RESOLUTION APPROVING THE COVID-19 PREPAREDNESS
AND RESPONSE PLAN ("PREPAREDNESS PLAN")

CESAR CHAVEZ ACADEMY (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 13th day of August, 2020, at 6:00p.m.

The meeting was called to order at 6:00 p.m. by Board Member L.T. GARCÍA:

Present: B. CALLAHAN, L. GARCÍA, A. GUERRA, F. PACHECO

Absent: A. MORA-MILLS

The following preamble and resolution were offered by Board Member B. CALLAHAN and supported by Board Member F. PACHECO:

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, Saginaw Valley State University ("Authorizer"), 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 BOARD THEREFORE RESOLVES THAT:
1. The attached Preparedness Plan is approved. See Exhibit 1.

2. All resolutions and parts of resolutions in so far as they conflict with the provisions of this resolution be and the same hereby are rescinded.

3. 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.

4. 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.

5. 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 earlier.

Ayes: 4. CALLAHAN, GARCÍA GUERRA, PACHECO

Nays: 0

Resolution declared adopted.

[Signature]

Print Name: LAWRENCE I. GARCÍA

Secretary, Academy Board
[Exhibit 1: Attach Copy of Preparedness Plan]
César Chávez Academy District COVID-19 Preparedness and Response Plan

Name of School: César Chávez Academy District

Address of School District: 4100 Martin St, Detroit, MI 48210

District Code Number: 82918

Building Code Number(s): CCA Lower Elementary 08347, CCA Upper Elementary 000173, CCA Middle School 08569, CCA High School 09153

District Contact Person: Jessica Rice

District Contact Person Email Address: jessica.rice@leonagroup.com

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: youngke@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: 8/13/2020
Preparedness Plan Assurances

- The César Chávez Academy District 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 CCA.

- The César Chávez Academy District 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 César Chávez Academy District will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan Phase 1, 2, or 3.

- The César Chávez Academy District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.

- The César Chávez Academy District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will suspend athletics, after-school activities, inter-school activities, and busing.

- The César Chávez Academy District 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 César Chávez Academy District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the
provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.

- The César Chávez Academy District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.

- The César Chávez Academy District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).

- During all phases of the Michigan Safe Start Plan the César Chávez Academy District 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 César Chávez Academy District prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

- The César Chávez Academy District assures that in Phases 1, 2, or 3 of the Michigan Safe Start Plan it will provide for the continuation of food distribution to eligible students.

Signature: [Signature]
President of the Board of Directors

Date: August 13, 2020

César Chávez Academy District COVID-19 Preparedness and Response Plan
Preparedness Plan Introduction

School Community Introduction of Efforts to Date

On March 13, 2020, César Chávez Academy District closed for in-person instruction for the remainder of the 2019-20 school year. Immediately, CCA reached out to its families, with phone calls, texts, and surveys. The District developed a Continuity Plan, committed to delivering content that followed the Common Core State Standards, the Michigan Next Generation Science Standards, the Michigan K-12 Social Studies Standards, and for the High School, the Michigan Merit Curriculum. The district utilized a blended approach to provide instruction to its students. This blended approach allowed CCA to reach many students, though some families needed greater Internet access. César Chávez Academy District worked to ensure that families had access to its instruction content, by creating work packets. In addition, students continued to receive mental health and special education services remotely. The CCA Schools served student breakfast and lunches for the remainder of the 19-20 school year, and throughout the summer.

Beginning in May 2020, the César Chávez Academy District began planning the Return to School. All stakeholders were involved in the planning process. With the support of the school authorizer and management company, representatives from each building met in district-level meetings to plan building safety, logistics, curriculum, and student support for the 2020-2021 school year. The process was informed by information provided by the governor’s Michigan Safe Start Plan, issued on May 7, 2020, and Michigan’s 2020-21 Return to School Roadmap, issued on June 30, 2020.

This Return to School District team solicited feedback from all stakeholders, by surveying students, staff, and parents. Two district town hall parent meetings were conducted to further give families an opportunity to provide input. Each CCA School held their own Return to School meetings, where all staff were invited to participate in the planning process. Through these collaborative efforts, the César Chávez Academy District created the CCA COVID-19 Preparedness and Response Plan.

School Mission, Vision and Core Values
The César Chávez Academy District is a charter school district located in Southwest Detroit. The CCA District has earned an outstanding reputation over its 23 years of existence and remains the largest charter district in Michigan. Cesar Chavez Academy is the first charter school district to receive NCA District Accreditation, and it serves students from Kindergarten through the twelfth grade. CCA’s mission is to provide an atmosphere of academic excellence that promotes thinkers and problem solvers that work cooperatively and respectfully in an inclusive environment. The César Chávez Academy staff has worked diligently to ensure that its plan for the 2020-2021 school year upholds this mission.

**Guiding Principles**

The following principles were identified to guide the CCA Return to School team when developing the César Chávez Academy District’s Preparedness Plan.

**Keep Students at the Center:** Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. Plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

**Design Learning for Equity and Access:** Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

**Assess Student Learning:** Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.
• Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
• Make Instructional Adjustments: Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
• Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.
Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

Safety Protocols Phase 1, 2, or 3

Safety Protocols Overview:

During Phase 1, 2 or 3 of the Michigan Safe Start Plan, the Academy’s school building will be closed to everyone except:

1. Employees or contractors necessary to conduct minimum basic school operations consistent with this Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials, and equipment, or performing other necessary in-person functions.
2. Food-service workers preparing food for distribution to students or their families.
3. Licensed child-care providers and the families they serve.

In addition, the Academy will suspend athletics, after-school activities, inter-school activities, and busing.

Food Service:

During Phase 1, 2 or 3 of the Michigan Safe Start Plan the Academy plans to ensure continued food distribution to eligible students.

Our district participates in the Community Eligibility Program, which means all our students qualify for free lunch. During the public health crisis, all students have been eligible for food distribution. Our distribution plan includes four sites. Food will be distributed on Mondays and Thursday, from 8:00 am to 1:00 pm. Students are provided with 3 days of breakfasts and lunches on Monday and 4 days of breakfasts and lunches on Thursday.

Steps will be taken to ensure social distancing and protect district staff and families. Food service providers are provided masks and gloves to wear for distribution. Meals are placed outside of the door and families come up to grab them. We encourage families to stand back while we place the food out for distributions and the use of masks.
**Child Care Providers:**
Our intermediate school district, Wayne County RESA, stated that, if needed, César Chávez Academy District would be expected to open a classroom (preferably one that has been licensed by LARA, and/or one where before and/or after school care is normally held) in one of the district’s school buildings to support child care for Essential Workers. César Chávez Academy District stands ready to mobilize disaster relief.

**School Employees and Contractors:**

The extent to which school employees and contractors will be physically present in the school building on the basis of conducting basic school operations, including remote live instruction is outlined below.

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### Workplace Preparedness Plan

**Building Access for Employees and Essential Visitors**

<table>
<thead>
<tr>
<th>General public/visitors/vendors</th>
<th>● Only essential visitors are allowed into the building (example: water leak, plumbing, facilities related approved vendors).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● During phases 1-3, essential visitors will perform a self-check prior to entering the office, if possible, and self report to the school. <strong>Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not enter the building.</strong></td>
</tr>
<tr>
<td></td>
<td>○ School leaders will determine the logistics of conducting the health screening for essential visitors</td>
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<td></td>
<td>○ Essential Visitor Health Screen Checklist Link: <a href="https://forms.gle/3GvP3k2ZU3qfK3V79">COVID-19 Essential Visitor Health Questionnaire</a></td>
</tr>
<tr>
<td></td>
<td>○ Refusal of screening will deny that essential visitor access to the facility</td>
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<tr>
<td></td>
<td>● A sign-in/out system for essential visitors, contactless sign-in/sign-out will be utilized</td>
</tr>
<tr>
<td></td>
<td>○ Google Form -or-</td>
</tr>
<tr>
<td></td>
<td>○ QR code check-in/check-out</td>
</tr>
<tr>
<td></td>
<td>▪ [QR Code Generator</td>
</tr>
</tbody>
</table>
| Current school staff | • A sign-in/out system for staff members, contactless sign-in/sign-out will be utilized.  
  ○ Google Form  
  ○ QR code check-in/check-out  
  ■ [QR Code Generator | Create Your Free QR Codes](#)  
• Employees should not bring visitors or helpers with them to the building under any circumstances.  
• Avoid surprise drop-ins.  
• School employees are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction. |
| Entry to the School Building | • All school employees are required to enter through one entry point designated by the school leader. During phases 1-3, employees will perform a self check prior to entering the office and self report to their supervisor. **Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work.** The employee must notify their supervisor of their situation.  
• Staff will complete a health screening survey and will continue to contact their supervisor prior to going to the building.  
  ○ **Please make a copy before using the following:**  
  ■ [TLG Midwest COVID-19 Health Screening](#)  
  ■ [Electronic Version of TLG Midwest COVID-19 Health Screening](#)  
  ○ The supervisor will confirm with the staff member that they have filled out the survey and that they haven’t answered yes to any of the questions  
  ■ All responses will go directly to the Vice President of Human Resources and they will be the only person that has access to them.  
• Each school leader will designate an area for everyone who enters the building to sign in/out, in case contact tracing is needed.  
  ○ For signing in/out, each school will have a google form that will be filled out by a designated person to collect the name, date, and time of someone entering the building to limit contact that would come from each person signing themselves in. If the designated person is not present at that time there will be...
be a sign in sheet and sanitization protocols will be followed during this process.
  ○ Social distancing practices will be utilized at the designated area: Six feet distancing and/or a barrier to protect the designated person.

| Social distancing | • Social distancing must be followed throughout all areas of the building, maintaining a minimum of six feet of space between employees.
  ○ Six feet on floor will be indicated with tape at areas like the front office desk, copiers, and printers as a guideline
• Masks are required in all common areas of the building at all times.
  ○ Employees may wear their own masks or the school will provide a mask if necessary
• Maintaining social distancing in the school buildings:
  ○ The number of staff in all restrooms and break rooms will be limited, with signs posting those limits. The limit will be based on the size of each room.
  ○ Restrooms - if the main door to the bathroom is closed the bathroom is occupied, if it is available the door will be propped open.
  ○ The size of in-person meetings will be limited to ensure that proper social distancing guidelines can be practiced.

