initial "C".

Corey Northrop
Executive Director

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

Attachment:
Approved Extended COVID-19 Learning Plan

RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS ("ECLP") AND APPROVAL OF CHARTER CONTRACT AMENDMENT

CHARYL STOCKWELL ACADEMY (the "Academy")

A special meeting of the Academy Board of Directors was held on the 17th day of September, 2020, at 3:30 p.m.

The meeting was called to order at 3:30 p.m. by Board Member David Price:

Present: D. Price, G. Spinazze, S. Smith, J. Martino

Absent: E. Wolfe

The following preamble and resolution were offered by Board Member G. Spinazze and supported by Board Member J. Martino:

BACKGROUND

On August 20, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 et seq. ("Back to School Laws"). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan ("ECLP") that is approved by its authorizing body ("Authorizer"). ECLPs includes many of the same subject matters addressed in a public school academy's charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school's curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective authorizing body ("Authorizer") for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school's website by October 1, 2020.
- (4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (MDE)¹, a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.
- (5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

¹ MDE has approved four providers of benchmark assessments and continues to assess additional providers. See https://www.michigan.gov/documents/mde/Benchmark_assessments_700077_7.pdf

(6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy's website.

(7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy's website.

(8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (CEPI).

(9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

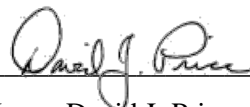
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
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 ECLP 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 ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: All

Nays: None

Resolution declared adopted.



Print Name: David J. Price

President, Academy Board



Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates



available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.

David Price

Board President

Board approved: 09/17/2020



Introduction and Overview

The Charyl Stockwell Academy District is creating an Extended COVID-19 Learning Plan because of the impact of COVID-19 Pandemic on education during the 2020-2021 school year. Due to the COVID-19 virus, we are offering our families options for instruction in order to meet their individual family needs. CSA District families may choose in-person instruction, virtual instruction, and a combination of in-person and virtual instruction, as detailed in this plan and in our Return to School Roadmap plan submitted in August, 2020. Each Friday, all CSA District students engage in instruction virtually.

This plan is also being submitted to demonstrate our methods of demonstrating increased student engagement in instruction and achievement over the course of the school year.



Educational Goals

Goal:

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 1 through 8 on reading and math NWEA MAP Growth tests will be at or higher than 50.

Assessment Timeframe:

The NWEA MAP Growth Reading and Mathematics assessments will be administered in September 14 through October 16, 2020; January 11 through 29, 2021; and May 10 – 28, 2020, or in accordance with CMU testing windows for the 2020-2021 school year.



Instructional Delivery & Exposure to Core Content

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

- **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 will have 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.

Instructional Delivery:

- The District will provide all students, kindergarten through high school, with instruction Monday through Thursday and remote learning on Fridays.
- 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.
- 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.
- Families who do not feel safe having their student physically return to school at this time will be provided a full virtual learning program.
- All 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. At the secondary campus, the assigned teacher will be the student's advisory teacher.
- A scope and sequence of instructional learning targets for all areas of content from kindergarten through high school has been established. The scope and sequence for each unit level at the elementary and for each area of content or course at the secondary level will be followed for both in-person learning and virtual learning, providing a cohesive and consistent course of study throughout the year.
- All students in grades 1 through 8 will be assessed using the NWEA MAP Growth Assessments for reading and mathematics three times during the school year, in the fall, winter and spring. Teachers will also use ongoing formative and summative assessments that align with the District's instructional practices and the scope and sequence of content throughout the year.



Accommodations will be provided to our virtual learners in order to provide them with a safe, socially distanced environment for assessments.

- Virtual Half-Day Fridays:
 - 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 to Phase 3.
 - Provide teachers with the time they 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.
 - Allow our Maintenance Team the time they need to deep clean each building and bus beyond the surface and touch points.

Reporting Pupil Progress: All families across the District will receive mid-term reports and end-of-term report cards as scheduled in the District Calendar. Teachers and parents will also meet at least twice over the course of the year for a virtual Comprehensive Student Review. During this meeting, teachers and parents will discuss student progress in all academic areas as well as in all areas of the Whole Child. This will include information on student progress documented through formative and summative assessments, including the NWEA MAP Growth assessments for reading and mathematics.

Virtual Learning Plan:

Virtual Learning Teachers

All students, virtual and in-person, are assigned to a classroom and, depending on the unit and classroom, may have one or two classroom teachers.

- The Kindergarten and Navigator units have a designated virtual learning teacher that will meet with students via Zoom Monday through Thursday for literacy and mathematics.
- In the Voyager unit, a designated CSA staff member will support in-person learners while classroom teachers are meeting with their virtual learners.
- In the Explorer unit, classroom teachers will meet with their virtual learners in small groups while their in-person learners are working on independent assignments. Explorer virtual learners will meet with students each week for literacy, mathematics, science and/or social studies.
- In the middle and high school, students are assigned an advisory teacher and teachers for specific content area classes. Teachers will stream their lessons virtually for students for each class or course. Virtual students will then be given time to work independently on the given assignment.



The teacher will then meet virtually with the student individually or in a small group to reflect on the assignment and answer any questions.

Each Friday, classroom teachers will meet with their full-time virtual learners either in-person at CSA or virtually by Zoom for an individual or small group meeting. Parents will also be asked to bring their students to CSA periodically for assessments as needed. As they will attend school in-person part time, our part time virtual learners will participate in virtual learning with all other students through the classroom platform each Friday. Part-time virtual learners will also engage in small group, guided instruction with their teachers while in school for in-person instruction and will therefore access the videos, instructional activities, and extension activities provided by their teachers on their classroom platform.