| In-person meetings | • When staff meetings are necessary in-person, then they must be held in an area large enough to maintain social distancing.
  ○ In-person meetings will be limited
  ○ It is recommended that video conferencing be used in lieu of in-person meetings.

| Delivery areas | • Every effort will be made to ensure all deliveries to each building will be a contactless process: All supplies, packages, including mail will be left at a designated location at each school. All packages shall be sanitized before being distributed to the appropriate person.
• Individuals expecting delivery of food or other personal items should meet the delivery service outside of the building.

| Common areas | • Masks are required to be worn in common areas.
• “Clean-in and clean-out” is required in all areas.
  ○ Gloves will be provided for disinfecting common areas for the “clean-in, clean-out” rule.
| **Equipment Use and Work Space** | ● All shared equipment will be sanitized before and after use. (clean in, clean out procedure)  
  ○ Sanitizing wipes will be available at all equipment locations.  
  ● No work space and/or personal equipment shall be shared with other employees. Avoid sharing other personal items as well.  
  ● If a work space is shared, then the work space must accommodate the social distancing requirement including movement in the office at all times.  
  ○ Where possible, employees will be relocated to avoid shared work spaces.  
  ○ Masks will be worn at all times in shared work spaces. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>PPE and other resources</strong></td>
<td>● Masks are to be worn in all common areas. Masks will be provided, however employees may wear their own masks if they choose to do so.</td>
</tr>
</tbody>
</table>
| **Symptom monitoring**          | ● Anyone who is ill, becoming ill or who has had close contact with someone who is ill **WILL NOT** be permitted to enter the building. See below for more details.  
  ● Temperature checks will take place at home when following the procedure of the health screening.  
  ○ **Please make a copy before using the following:**  
    ■ [TLG Midwest COVID-19 Health Screening](#)  
    ■ [Electronic Version of TLG Midwest COVID-19 Health Screening](#) |
| **COVID-19 Exposure, Work-from-Home, and Return-to-work** | ● Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify the Vice President of Human Resources.  
  ● Individuals with **significant exposure** to a POSITIVE or |
SUSPECTED POSITIVE COVID-19 case should actively monitor symptoms and should work-from-home for 14 calendar days from last exposure. “Significant exposure” is GREATER than 10 minutes or LESS than six feet apart.

- Other exposures to individuals with symptoms of illness will be asked to work-from-home, away from others for seven calendar days.
- Exposure or possible exposure applies to anyone at work, home or in from the employee’s personal life.

<table>
<thead>
<tr>
<th>Recovered POSITIVE COVID-19 cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>If an employee tests positive for COVID-19, they are requested to notify their school leader. The school leaders will notify the Vice President of Human Resources.</td>
</tr>
<tr>
<td>Anyone who has tested positive for COVID-19 cannot return to work until they have been at home, away from others and symptom-free for seven calendar days from the date of testing without the use of drugs or medicine to suppress fever or symptoms.</td>
</tr>
<tr>
<td>Anyone who is symptom-free for at least three consecutive days AND has two negative COVID-19 test results taken at least 24 hours apart may return to work.</td>
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</tbody>
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<thead>
<tr>
<th>NEGATIVE COVID-19 with symptoms or untested with symptoms</th>
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</thead>
<tbody>
<tr>
<td>Anyone who has any symptoms of illness, should notify their school leader immediately. School leaders should notify the Vice President of Human Resources.</td>
</tr>
<tr>
<td>Anyone who has tested negative for COVID-19 AND has any symptoms of illness (fever, cough, shortness of breath), should stay home, away from others and can return after they have been symptom-free for seven calendar days. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.</td>
</tr>
<tr>
<td>Anyone who has any symptoms of illness should stay home, away from others and can return after they have been symptom-free for seven calendar days. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.</td>
</tr>
<tr>
<td>At this time, a healthcare provider’s note for employees who are sick with acute respiratory illness is not required to validate their illness or to return to work.</td>
</tr>
<tr>
<td>Displaying symptoms at work.</td>
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<tr>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>● Anyone displaying any symptoms of illness, should notify their school leader immediately. School leaders should notify HR.</td>
</tr>
<tr>
<td>● Anyone displaying any symptoms of illness in the workplace, should be isolated until they can be sent home.</td>
</tr>
<tr>
<td>● Anyone displaying any symptoms of illness should stay home, away from others and can return after they have been symptom free for seven days from the date symptoms first appeared; and have three consecutive days without fever and improvement in respiratory symptoms.</td>
</tr>
<tr>
<td>● People with significant exposure to this person will be notified and sent home.</td>
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<tr>
<td>● Areas where this person worked, including common areas, will be closed for cleaning/sanitization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure if someone in the office tests positive for COVID-19 after returning to work</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>● HR will send out a notice to those exposed without identifying the individual who tested positive, unless consent is received</td>
<td></td>
</tr>
<tr>
<td>● Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify HR.</td>
<td></td>
</tr>
<tr>
<td>● Individuals with significant exposure should work-from-home for 14 calendar days from last exposure. “Significant exposure” is GREATER than 10 minutes or LESS than 6 feet apart.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Request to Work from Home/Alternate Accommodation</th>
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</thead>
<tbody>
<tr>
<td>● If the employee wants to request to work from home they need to contact their school leader who will then contact the Vice President of Human Resources who will initiate the necessary paperwork.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Return to Work concerns</th>
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<tbody>
<tr>
<td>● The school leader should contact the Vice President of Human Resources who will then contact the employee to discuss their reasoning for not wanting to return to work. A plan will be developed on an individual basis.</td>
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</tr>
</tbody>
</table>
Cleaning Protocols:

While the school is closed for in-person instruction, the following cleaning protocols will be adjusted to ensure the school building remains functional.

During Phase 1, 2 or 3 of Michigan’s 2020-21 Return to School Roadmap, each school shall clean and disinfect frequently touched surfaces, at least hourly or between use as much as possible. Use of shared objects will be limited when possible, or cleaned between use.

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

CCA Schools will provide mental and social-emotional health services for students.

CCA Schools will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines.

- Elementary Screener (CPSS)
- How to administer and score CPSS
- Middle or High School Screener
- Middle or High School Mental Health Screener
- High School Screener

Each CCA School will establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams (Wellness and Response Team).

The CCA Schools understand that mental health support may be needed for students that may not have required this support in the past, thereby while general education and special education teachers are providing services, they will monitor all students for signs of distress and if any distress signals are noted the student will be referred to the school’s mental health provider (school social worker or counselor). The mental health provider will obtain parental consent prior to providing any services to the identified student.

- Mental Health Support Flowchart
Each CCA school will use a tiered approach to service its community. The following outline will be utilized to address any mental health needs:

Mental health providers (school social worker/counselor) will provide Tier I & Tier II services to the families and students through a vast array of modalities, such as Google Classroom, recorded videos, (offered to all students), email, Google phone (telephone), Google Hangouts, Google Meets, Zoom as well as by working remotely with the school to upload necessary community resources and information using their school’s website. Students may have many questions regarding the Coronavirus, thereby school counselors will also work with students in groups that will consist of Social Emotional Learning (SEL) using the CASEL Wheel to provide SEL Competencies, and Psycho-educational groups that will focus on mindfulness, coping skills, anxiety, depression, and anger management. Check-in/Check-out interventions will be provided to students using the previously provided platforms, which will ensure that school counselors touch bases with Tier II students in the morning and again in the afternoon if needed. School level mental health providers should *always* use an agenda for Tier 2 groups and keep service logs: [Digital Service Log](#)

**Tier I & Tier II Resources:**

- [Comcast Essential Internet](#)
- [Covid-19 Social Story](#)
- [Apply for State Emergency Relief?](#)
- [Michigan Food Banks and Pantries](#)
- [Parent Cue Cards](#)
- [Example of a social work group agenda](#)

Tier III services will be provided to students using Google Hangouts, Google Phone (telephone), Google Meet, or Zoom. Tier III services will consist of Solution-Focused Problem Solving techniques, therapeutic interventions will be provided via telehealth services that will be provided by the school’s mental health provider. To provide clinical services using telehealth HIPAA and FERPA laws must be followed.

Resources that can be used for Tier III interventions regarding COVID-19 are:

- [SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)
- [CDC Guide for Managing Anxiety & Stress](#)
The CCA schools will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

As students and staff return to school in the fall, whether it is in the building or through remote learning, attention to the school climate will be a focus. Positive school climate starts with positive relationships. Maintaining connectedness during times of disruption helps students feel safe and supported. As the CCA District prepares for the return to school, there will be differences in how teachers and students can interact with each other. The CCA Schools will explore innovative ways to maintain school connectedness, build relationships and cultivate a positive climate within the new safety guidelines.

The following are ways the CCA Schools will maintain connectedness and a positive school climate for the schools as they restart in the fall.

- **Sense of Community:** Create a school and classroom community no matter where instruction is taking place. Maintain connections virtually and based on social distancing guidelines with students, families and community partners.
- **Positivity:** Prioritize uplifting staff and students by sharing positive actions and behaviors through announcements, social media posts, newsletters and/or bulletin boards.
- **Summer Contact:** Offer virtual connection opportunities during the summer months so students can connect with peers and staff.
- **Build Familiarity:** Help young children get familiar with their new environment with pictures, social stories, videos of the building, or meet and greets with teachers.
- **Belonging Routines:** Create a classroom motto, song or chant that is repeated at the beginning or end of class every day.
- **Relationship Building; Personal Sharing:** Provide an outlet for staff and students to share about their personal lives through show and tell, pictures, stories or virtual tours.

**FOSTERING CONNECTIONS RESOURCES**

The following are additional resources that support the establishment of trusting relationships:

- **Building Developmental Relationships During COVID-19**, Search Institute
- **How Schools Ensure Social Connections During Physical Isolation** (recorded
● Stories from the Field: Building Strong Teacher-Student Relationships in the Classroom

The social worker/counselor will be providing Trauma Training as well as Grief and Loss Training to the staff at each school prior to the start of the school year (virtually). In addition to CCA District professional developments, below are some webinars that will be used to assist with identifying and supporting our students during this pandemic.

● Daily SEL lessons
● Talking to Elementary and Middle School Students about Covid-19 Webinar
● Trauma Sensitive Schools Professional Development
● Grief Training for Staff
● Helping Children Cope with Changes Resulting from Covid-19
● CDC Information and Guidance

In order to support the academic success of CCA students, as well as their social-emotional health, the CCA Schools must ensure that the employees are being taken care of. Below are resources that the CCA schools will use to assist with supporting teacher “self-care” and resiliency to prevent burnout.

● Mindful Teachers Self-Care Resources
● TED Talks Importance of Self Care Playlist
● A Daily Dose of Self-Care, Gratitude, and Kindness Blog
● Headspace for Educators Blog
● Skovholt Practitioner Professional Resiliency Self-Care Inventory
● Professional Quality of Life Scale

The CCA Schools will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which will be activated efficiently as needed (e.g., loss of a student, loss of a school staff member).

● Disaster Distress Helpline

The CCA Schools will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

● https://sites.google.com/muskegonisd.org/remote-learning-toolkit/wellness
To address grief, the CCA Schools will provide support for students and families to process their grief over what was lost.

**Reference resources:**

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
- [Help for Kids - Grief](#) (Resources for Primary, Intermediate, Secondary Students and Parents)
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)

The CCA Schools will prioritize adult self-care. School personnel may have struggled with the fact that school buildings were closed and may continue to be anxious about the uncertainty of what school will look like in the fall. They may find it difficult to adapt to new schedules and different ways of teaching or connecting with students. They may worry about their students’ well-being and educational progress. On top of it all, many may be trying to keep up with the needs of their own children, families and friends. Feeling overwhelmed is understandable and normal.

As the CCA Schools focus on supporting students, it is equally important for the adults to focus on their own self-care and well-being. As school personnel prioritize their own self-care and healthy reactions to uncertain situations, students may observe and follow this lead. The CCA Schools will ensure school personnel have regularly scheduled time for networking, social connections and support. School personnel cannot effectively support students if they are stressed or burned out from these times of uncertainty and transition. Because of this, included here are ideas on how to practice self-care; find time to practice self-care; and suggested resources to support school personnel.

To start, here are some ideas for self-care:

- Set boundaries by creating and sticking to a schedule, saying “no” when feeling overburdened and asking for space or help when needed.
- Recognize and acknowledge feelings.
- Recognize what *is* and *is not* within one’s control.
- Focus on the positive. Keep a gratitude journal.
- Practice self-care throughout the day by getting enough sleep, eating healthy, drinking plenty of water and having movement breaks.
- Use coping strategies such as mindfulness to help reduce stress.
- Ask for support from coworkers and administration.
Complete personal pulse checks. Regularly stop and take stock of what is working and what isn’t, then make adjustments.

ADULT SELF-CARE RESOURCES

The following are additional resources that will support adult self-care.

- 5 Strategies for Teacher Self-Care
- Self-Care for Educators
- SEL & Self-Care Resources (blog)
- Provider Care from Psychological First Aid for Schools Field Operation Guide
- Sad, Mad, Bad and Occasionally Rad: Taking your emotional temperature and treating a spectrum of reactions during COVID-19.
- Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic (Recorded Webinar)
- Support for Teachers Affected by Trauma

The CCA Schools will establish ongoing reporting protocols for school staff to evaluate the physical and mental health status, digitally. The CCA Schools will provide resources for staff self-care, including resiliency strategies that are available online.

The personal impact on educators and other school staff will be recognized, teachers will not be expected to be successful at teaching children without having their mental health needs supported.

The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant. Resources such as Employee Assistance Programs and other means to provide support and mental health services will be established.

- Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
- Employees can call them at anytime: 1-800-96-HELPS (1-800-964-3577)
- The mental health provider will do a monthly “check in” assessment (virtually) to engage and asset staff’s physical and mental health status. Ex. attending to staff well-being
- A check in document will be created using google survey, survey monkey, etc.
- In addition monthly resources will be distributed to ensure accessibility to “self-care”
techniques and strategies.

Staff well-being

- Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
- The CCA Schools will ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
  - The CCA School employees may enroll in the IDOE’s Science of Happiness and it can be integrated into planned professional learning communities.
  - The Moodle course may be accessed here.
  - Learn how to enroll by watching this webinar.
  - Cultivating Well-Being in Challenging Times with Dr. Jean Clinton

Mental Health Resources for Staff

Mental health concerns may surface or worsen during this crisis. Staff will be advised to access the linked resources below if they notice behavioral changes in themselves, their students, or in someone they care for.

- Symptoms of Depression
- Traumatic News Can Trigger PTSD-Like Symptoms
- Anxiety: Hiding in Plain Sight?

In addition to resources provided through the CCA’s health insurance (e.g., free access to tele-health, treatment coverage for COVID-19, mental health support through employee assistance plans), the schools will use the following resources to promote health and wellness.

- Resource for training staff about COVID-19 and Staff Wellness
  - Mindful Teachers Self-Care Resources This site is continually updates with articles, videos, and resources to help teachers practice self-care
  - Headspace for Educators Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
  - TED Talks Importance of Self-care Playlist
  - Daily Dose of Kindness Self-care blog
- **Skovholt Practitioner Professional Resiliency and Self-Care Inventory**
- **Cultivating Well-Being in Challenging Times** with Dr. Jean Clinton

- National Suicide Prevention Lifeline: Chat from the website or call. From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers."
- Calls can be based on any of the following reasons:
  - Suicidal thoughts
  - Information on mental health/illness
  - Substance abuse and/or addiction
  - Help a friend or loved one
  - Relationship problems
  - Abuse/Violence
  - Sexual orientation issues
  - Physical illness
  - Loneliness
  - Family problems
  - 1-800-273-8255
  - suicidepreventionlifeline.org/

The CCA Schools will leverage MDE resources to support the students and staff mental health and wellness.

- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis

- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
  - Introduction to SEL
  - Trauma-Informed Support

The CCA Schools will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19, using telephone contact, digital dialer messaging, and email.

- Each school will develop a school level reciprocal communication plan in order to communicate with stakeholders
- Each school will inform staff/stakeholders that there is an open platform for voicing concerns.

The CCA Schools will communicate with parents and guardians, via a variety of channels. The schools will:

- Maintain timely, accurate, and clear communication with district leadership
  - Schedule recurring meetings within the CCA district to collaborate on and discuss COVID hurdles that may arise.
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school information.
  - Determine the methods and media that will be used, including social media, email, automated calls, US mail, and flyers.
  - Ensure all communications are in both English and Spanish. See the Translation Resources section on the MDE webpage
  - Ensure teachers know and understand the school communication plan
  - Use a bi-monthly survey to gather information from parents, students and teachers

The CCA School will work to destigmatize thoughts regarding COVID-19. The school will:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems.
  - Conversations about COVID-19
  - CDC Guidance to Reducing COVID Stigmas
  - COVID Bullying
The CCA Schools will ensure that stakeholders have an understanding of normal behavioral response to crises:
  - **Common behaviors and reactions from COVID-19**

The CCA Schools will provide best practices resources to assist with talking through trauma with children:
  - **Nine Tips for Talking to Kids about Trauma**
  - **Tips for Survivors of Disaster or Other Traumatic Event**
  - **Traumatic News Can Trigger PTSD-Like Symptoms**

The CCA Schools will use social and emotional learning as a way to create a safe and supportive environment for all students.

Below are strategies, connected to Social Emotional Learning Competencies, that can be implemented in the first few weeks back to school (virtual or in-person learning). For more ideas, please visit [SEL toolkit](#).

- **Insight**
  - Help students identify their personal strengths. Direct them to reflect on what they may have learned about themselves while being at home/out of school (i.e. strengths within their family role, new skills/talents, adaptability etc.).
  - Help students name their feelings- Provide a list of emotions and ask students to choose one or two each day which they identify with in order to build emotional awareness, vocabulary and empathy.

- **Sensory-Motor Integration**
  - Facilitate deep breathing exercises (such as [Square Breathing](#)) and prioritize physical activity opportunities

- **Regulation**
  - Help students understand how their brains work and can react to stress. Use this video teaching the hand model of the brain.
  - Encourage students to think about how feelings are connected with their body using the How Does my Body Feel? handout.

- **Collaboration**
  - Provide opportunities for collaborative learning games and facilitate the creation of group expectations with specific roles/responsibilities for each student before
beginning

- **Connection**
  - Create adult to student and/or student to student mentoring opportunities to serve as an additional system of support for students

- **Critical-Thinking**
  - Help students identify a cause or problem that arose in their community over the past few months. Ask students to come up with action steps or solutions to these issues.

- **Mindset**
  - Praise students’ process rather than students’ outcome. For example, “I can tell you practiced!” or “I noticed you supported your friend in need today.”
  - Act to remove anxiety about academic performance and prioritize the healing and belonging that will foster academic learning.
  - When speaking about the coming year’s academics, reassure students that the goal will be to “close the gap”, not “catch-up with additional work”

The teachers will assess their strengths and areas to develop as they promote SEL through distance learning and at-home assignments

- **Teacher self assessment**

The teachers will use the following resources and tools:

- **What is Student Well-Being**
- **Example of Well-Being, Social, and Emotional Needs Assessment Tools and Results**

The section below provides additional resources to consider but are not required for the plan.
The CCA Schools will use the following resources to support staff, students and the community:

- **Google Form for School Wellness Check & translation directions modified by Oakland Schools ESL**
- **Family Well-Being Guide COVID-19 Specific**
- **Oakland Schools: Supporting Well-Being Page**

The César Chávez Academy District recognizes that remote learning creates a unique challenge in supporting students, particularly because educators are not able to see and talk with students on a regular basis. While video meetings provide some opportunity to connect, it is hard to make
the same connections one would in the classroom. Connections help us to know how students are doing and what help they may need. Daily or weekly check-ins allow for a deeper connection to happen, daily/weekly check-ins are also beneficial during in-person classroom instruction. Daily/weekly check-ins also allow the academy to know if students or parents need more support to navigate the current situation.

Resources and Tools:

- Muskegon ISD created a series of age appropriate remote check-in examples.
  - MAISD Remote Learning Toolkit: Wellness
    - These are simple, shorter, and have some light-heartedness to them while adhering to best practice. They also have modeling examples for teachers to learn how this is done in an online setting.
    - The check-ins have images but are consistent in style & vary for ages
- Free Daily Check-in Forms
- Class Catalyst

Survey Tools: Remote Learning & Well-Being

Surveys are one method of data collection providing perception data in a highly structured format. Surveys are cost effective, scalable, and allow for a large sampling of students, staff, and families. These resources provide examples and templates to create a more in-depth understanding of specific needs in a remote learning environment. Further, these tools can assist in collecting information for the return to a traditional building setting for school. Examples of COVID-19 and general surveys, assessments, and other data collection tools are listed below.