Attendance

Students will answer a question of the day to register their attendance. During Zoom meetings, teachers will also record attendance. Virtual students are required to attend all scheduled face-to-face meetings each week which will be one or two meetings per day, depending on the student's unit.

Face-to-Face Meetings

Virtual or classroom teachers (depending on the unit) will schedule one to two meetings each day, Monday through Thursday, with each full-time virtual student via Zoom. Optimally, students would attend one literacy (reading or writing) and one mathematics lesson each day. Meetings will be 20 to 30 minutes long. Meeting login information will be available on the classroom virtual instructional platform each week.

Each Friday, classroom teachers will schedule a meeting with their full-time virtual students. This meeting will either occur virtually as a face-to-face Zoom meeting or in-person at CSA in a socially distanced small group. In addition, parents will be asked to bring their student to CSA periodically on Friday mornings for assessments, such as NWEA MAP (fall, winter, & spring), DRA, and other such summative assessments. Teachers will contact parents in advance to schedule the assessment.

These are the guidelines, by unit, that virtual teachers will follow when meeting with their students:

Kindergarten

One of the kindergarten teaching staff is the virtual Kindergarten teacher. The kindergarten virtual teacher will schedule one to two face-to-face Zoom meetings with full time virtual students and families each day, Monday through Thursday. Optimally, students will meet for reading twice each week, for writing twice each week, and for mathematics four times each week. At a minimum, students will meet for reading once each week, writing once each week, and mathematics twice each week.

During the first month of school, the kindergarten virtual teacher will meet with students in groups by classroom (Beluga, Boto, Risso, Hourglass, Bottlenose and Spotted). After initial assessments have been completed, students will be placed in instructional groups in order to facilitate differentiated guided instruction based on instructional need. This may result in group times being changed. The kindergarten virtual teacher will communicate any time changes with families with at least one week's notice.



Navigator

A teacher from the Navigator unit is the virtual Navigator teacher. The Navigator virtual teacher will schedule one to two face-to-face Zoom meetings with students and families each day, Monday through Thursday. Optimally, students will meet for reading twice each week, for writing twice each week, and for mathematics four times each week. At a minimum, students will meet for reading once each week, writing once each week, and mathematics twice each week.

During the first month of school, the Navigator virtual teacher will meet with students in groups by classroom (Irrawaddy, Narwhal, Hector, and Dusky). After initial assessments have been completed, students will be placed in instructional groups in order to facilitate differentiated guided instruction based on instructional need. This may result in group times being changed. The Navigator virtual teacher will communicate any time changes with families with at least one week's notice.

Voyager

The classroom teacher, or assigned virtual teacher, will schedule one to two face-to-face Zoom meetings with students and families each day, Monday through Thursday. Optimally, students will meet for reading twice each week, for writing twice each week, and for mathematics four times each week. At a minimum, students will meet for reading once each week, writing once each week, and mathematics twice each week.

Explorer

The classroom teacher will schedule one to two face-to-face Zoom meetings with students and families each day, Monday through Thursday. Optimally, students will meet for reading twice each week, for writing twice each week, and for mathematics twice each week and for science or social studies (depending on the unit of study at that time) twice each week. At a minimum, students will meet for reading once each week, writing once each week, mathematics once each week and science or social studies once each week.

Middle School and High School

The advisory and/or content or course teacher will stream lessons via Zoom with virtual students throughout each day during each class, Monday through Thursday. After observing and participating in the lesson virtually, students will then have time to complete assignments independently. Teachers will then meet with students via Zoom to answer questions and check for understanding.

Virtual Instructional Platform

Each classroom will utilize a virtual platform to organize and deliver instructional videos, activities and learning extensions to students. The Kindergarten, Navigator, and Voyager units will utilize Seesaw. The Explorer unit will utilize Google Classroom. Middle and High School will also utilize Google Classroom.



Teachers will share video tutorials outlining how to log onto the virtual platform, access assignments, submit assignments, etc. with all families. These video tutorials will be accessible throughout the year.

Teachers will update their classroom platform each week to reflect the next week's learning. Instructional videos, activities, links to other resources and extension activities will be accessible on the classroom learning platform.

- Teachers will provide these video mini lessons to their virtual learners Kindergarten through Explorer, each week: two reading lessons, two writing lessons, and two mathematics lessons.
- The Voyager unit will also include one to two science or social studies videos each week, depending on the unit of study being taught at that time.
- The Explorer unit will also include two science or social studies videos each week, depending on the unit of study being taught at that time.
- Teachers will periodically include videos for handwriting, Making Great Readers, and other extensions.
- Enhancement activities will also be accessible on each classroom's virtual platform.

Virtual students will need to access the activities for the days they are learning virtually. Full-time virtual learner will need to access and complete the designated daily activities for the week. Part-time virtual learners will need to access and complete the designated daily activities for the days they are scheduled as virtual learners.

Students will need to submit completed assignments each week. Teachers will review and practice with students how to submit assignments on the virtual platform. Assignments will be reviewed and assessed by classroom teachers and feedback will be given to students in a timely manner.

Virtual Learning on Friday

All students at CSA, virtual and in-person, will engage in virtual instruction every Friday morning. Full time virtual students will meet with their classroom teacher either via Zoom in a small group, or they may be asked to come to CSA for assessment purposes. While at CSA, virtual students may wear a mask and will be socially distanced in their classroom or in another school space. All CSA students will have activities to complete that morning that are designed and assigned by their teachers. These activities will be located on their classroom platform.

Equitable Access

Technology Access:

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. 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.



Equitable Access to Instruction and Accommodation for Students with Disabilities:

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 individual needs 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.