Resources and Tools:

Remote Learning & Well-Being COVID-19 Data Collection

- Panorama Ed Distance Learning: Student, Parent, Staff & Community Surveys
- SEL through Distance Learning: Teacher Self-Assessment
- Survey Recommendations from National Association of Social Workers (NASW):
  - Student Questionnaire Template
  - Educator Questionnaire Template
  - Educator Questionnaire Example
  - Parent Questionnaire Template
  - Parent Questionnaire Example
Grief for Community:

- Grief work—it may be helpful to provide support for students and families to process their grief.
  - Understanding Grief to Better Support Students, Families and Educators
  - Helping Kids Grieve (Resources best for Primary, Intermediate, and Parents)
  - Help for Kids - Grief (Resources for Primary, Intermediate, Secondary Students and Parents)
  - Helping Children and Teens with Loss for Secondary Students and Parents
  - Transforming Grief into Hope (Resources best for Intermediate and Secondary Students; as well as, Parents)
Instruction Phase 1, 2, or 3

Alternative Modes of Instruction:

Alternative modes of instruction will be used while in-person instruction is suspended.

César Chávez Academy Lower Elementary

In the event that in-person instruction is suspended, César Chávez Academy Lower Elementary plans to utilize on-line learning to the fullest extent possible. Students will be provided with tech devices as well as hot-spots as needed. Online learning will include both synchronous and asynchronous learning. Students will be provided with packets when appropriate for the materials/standards being covered and in the event that completing work on-line is not developmentally appropriate for the student.

When implementing the Continuity of Learning Plan, César Chávez Academy Lower Elementary found success in implementing the communication platform ClassDojo. Once families were set up, it became the primary mode of communication. More than 85% of the school’s population was connected through ClassDojo. Another success is the communication of resources that went out to families regularly. These resources included academic resources, resources on mental health, and community resources.

The biggest challenge for implementing the Continuity of Learning and COVID-19 Response Plan was communicating important information to families in regards to accessing technology and online platforms. Most of the CCA families were not familiar with utilizing online platforms for the purpose of learning. Getting families into ClassDojo/SeeSaw/Zoom remotely took many phone calls, video demonstrations and reminders. Families had difficulty with logging in, creating accounts and navigating the platforms. Another challenge was that many families did not have reliable access to technology or internet access. While CCA Lower Elementary school tried to accommodate this need, the school was unable to meet the needs of all families. Based on survey data, 25% of CCA Lower Elementary families did not have access to technology or internet access. Also, 53% of the families were not comfortable with online learning.

To ensure continued student learning, CCA Lower Elementary has purchased the technology needed for all students to learn remotely, and is allocating funding towards
hot spots to support those families in need of internet access. Students will be assigned technology during enrollment and all devices will be prepped and ready for using online platforms. Families will be provided with login information of all online resources. Staff will be putting together tutorials and handouts to support families with logging in and navigating all platforms. Students will also be issued a mouse or stylus depending on the device they are assigned for easier navigation. Students will be provided with a weekly schedule that will allow for synchronous and asynchronous learning. In addition, students will receive manipulatives such as white boards and markers, dice, 100s charts, number grids, name plates, construction paper, and general school supplies in order to engage students with hands on work. Work packets will be issued to students when appropriate.

César Chávez Academy Upper Elementary

Last spring, CCA Upper Elementary was thrust into a new mode of education for all of its students. While there were many successes, there were challenges that needed to be addressed. Some of the successes were the teacher’s ability to get assignments and schedules communicated through the Google Classroom platform. They were also successful in using face-to-face time for instruction through online Zoom meetings with students. CCA Upper Elementary will build on these successes for the 2020-21 school year.

Challenges that were faced included student participation in the online learning as well as getting work to students that could be completed and turned in online. In this remote learning phase, CCA Upper Elementary will work to find solutions to these challenges.

The district and the Upper Elementary have held Town Hall Meetings, using Facebook Live, as well as distributed surveys for parents to complete online. Through these surveys and meetings, César Chávez Academy learned that some students still needed technology, parents were having a hard time helping their students with their learning, and most importantly, that parents were very fearful of their students returning to school in the fall.

In order for students to be successful in the upcoming school year, there are a few things that the Upper Elementary will be working with parents to assure students have what they need. The first is technology. Families will need a Chromebook from the school as well as a charger. Families will also need internet access. The Upper Elementary is currently
working to get hot spots for the families who need access. Parents and students will also
need a basic level of understanding of how to login to Google and access the websites
being used by the teachers. The families need to know all of the passwords needed to
access the sites. For this reason, CCA will be using Clever, which allows a single
sign-on to multiple websites. Teachers will be using Google Classroom, Google Meet,
RazKids, Moby Max, Spelling City, Writing City, and Pearson Realize. These are the
school staple websites that students will be using when learning remotely.

César Chávez Academy Middle School

While in-person instruction will be suspended in Phase 1-3 of Michigan's Return to
School Roadmap, CCA Middle School is highly committed to providing a quality
education to all students. At the start of 2020-2021, all students will be provided with a
Chromebook in order to ensure that a transition to online instruction is seamless. All
parents and students will engage in a small group orientation session at the start of the
school year to train both stakeholders on our online plans. Students will receive
additional resources to ensure that remote instruction is high quality and accessible.
Resources include notebooks, planners, and Chromebooks.

All staff will receive laptops to ensure that remote instruction is easy to implement. These
devices will have access to microphones and video cameras. All CCA Middle School
devices will have Go Guardian, along with access to a variety of online learning
resources.

César Chávez Academy High School

César Chávez Academy High School will utilize distance learning, using an online
learning management system while in-person instruction is suspended. The biggest
challenge during the Continuity of Learning plan, in spring of 2020 was student
participation and engagement. CCA High School gathered information after the Spring of
2020 from students, staff, and parents regarding distance learning to make appropriate
changes for Phase 3 in Fall of 2020. Not only did the school survey all stakeholders
multiple times, but parent, student and staff meetings were held to gather feedback in
order to plan for return to school in the fall. Some of the feedback gathered from
meetings prompted changes to student scheduling, lesson implementation, expectations
for staff and students for distance learning, and grading.

**Governance:**

César Chávez Academy District COVID-19 Preparedness and Response Plan
César Chávez Academy created a District Return to School Committee, led by the Director of District Operations. This district-level committee included administrators, instructional coaches, teachers, and support staff. In addition, each school holds its own school-level Return to School committee meetings. Feedback was gathered from parents, students, and school staff on their experiences with remote learning through online surveys and open conversations. This feedback was gathered through surveys, staff Zoom meetings, live parent town hall meetings, and student Zoom meetings. The remote learning plan has been revised to address stakeholder feedback and improve its effectiveness. The remote learning plan will be shared with all stakeholders via a variety of outlets, such as, email, social media and the district and school websites.

This work shall be done in coordination with school level teams, the CCA District Leadership Team, and the Leona Group District of Academic Achievement. All communication shall follow the chain of command to ensure that all parties are working cohesively and consistently with students, parents, and staff.

The César Chávez Academy District will follow all of the outlined strongly recommended Governance items on page 17 of the governor’s MI Safe Schools Return to School Roadmap.

Protocols for Remote Instruction:

César Chávez Academy Lower Elementary

The César Chávez Academy remote learning plan will be revised based on stakeholder feedback and distributed to all stakeholders in their home language. Surveys will be sent out to stakeholders quarterly to provide additional feedback and adjustments to our plan. Staff will also meet weekly at the beginning of implementation for the purpose of evaluating our plan and ensuring higher levels of effectiveness. In the event of in-person school closures, CCA Lower Elementary will activate a remote learning program reflective of the school’s mission to provide a safe atmosphere of academic excellence.

CCA Lower Elementary commits to the following for all students:

- Implement a learning program at scale to deliver standards-aligned curricula and high quality instructional materials.
- Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics that can be given online or conducted virtually. Data will inform instructional decisions for teachers, students, and families.
● A progress monitoring schedule will be created to continue monitoring the progress of student learning. Data meetings will be held on a regular basis with school leaders, classroom teachers and support staff with the purpose of scheduling interventions, after school programming and modifying classroom instruction.

CCA Lower Elementary will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

● Before school starts, students’ IEPs and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students’ needs.
  ○ Commencing online intervention and support services. Plans must include all programs and learning environments, especially special education.
  ○ Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students’ needs around accessibility and provide assistive technologies, where possible.
  ○ Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

CCA Lower Elementary will remain connected with MDE about policies and guidance. The Academy will follow all of the outlined strongly recommended Remote Instruction items on page 17 of the governor’s MI Safe Schools Return to School Roadmap.

César Chávez Academy Upper Elementary
Using the feedback gathered from stakeholders, CCA Upper Elementary has updated its remote learning plan to make the students' remote learning as accessible and easy to maneuver as possible. Curriculum program changes made this year cater well to online learning. The Academy has changed its math curriculum to Eureka Math, its ELA Curriculum to ReadyGen, and the Academy will now be using Mystery Science to assist with online science instruction. All of these programs have a strong online presence within their curriculum, making it easy to teach and assign work given the online platform. This change will allow teachers to utilize the same lessons whether in class or out giving a smooth line of education regardless of where the location students are learning from.
Students will be tested the first week of school to determine their current level of understanding in math and ELA. Students will then be evaluated for learning loss so teachers can adjust to the students current educational needs. Students with above average learning loss will be targeted for further interventions and educational supports needed to get them back on track. They will also receive mental health screeners to evaluate the students emotional needs.

Student grades and class participation will be monitored and weekly meetings will be held with teachers to discuss student progress, current challenges, and needs of all stakeholders surrounding their students. Students who have been targeted for interventions will be monitored through our school’s Multi Tier Support Services (MTSS) program where the student’s general education teacher, their intervention teachers, and the MTSS coordinator discuss student progress, concerns, and academic needs of the students.

CCA Upper Elementary will also stay abreast of all recommendations from the Michigan Department of Education and apply them as appropriate. The Academy will follow all of the outlined strongly recommended Remote Instruction items on page 17 of the governor’s MI Safe Schools Return to School Roadmap.

César Chávez Academy Middle School
1. Online Learning Plan
   a. Google Classroom: Google Classroom shall be used by every teacher at CCA Middle School as the school’s learning management system. There shall be one Google Classroom per grade, per content (ie- 6th Grade Social Studies). There shall be one elective Google Classroom per grade. The electives team will follow a weekly schedule.
      • All Google Classrooms must invite the Assistant School Leader, the Instructional Coach, the English Language Coordinator, and grade level Special Education teachers and aides as “teachers”.
      • All students will be invited to participate, along with guardians. (See: Inviting Guardians to GC).
      • All Google Classrooms will utilize the Weekly Planner Powerpoint. The weekly planner slideshow will be due Friday mornings at 10:00am for review and feedback by the Instructional Coach.
      • All Google Classrooms will use Topics detailing the week of instruction. All lessons and activities for that given week will be detailed under that topic. All lessons and activities will include the due date in the nomenclature of the assignment.
      • All Google Classrooms will select “Students can only comment” option in the Stream Options.
• All Google Classrooms will have the “Guardian Summaries” option turned on.
• All Google Classrooms will have the grading policy set up in the classroom grading sections.

b. Grading: Online instruction will follow an updated 2020-2021 grading policy. Weighted grades will follow the following policy:
   • Summative tests and activities - 45% of grade
   • Formative quizzes and activities - 45% of grade
   • Participation - 10% of grade
   • There shall be at least 1 summative grade per month.
   • There shall be at least 2 formative grades per week.
   • There shall be at least 1 participation grade per week. Participation grades are highly recommended to utilize the CCAM Online Participation Rubric found via Google Forms and Google Sheets.

c. Live Instructional Sessions: Teachers will present live instructional sessions once a day following a school schedule.
   • Teachers will be expected to conduct live instructional sessions, with video features turned on for staff. Students are highly recommended to turn on video features and it is recommended that teachers develop “classroom” cultures that support video features. Zoom is the recommended video platform.

d. Meet Attendance - Attendance Track for Google Meet
   • It is recommended that live sessions include approximately 30 minutes of direct instruction and the remaining time be spent on work time within the session to ensure that students complete their assignments with the teacher’s guidance, rather than away from the teacher’s support and supervision. A segment of the session time can be utilized as office hours, answering any questions that students may have as they work through the subject material. This segment shall be referred to as “office hours”.
   • It is highly recommended that teachers set up an “office hours” email response template that can be easily copy and pasted into emails received out of office hours. A sample response should be written for student emails.
   • CCA Middle School will have student groups scheduled on Power School for attendance tracking methods. Teachers shall take attendance at the start of all scheduled classes, which will occur daily at the same time. Staff will also utilize Zoom reports and Google Meet attendance tracking to serve as a secondary measure of attendance.

e. English Learner Supports: Google Classroom shall be used by every teacher at CCAM as the school Learning Management System.
f. Special Education Supports: Special education teachers shall be made collaborating teachers on all Google Classrooms. All special education teachers will join the live instructional sessions for ELA and math classrooms. During work time, it is highly recommended that special education teachers create breakout rooms to review grade level content with their caseload of students. Work times shall be utilized to review, assess, and monitor individual goals according to the student’s Individualized Education Program. These sessions will be scheduled on the CCAM Special Education Schedule calendar on Google Calendar.
   - Special education teachers will work to ensure that all required IEP services and meetings are held in accordance with the guidance from the state of Michigan. Services and meetings that can be held electronically shall be held in accordance with student plans.

g. RTI Supports: Students will take NWEA in the fall, winter, and spring of each academic year. Tier III students will be identified from this testing protocol. Tier III students will obtain interventions during the scheduled “Electives” time. Students will meet with the RTI team Mondays, Wednesdays, and Fridays for Exact Path work through a breakout session. Tuesdays and Thursdays, students will engage in Electives coursework.

h. Resources: To support online instruction, CCAM has acquired the following resources:
   - Actively Learn, Educreations, Exact Path, IXL, Kickboard, NewsELA, Pear Deck Pro, Second Step, TCI Interactive, Zoom Pro

César Chávez Academy High School

During Phase 3 Distance Learning, students will be using Google Classroom as their learning management system and Zoom. Along, with this LMS, students will have opportunities to engage in synchronous and asynchronous learning with their scheduled classroom teachers. Students will also be able to use various other technologies associated with their current curriculum. Teachers will plan and deliver lessons via Google Classroom or Zoom following modified pacing guides, which will address essential standards.

Students will follow an online learning schedule during distance learning with daily expectations. Students will be following lessons planned and delivered by CCA High School teachers. The school will utilize a traditional grading scale during distance learning, unless students have a completed and approved hardship form, in which case students may receive a Pass/Fail grade. When the school received feedback from students regarding learning last Spring, the high school students said they felt unmotivated by the lack of strong expectations. The students strive for high grade point averages to achieve
entrance into colleges and universities. The pass/fail system offered in spring was not motivating enough to students.

To meaningfully access instruction, students will need access to the internet, a Chromebook or personal computer, curriculum materials, calculators, and access to Clever. CCA High School will provide students with all materials necessary to ensure that instruction is fluid and ongoing. The school will assign students materials and have a pick-up process prior to the start of school.

Students will have meaningful access to Special Education services, based on needs and goals outlined in their Individualized Education Plans (IEPS). English Language Learners will continue to receive their services based on the school’s Alternative Language Plan submitted with our Title III consolidated application. CCA High School will continue to offer all necessary auxiliary supports, such as Speech and Language services in coordination with our providers and contract services.

CCA High School will follow all of the outlined strongly recommended items on pages 17-18 of the governor’s MI Safe Schools Return to School Roadmap.

**Communication and Family Supports:**

Effective and ongoing communication is a critical component of managing any school crisis. Implementing specific communication procedures and protocols surrounding re-entry following COVID-19 school closures will allow staff, students, families, and the community to understand new and evolving actions put in place to continue the processing of educating students during these uncertain times.

- **Internal Communications**
  - The César Chávez Academy District’s plan for re-entry, including information regarding the health and safety measures being put in place, will be provided to all staff including detailed copies of all external communications for familiarization.

- **External Communications**
  - Stakeholders access information in a variety of ways. The CCA schools use a variety of communication tools to reach their stakeholders including email, voice messaging, website, social media, and print copy mailings. Families will receive information detailing the district’s plan for re-entry, including information regarding the health and safety measures being put in place. Health and safety
posters illustrating proper personal hygiene/hand washing while at school will be posted for students and staff. Information on school exclusion rules will be posted on each school’s web page and in other communication.

A marketing plan has been established that determines who will issue information to key audiences (staff, families, students, public). A central point of contact is vital to assuring key messages are accurate and consistent. This plan determines what central and supporting messages need to be drafted and sent. The central message will always be tied to student, staff, and community safety. The plan determines when information will be shared. District and building communications are aligned, vetted, and shared consistently to avoid confusion and anxiety. The plan finally determines methods for providing new information, housing archived information (central website location with clear links recommended), and reaching special populations (Language and Accessibility).

The César Chávez Academy District will provide support for its families by including contact information and clear expectations for the routing of student and parent questions and concerns. This contact information will be posted as part of all COVID-19 related information. An expectation for a quick turnaround time as it relates to communication will be established and maintained.

All strongly recommended items in Phase 1-3 for Communication and Family Supports will be followed by the César Chávez Academy District.

**Professional Learning:**
César Chávez Academy District will provide ongoing professional development to staff virtually.

Training opportunities will include:
- Best practices for engaging students in remote learning
- Analyzing and responding to data
- Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Collaboration through professional learning communities (PLCs)
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)
Growth and development of the César Chávez Academy District staff is a priority and its educators will be encouraged to take advantage of other professional development opportunities by continually updating and sharing available options within Wayne RESA’s Professional Development Toolkit.

All strongly recommended items in Phase 1-3 for Professional Development will be followed by the César Chávez Academy District.

**Monitoring:**

Teachers will continue to monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues
- Grade level and/or content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
- Teachers are expected to communicate with families regularly on student learning, support needed, and attendance. A communication log will be kept by teachers and shared with administration to keep track of student progress, family needs and well being.
- Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.

The César Chávez Academy District will monitor and assess the following:

- Connectivity and Access: CCA will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
- Attendance: Teachers will keep track of attendance in PowerSchool daily. Attendance will be taken in the morning and midday during synchronous learning. Attendance reports will be run regularly in order to monitor on-target and chronic absences.
- Student Work: Teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide ongoing feedback to students for work completed online from instructional video assignments. This work will
be submitted via the school’s learning management system. Feedback will be provided via the same platforms. Students will also be assessed for learning through lessons assigned on a variety of online platforms. For those students who are using traditional paper packets, students can take pictures of assigned instructional packet pages.

All strongly recommended items in Phase 1-3 for Monitoring will be followed by the César Chávez Academy District.

**Equal Access:**

The César Chávez Academy District will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

The César Chávez Academy District will ensure that general education and special education teachers coordinate to create IEP’s or 504 plans that accommodate remote learning. Assessment data will be collected remotely when possible and services will be put in place based on those results. Services will occur remotely whenever possible. Speech and social work have been taught remotely in the past and we will continue with it remotely. Occupational therapy will need to be completed in person if possible. OT services will be made by appointment. All students and staff involved with OT will be screened before entering the building. School psychologist evaluations will be conducted in person as well. The same types of protocols and safety precautions will be implemented. If possible, IEP and 504 meetings will be conducted remotely. Any needed assistive technology surrounding the education of students with IEPs or 504 plans will be provided on an as needed basis.

All strongly recommended items in Phase 1-3 for Equal Access will be followed by the César Chávez Academy District.
Operations Phase 1, 2, or 3

Facilities:

The César Chávez Academy District realizes that it has an important role to play in slowing the spread of diseases in the event of a pandemic. The CCA District and its schools will coordinate with the Detroit Health Department to follow its protocols. The Detroit Health Department will work with the school to update testing protocol, quarantine protocol and will report any positive tests to them. Based on the protocols given to us by the Detroit Health Department, decisions will be made with their input for every health issue the school faces. The CCA District will work in conjunction with The Leona Group to develop a contingency plan that supports coordinated use. In addition, the CCA District will coordinate with Local Emergency Management Programs (LEMP), the CDC, and the State of Michigan for support with procurement of cleaning and disinfection supplies.

When the CCA Schools are closed for in-person learning for students, the schools will continue to track all of their cleaning procedures. In addition, the school will monitor and keep a log of all of the supplies on hand. Masks will be provided to all staff that may need to work in the building each day. All custodial staff will wear surgical masks and approved PPEs when performing cleaning duties. Further, all cleaning and disinfectant agents utilized will have FDA clearance and CDC recommendation. ALL surfaces will be sanitized with an EPA approved disinfectant that is safe for students and staff. Based on the cleaning guideline from the CDC, all surfaces will be cleaned and disinfected after school is closed for in person instruction using EPA approved disinfectant.

All strongly recommended items in Phase 1-3 for Facilities will be followed by the César Chávez Academy District.

Technology:

The César Chávez Academy District has surveyed families for the level of reliable technology in the home and whether they had internet access. This data has been shared with all stakeholders. Each school has designated a single point of contact to plan and communicate with the district technology team to discuss the needs of the district and the students.

Each CCA School currently has a technology plan that is reviewed on a yearly basis. These plans are developed in conjunction with the Leona Group technology department. For the 2020-2021...
school year, remote learning will occur in Phases 1, 2, 3 and 4 of the COVID-19 pandemic. If needed, the school will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will also be provided allowing the student to have access to the internet at home if the family is in need of internet access. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year. (Training and support for staff on adapting remote learning)

Each CCA School has assigned a staff member to be the community-technology liaison to help parents transition into remote learning environments and provide support information to the families. Each school has developed a team that will assist the liaison when needed. Parent volunteers will be identified to assist with additional support. The technology process leader (community-technology liaison) contact information will be published on the school website.

Each school has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning. All technology devices at the César Chávez Academy District are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. CCA is exploring GoGuardian for device tracking to avoid misplaced devices.

Each CCA School will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs. Each school has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.

The CCA Schools with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, WiFi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.
Based on survey results, CCA Schools will be handing out computers, Chromebooks and tablets for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.

The CCA Schools will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Also, the district is evaluating if GoGuardian will be used to monitor device usage during remote learning environments. The schools have established a dedicated email for addressing issues related to technology. The Leona Group IT team will be contacted if students and families need more specialized assistance with troubleshooting problems when accessing online teaching resources and platforms.

The CCA Schools will be using a Learning Management System to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.

Each CCA School will schedule ongoing staff training on platforms and tools to be used during remote learning sessions. They will use the first eight days before school starts for professional development as well as provide ongoing training throughout the school year on scheduled professional development days.

The César Chávez Academy District will review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology. CCA Schools follow CIPA (Children’s Internet Protection Act) guidelines to ensure that students and families are safe and secure.

- Access by minors to inappropriate matter on the Internet
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures restricting minors' access to materials harmful to them
Accidental damage, theft, and loss of technology will be handled as follows. There will be backup Chromebooks for students in case of accidental damage, theft, or loss of technology. If students break their chromebooks, they will need to pay for the damages done. Each school has been monitoring the technology needs of the district and procures equipment as needed for students and staff to ensure that remote learning can take place and provide quality learning for all students.

All strongly recommended items in Phase 1-3 for Technology will be followed by the César Chávez Academy District.

**Redeployment of Staff:**

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work. The School Leader, with possible assistance from Human Resources, will speak to the employee and determine the specific needs of both the employee and the school.

César Chávez Academy District is dedicated to meeting the needs of our school community and being responsive to these needs. Our school is committed to the following:

- To the extent possible, provide instructional resources and materials to staff and students based on our instructional programming
- Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment
- Ensure that a plan for nutrition services and student meals program is in place and review the possibility of alternative meal options to families
- Solidify food service processes, device distribution, and communication plans as necessary
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

All strongly recommended items in Phase 1-3 for Budget, Food Service, Enrollment, and Staffing will be followed by the César Chávez Academy District.
Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Safety Protocols Phase 4

This plan follows guidance from the May 7, 2020 MI Safe Start Plan and the June 30, 2020 MI Safe Schools Roadmap. The MI Safe Start Plan is the highest-level governing framework for determining if and when it is safe to resume in-person instruction. Within the MI Safe Start Plan, schools are not permitted to provide in-person instruction of any kind if their region is within Phases 1-3 of the pandemic. All schools are permitted to resume in-person instruction beginning in Phase 4 of the MI Safe Start Plan. Some regulations and mandates will be relaxed as COVID-19 public health metrics improve in Phase 5 of the MI Safe Start Plan. All schools will remain open with some lasting safety requirements once community spread is not expected to return during Phase 6 of the MI Safe Start Plan.

The César Chávez Academy District will retain authority to enact stricter public health requirements than is mandated within the Roadmap. Additionally, César Chávez Academy District retains the authority to close school buildings even if they have not been mandated to do so. The health and safety protocols outlined in this plan shall outline the protocols, procedures, and policies in the event that the State of Michigan is in Phase 1-3 of the MI Safe Start Plan in order to actively mitigate the spread of COVID-19 for all CCA students, staff, and parents. The district remains committed to providing the highest quality education while maintaining stringent, safe health protocols and measures.

Personal Protective Equipment Protocol:

To the extent that the César Chávez Academy District will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, the CCA District will ensure compliance with the Personal Protective Equipment protocols identified as “Required” on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings. CCA will identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how CCA will address staff or students who do not comply with these requirements. The César Chávez Academy District will cooperate with the Detroit Health Department regarding implementing protocols outlined in the Safety Protocols below.
● **Staff:**
  ○ Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering will not be required to wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear a facial covering. CCA will provide facial coverings for staff as needed.
  ○ Special education teachers will be encouraged to wear clear masks.
  ○ Homemade facial coverings must be washed daily.
  ○ Disposable facial coverings must be disposed of at the end of each day.
  ○ If a staff member refuses to comply with CCA’s facial covering protocols for non-medical reasons, the noncompliance may result in corrective actions up to and including termination in accordance with the policies and procedures of the Employee Handbook and Collective Bargaining Agreement.

● **School Transportation:**
  ○ Facial coverings must be worn by all students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering will not be required to wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. CCA will provide facial coverings for all students and staff. Bus drivers will be provided face masks by their employer.

● **Students:**
  ○ Facial coverings must always be worn in hallways and common areas by all students, over the age of four, in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not be required to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  ○ Homemade facial coverings must be washed daily.
  ○ Disposable facing coverings must be disposed of at the end of each day.
  ○ Students at CCA Lower Elementary, in grades K-2, will not wear facial coverings in the classroom as they will remain with their class throughout the school day and will not come into close contact with students in another class.
  ○ Students at CCA Upper Elementary, in grades 3-5, will be required to wear a facial mask throughout the school day regardless of their cohort size. Students
who are unable to wear a face mask, will need to have a medical reasoning or a
disability which interferes with their ability to wear the mask. Students unable to
wear masks and who are able to wear a face shield will be asked to do so.
- For students at CCA Middle School and High School, facial coverings must be
worn in classrooms by all students. Any student who cannot medically tolerate a
facial covering will not be required to wear one. Any student who is
incapacitated, or unable to remove the facial covering without assistance, will not
be required to wear one.
- The CCA Schools will provide facial coverings for all students as needed.
- If a student refuses to comply with the CCA’s facial covering protocols, they will
be reminded to do so and educated on the importance of utilizing face masks in
common areas. Repeated refusals will be subject to discipline in accordance with
the applicable policies and procedures of the School’s Student Handbook.
- CCA 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.
- Students who are unable or unwilling to wear a face mask while in the CCAM
building, shall be permitted to register for online instruction at an alternative
location of the parents selection.

All strongly recommended items in Phase 4 for Personal Protective Equipment will be followed
by the César Chávez Academy District.

**Hygiene Protocols:**

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan
Safe Start Plan, the Academy will ensure compliance with the Hygiene protocols identified as
“Required” on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer,
paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.

During Phase 4 of the Michigan Safe Start Plan, the Academy will implement the following
hygiene protocols:

- Clean and disinfect frequently touched surfaces, at least daily or between use as much as
  possible. Use of shared objects will be limited when possible, or cleaned between use.
● Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
● Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
● Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
● Systematically and frequently check and refill soap and hand sanitizers. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
● Limit sharing of personal items and supplies such as writing utensils.
● Keep students’ personal items separate and in individually labeled cubbies, containers, or lockers.
● Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
● Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

All strongly recommended protocols in Phase 4 for Hygiene will be followed by the César Chávez Academy District.

**Screening Protocols:**

CCA will follow the Detroit Health Department’s COVID-19 screening protocols for students and staff, including the reporting of any positive cases.

● Screening Protocol for Staff
  ○ All staff will complete a daily health screening survey prior to entering the school building and self-report to their supervisor. Answers to the health screening survey will be stored electronically. Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their supervisor of their situation.

● Screening Protocol for Students:
  ○ Families will be provided with a COVID-19 symptom checklist, and will be encouraged to check their child’s temperature at home every morning using oral tympanic, or temporal scanners. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

CCA will conduct temperature checks for students.

- **Students with Symptoms at School**
  - The Academy will identify and designate a quarantine area and a staff person to care for students who become ill at school.
  - Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
  - Symptomatic students sent home from school will not be allowed to return to school until they have tested negative for COVID-19 or have completely recovered according to CDC guidelines.

All strongly recommended protocols in Phase 4 for Screening will be followed by the César Chávez Academy District.

**Testing Protocols and Responding to Positive Cases:**

The COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the Detroit Health Department are outlined below.

- If a staff member tests positive or is suspected of having COVID-19, they are to contact the School Leader. The School Leader will advise Human Resources and the Detroit Health Department. The daily sign-in log will be used for contact tracing.
- Students who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable, and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable and be transported for off-site testing.
- Symptomatic students and staff sent home from school will not be allowed back to school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
● The César Chávez Academy District will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

● In the event of a lab or clinically diagnosed case of COVID-19, CCA will make immediate efforts to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.

**Responding to Positive Tests:**
The César Chávez Academy District will cooperate with the Detroit Health Department 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 showed symptoms to the time when he or she was last present at the school.

If a staff member tests positive or is suspected of having COVID-19, they are to contact the School Leader. The School Leader will advise Human Resources and the Detroit Health Department. The daily sign-in log will be used for contact tracing.

CCA will notify the Detroit Health Department, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. CCA will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information.

All strongly recommended protocols in Phase 4 for Testing for Students and Staff and Responding to Positive Cases and will be followed by the César Chávez Academy District.

**Spacing, Movement and Access:**

The CCA Schools will implement the protocols outlined below with respect to Spacing, Movement and Access, for in-person instruction.

**César Chávez Academy Lower Elementary**

● In classrooms where large tables are utilized, space students as far apart as feasible.
● As feasible, arrange all desks facing the same direction toward the front of the classroom.
● Teachers should maintain six feet of spacing between themselves and students as much as possible.
● Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
● Post signage to indicate proper social distancing.
● Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
● Provide social distancing floor/seating markings in waiting and reception areas.
● Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
● Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
● Keep ventilators on throughout the day.
● Keep all available windows open throughout the day. Considerations should be made for students with allergy-induced asthma.
● Put a box fan in window facing out to support with air circulation
● Privacy folders will be available throughout the day.
● Remove all plush and cushions that may be difficult to sanitize.
● All subjects, lunch, and “specials” will be in classroom.
● Specials teachers will be assigned to one grade level for the first third of the school year.
● All Specials in the classroom.
● Minimum sharing of materials- if materials shared they must be disinfected between classes.
● Each grade level will remain in their own hallway.

César Chávez Academy Upper Elementary
● Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
● In classrooms where large tables are utilized, space students as far apart as feasible.
● As feasible, arrange all desks facing the same direction toward the front of the classroom. Teachers should maintain six feet of spacing between themselves and students as much as possible.

● Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.

● Post signage to indicate proper social distancing.

● Floor tape or other markers should be used at six foot intervals where line formation is anticipated.

● Provide social distancing floor/seating markings in waiting and reception areas. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

● Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

César Chávez Academy Middle School

● Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.

● In classrooms where large tables are utilized, space students as far apart as feasible. Desk dividers will be utilized to ensure that distancing is being adhered to and to mitigate any viral transmissions.

● As feasible, arrange all desks facing the same direction toward the front of the classroom. Teachers should maintain six feet of spacing between themselves and students as much as possible.

● Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. Any guests entering the building will go through a screening process, including a temperature check and sanitation protocol.

● Post signage to indicate proper social distancing.

● Floor tape or other markers should be used at six foot intervals where line formation is anticipated. Floor tape will also be utilized to direct flow of traffic.

● Provide social distancing floor/seating markings in waiting and reception areas. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
● Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time and contact information, should be kept of non-school employees or other visitors entering and exiting the building.

César Chávez Academy High School

● Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
● In classrooms where large tables are utilized, space students as far apart as feasible.
● As feasible, arrange all desks facing the same direction toward the front of the classroom. Teachers should maintain six feet of spacing between themselves and students as much as possible.
● Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
● Post signage to indicate proper social distancing.
● Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
● Provide social distancing floor/seating markings in waiting and reception areas. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
● Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
● CCA High School will install an air ionizer to assist with eliminating contagions and allegons in the air.
● As able and appropriate, CCA High School will try to cohort groups of students to isolate hallways and areas that can be monitored.
● CCA High School is considering implementing a staggered school schedule that incorporates alternative dates of attendance and uses virtual teaching.
● The schedule will be staggered to limit movement in the hallways at passing time.
● Flow of foot traffic should be directed in only one direction.
● Entrances will be limited so that they can be monitored.
All strongly recommended protocols in Phase 4 for Spacing, Movement, and Access will be followed by the César Chávez Academy District.

**Food Service, Gathering, and Extracurricular Activities Protocols:**

The César Chávez Academy District plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols will be identified in this section. All indoor assemblies that bring together students from more than one classroom are prohibited.

**Food Service:**

**Food service plan for virtual learners:**

Our district participates in the Community Eligibility Program, which means all its students qualify for free lunch. During the public health crisis, all students have been eligible for food distribution. Virtual learning students will be able to pick up a grab-and-go lunch. Steps will be taken to ensure social distancing and protect district staff and families. Food service providers will be provided masks and gloves to wear for distribution. Families will be encouraged to stand back while the food is put out for distribution and the use of masks. Breakfast and lunch may be picked up Monday and Thursday from 9a-2p.

**Food service plan for in-person learners:**

- Lunch staff must wear gloves, face mask and a face shield
- Lunch will be in the classroom
- Serving tables need to be disinfected prior to eating and after eating by lunch aide
- All students, teachers and lunch staff must wash hands prior to eating and after eating. teacher. A grade-level schedule will be used to allow proper spacing for students and staff for handwashing. Extra hand washing systems will be purchased to allow for more space between students and staff.
- Meals are bagged/boxed and brought to the classroom by the lunch supervisor
- Meal counts will be done by lunch aide as food is distributed to students.
- Teachers will be responsible for cleaning the desks before students eat. Teachers will also need to clean the surfaces after students have eaten.
- School-supplied meals should be delivered to classrooms with disposable utensils.

**Recess (CCA Lower Elementary):**

- Masks must be worn until students enter playground area
● Student facemasks will be on lanyard and lanyard/facemask will be to be tucked into shirt
● Only two classes outside at a time.
● Divide play area into two sections; playscape and open area. Use orange fencing to block off/separate playground from open area
● Only one class at a time on playscape
● Spray playscape with disinfectant after each use- teacher responsibility

**Recess (CCA Upper Elementary):**
● Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.

**Gathering and Extracurricular Activities:**
● Students, teachers, and staff should wash hands before and after every event.
● Large scale assemblies are suspended.
● Off-site field trips that require bus transportation to an indoor location are suspended.
● Extracurricular activities are suspended at this time

**Athletic and Extracurricular Activity Protocols:**
Described below are CCA’s plans to ensure compliance with athletic activity protocols.
● CCA will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
● Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
● All equipment must be disinfected before and after use.
● Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
● Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
● Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
● Handshakes, fist bumps, and other unnecessary contact must not occur.
• Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
• Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

All strongly recommended protocols in Phase 4 for Food Service, Gathering, Extracurricular Activities and Athletics will be followed by the César Chávez Academy District.

**Cleaning Protocols:**

During Phase 4 of the Michigan Safe Start Plan, César Chávez Academy District will adhere to the following cleaning protocols:

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

All strongly recommended protocols in Phase 4 for Cleaning will be followed by the César Chávez Academy District.

**Transportation Protocols:**

This section describes how the César Chávez Academy District will comply with each of the transportation protocols identified during Phase 4 of the Michigan Safe Start Plan.
● Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
● The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
● Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, armrests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
● Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
● Students who are not allowed to board the bus will be held in the quarantine room of the drop-off school until a family member or emergency contact is able to pick up the student. CCA collects multiple emergency numbers and permissions for pick-up.
● If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
● Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
● Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.
● Contact will be made with all transportation companies that support the district to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan’s 2020 Return to School RoadMap.
● A meeting will be held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
● Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.

All strongly recommended protocols in Phase 4 for Transportation will be followed by the César Chávez Academy District.

**Medically Vulnerable Students and Staff Protocols:**
Staff Protocols:
If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work remotely. The School Leader, along with Human Resources, will begin the interactive process to make proper determinations about possible reassignment.

Employees should contact their school leader or human resources to begin the interactive process to determine what, if any, assignment changes can be made.

If state and public health officials allow, CCA will determine a model for instruction that prioritizes face-to-face learning, especially for the youngest and most vulnerable students including:
- Early childhood and elementary students
- Students with disabilities
- English learners
- Migrant students
- Students experiencing homelessness, temporary housing, or poverty

Evaluate the pros and cons of each plan and prepare a summary and recommendation for the Return to School committee

Student Protocols:
Each CCA School 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 updating their care plans as needed to decrease their risk for exposure to COVID-19 as identified in more detail below:

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.
- Many of our attendance programs (ex. PowerSchool) store data regarding student’s medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy’s 504 coordinator. TLG/Section 504 toolkit
- Individual Health Plan
Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

Below is the César Chávez Academy District’s process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Self-Identifying for high risk as it applies to staff:

- Due to confidentiality, staff should communicate these unique health issues and/or concerns to the CCA school leader.

Self-identifying for high risk as it applies to students:

- CCA will send a questionnaire home regarding “student health” or underlying health conditions of students.
- Communication with parent/guardian(s) is Key. It is CCA’s responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the school’s Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

All strongly recommended protocols in Phase 4 for Medically Vulnerable Students and Staff will be followed by the César Chávez Academy District.

Additional Resources:
- [CDC Guidance: How to Care for Children and Youth with Special Healthcare Needs in Emergencies](#)
- [CDC Frequently asked questions: How COVID-19 Impacts Children.](#)
- [CDC: People Who Need to Take Extra Precaution During COVID-19](#)
Mental & Social-Emotional Health Phase 4

The César Chávez Academy District will provide mental and social-emotional health services for students. CCA will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and each school will follow mandated reporting guidelines. [Mandated Reporter Resource Guide]

- Elementary Screener (CPSS)
- How to administer and score CPSS
- Middle or High School Screener
- Middle or High School Mental Health Screener
- High School Screener
- Student Questionnaire (K-12 possibly)

Each CCA School will establish and communicate guidelines to all staff regarding identification and rapid referrals of “at risk” students to the building-level support teams (Wellness and Response Team).

- Create a building level Wellness and Response Team with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)
- Create an adaptive Wellness and Response Team with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- Whole School, Whole Community, Whole Child (WSCC)
  - If you suspect a student has experienced grief, loss, and/or trauma during Covid-19 please use the referral form below to communicate with the mental health provider and Wellness Response Team
  - If a student or parent informs you that they would like to speak/ or have their child speak with the mental health provider please use the referral below
    - Mental Health Support Guidelines
    - Wellness and Response Team Referral Form

The César Chávez Academy District will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
The school social worker/counselor will provide ongoing trauma training as well as grief and loss training prior to and throughout the school year. In addition to webinars to assist with identifying and supporting our students during this pandemic.

- **Daily SEL lessons**
- **Talking to Elementary and Middle School Students about Covid-19 Webinar**
- **Trauma Sensitive Schools Professional Development**
- **Grief Training for Staff**
- **Helping Children Cope with Changes Resulting from Covid-19**
- **CDC Information and Guidance**

In order to support our students’ academic success as well as social-emotional health we must ensure that “we” are taking care of ourselves. Below are resources that the academy can use to assist with supporting teachers “self-care” and resiliency to prevent burnout.

The César Chávez Academy District will encourage its staff to speak with a mental health professional if they are experiencing burnout, please speak with your school leader regarding additional resources

- **Mindful Teachers Self-Care Resources**
- **TED Talks Importance of Self Care Playlist**
- **A Daily Dose of Self-Care, Gratitude, and Kindness Blog**
- **Headspace for Educators Blog**
- **Skovholt Practitioner Professional Resiliency Self-Care Inventory**
- **Professional Quality of Life Scale**

Each school will identify a point person or establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

**Guiding Questions and Resources**

- Develop a communication plan regarding the services available? Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need (typically school leader) for “staff in need”?
- The Leona Group’s Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
  - You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**
- Each school’s social worker/counselor/designee will establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.
● Maintain timely, accurate, and clear communication with district leadership
● Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
● Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers
● Ensure all communications are in both English and Spanish. See the Translation Resources section on the MDE webpage
● Ensure teachers know and understand the school communication plan
● Consider a survey to gather information from parents, students and teachers (re: needs; in order to relay information deemed necessary to our stakeholders.

The CCA Schools have established comprehensive crisis management plans that leverage available internal and external/community-based resources, and can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

CCA LE Emergency Operations/Crisis Management Plan
CCA UE Emergency Operations/Crisis Management Plan
CCA MS Emergency Operations/Crisis Management Plan
CCA HS Emergency Operations/Crisis Management Plan

● Remember, if the crisis team doesn’t meet until there is a crisis, they are already behind
● Disaster Distress Helpline

CCA will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

● Remote Learning Toolkit: Wellness

Grief work—it may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

● Understanding Grief to Better Support Students, Families and Educators
● Helping Kids Grieve (Resources best for Primary, Intermediate, and Parents)
● Help for Kids - Grief resources for Primary, Intermediate, Secondary Students and Parents
● Helping Children and Teens with Loss for Secondary Students and Parents
Closure from last school year

- Acknowledgement of experience and feelings related changes due to COVID-19
- Remain calm and reassuring. Students will react to and follow verbal and nonverbal reactions to the changes.
- Emphasize to students that they are safe at school. Remind them that the adults at their school are there to keep them safe and healthy.
- Let the students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts.
- Give students information that is truthful and appropriate for the age and developmental level of the child.

Day One to Day Three of SEL Activities

- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills
  - Primary Template
  - Secondary Template

Continued SEL/mental health services and build resiliency

- Community and trust building
  - Classroom meetings to set clear expectations
  - Guidance for adults facilitating these classroom meetings

Each CCA School will establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Provide resources for staff self-care, including resiliency strategies.

The personal impact on educators and other school staff will be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported.

- Several resources will be available for staff self-care, including resiliency strategies including the Employee Assistance Programs (EAPs)

The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening.
• The Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.

• You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**

**Identify gaps in resources**

The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

**School Leaders**

• Will determine and share what resources are available in the community for staff self-care including resiliency strategies. *(As an example: Eaton RESA.)*

• Identify gaps in resources

• The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (virtually) to engage and asset staff’s physical and mental health status. Ex. [attending to staff well-being](#)

• This document (check in) can be created using google survey, survey monkey, etc.

• In addition monthly resources should be distributed to ensure accessibility to “self-care” techniques and strategies.

• Staff well-being
  
  ○ Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan found here.

- Create opportunities for movement and breathing at staff meetings to model and emphasize healthy coping techniques
- Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
- Consider the integration of IDOE’s Science of Happiness into planned professional learning communities.
  - Access the course on Moodle here.
  - Learn how to enroll by watching this webinar.

- New Pedagogies for Deep Learning
  - Cultivating Well-Being in Challenging Times with Dr. Jean Clinton

Mental health concerns may surface or worsen during this crisis. Please use the linked resources if you notice behavioral changes in yourself, your student, or someone you care for.

- Symptoms of Depression
- Traumatic News Can Trigger PTSD-Like Symptoms
- Anxiety: Hiding in Plain Sight?

- National Suicide Prevention Lifeline: Chat from the website or call.
  - From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers.” suicidepreventionlifeline.org/
You can call for the following reasons: **1-800-273-8255**

- **Suicidal thoughts**
- **Information on mental health/illness**
- **Substance abuse and/or addiction**
- **Help a friend or loved one**
- **Relationship problems**
- **Abuse/Violence**
- **Sexual orientation issues**
- **Physical illness**
- **Loneliness**
- **Family problems**

### Additional Resources To Consider

- [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#)
- [Social Emotional Learning](#)
- [Mindfulness for Children](#)

CCA will designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

- Each school's chosen mental health assessment for students can be used as a progress monitoring tool (assessing student’s progress) regarding social emotional health. This tool should be administered every 4-6 weeks.
  - [School Mental Health Referral Pathways (SMHRP) Toolkit (PDF)](#)

The CCA Schools will leverage MDE resources for student and staff mental health and wellness support.

- [MDE School Mental Health Resources](#)
- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
  - [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)
- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
  - [Introduction to SEL](#)
  - [Integrating SEL Into Culturally Responsive Classrooms](#)
  - [Embedding SEL Schoolwide](#)
  - [Creating a Professional Culture Based on SEL](#)
  - [Trauma-Informed Support](#)
The CCA Schools will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserv that encompasses the members of the Wellness Response Team.

**Communication with parents and guardians, via a variety of channels:**

- Maintain timely, accurate, and clear communication with district leadership
  - Schedule recurring meetings within the district to collaborate on and discuss COVID hurdles that may arise as school is in session.
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Social media, email, automated calls, and flyers will be used for communication.
- Ensure all communications are in both English and the home language. See the Translation Resources section on the MDE webpage
- Ensure teachers know and understand the school communication plan
- CCA will conduct bi-monthly surveys to gather information from parents, students and teachers

The César Chávez Academy District will aid in the destigmatization of COVID-19:

- CCA School will keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.
  - Conversations about COVID-19
  - CDC Guidance to Reducing COVID Stigmas
  - COVID Bullying

CCA Schools will support staff with understanding normal behavioral response to crises:

- Commons behaviors and reactions from COVID-19

The CCA Schools will utilize best practices resources to assist will talking through trauma with children:

- Nine Tips for Talking to Kids about Trauma
- Tips for Survivors of Disaster or Other Traumatic Event
● **Trauma Sensitive Schools Professional Development**

● **How Trauma Effects Kids in School**

● **Traumatic News Can Trigger PTSD-Like Symptoms**

The César Chávez Academy District will provide positive self-care strategies that promote health and wellness.

● The school leader will give thoughtful consideration to these issues prior to staff returning to work and **attending to staff well-being** should be ongoing

● Resource for training staff about COVID-19 and **Staff Wellness**

● **Mindful Teachers Self-Care Resources** This site is continually updates with articles, videos, and resources to help teachers practice self-care

● **Headspace for Educators** Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.

● **TED Talks Importance of Self-care Playlist**

● **Daily Dose of Kindness Self-care blog**

● **Skovholt Practitioner Professional Resiliency and Self-Care Inventory**
  ○ A simple tool to guide professionals in the helping professions such as teaching and counseling self-reflect around four subscales: Professional Vitality, Personal Vitality, Professional Stress, and Personal Stress

● **Cultivating Well-Being in Challenging Times** with Dr. Jean Clinton
  ○ New Pedagogies for Deep Learning: Dr Jean Clinton, NPDL Special Advisor, shares her wisdom and thoughts about well-being, learning and life through this YouTube playlist

All strongly recommended Mental & Social-Emotional Health protocols were implemented for Phase 4.
Instruction Phase 4

Instruction Overview:

The following section will outline the César Chávez Academy District’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan as it relates to governance, instruction, communication, professional learning and monitoring. It will include whether the CCA will offer in-person instruction, remote learning options, hybrid approaches and/or rotating in-person schedules.

Governance:

Before reopening for the school year, the César Chávez Academy District created a Return to School District Committee, led by the District Director of Operations. The committee included a range of stakeholders that consisted of administrators, instructional coaches, teachers, office staff, and support staff. This committee met virtually via Google Meet, weekly, each Wednesday morning, from 11:00-12:00. Subgroups met via Google Meet, weekly each Wednesday morning from 9:00-10:00am to address specific areas in the plan. In addition, building level meetings took place once a week in June and twice a week, beginning in July to collaborate building a plan that fit the needs of each school.

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys, phone calls, and Facebook Town Hall meetings. The CCA schools then reached out to families with individual phone calls. CCA’s Return to School planning incorporated feedback and input from stakeholders to create a solution for Phase 4. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return.

Based on the data collected from families in which a significant percentage of the CCA families preferred online learning for the fall, our district has decided to offer its families the options of virtual or in-person learning. The High School may offer a hybrid option, depending on data received closer to the start of school.

Instruction:

César Chávez Academy Lower Elementary

Whether the learning environment is remote, hybrid, or face-to-face, CCA’s commitment to ALL students remains clear and we stand by our mission: “To provide a safe atmosphere of academic
excellence that promotes thinkers and problem solvers who work cooperatively and respectfully in an inclusive environment.”

CCA Lower Elementary School will be offering two options of instruction for students in Phase 4.

- **Option 1** is an in-person learning model where students will arrive to school for in-person learning Monday-Friday from 7:55-3:15.
- **Option 2** is an online learning model where students will participate in remote/virtual learning Monday-Friday from 7:55-3:15p.
- A third, hybrid option will be executed in the event that CCALE is not able to service in-school learning for all registered students while maintaining social distancing measures. This option will only be implemented if more than 200 students sign up for in-person learning.

CCA Lower Elementary will deliver standards-aligned curricula and high quality instructional materials to support in delivering instruction to meet the needs of all learners. For remote learning, teachers will provide synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Synchronous learning will be conducted through Zoom meetings and asynchronous learning will be conducted through recorded instructional videos, content or skill based videos, assigned work, game-like academic work, and independent student practice via Seesaw or instructional work packets. CCA LE instructional staff will use best practices to promote student engagement and differentiation such as but not including all: small group instruction, modeling, building background, providing feedback, using visuals, building relationships, using the gradual release model (I Do, We Do, You Do), using game like activities, communicating expectations, incorporating brain breaks, allowing student feedback.

In order to make sure expectations are clear to all instructional staff, the administration will meet with instructional staff prior to students returning to review the following:

- Best practices for blended or remote learning: Resources and refreshers on best practices will be provided to instructional staff.
- Grade-level proficiencies: Monitored throughout the year, beginning with NWEA to assess students current level of understanding of all grade level material.
- Modes of student assessment and feedback: In-person appointments for administering screeners, benchmark assessments, and NWEA at the school, use of Moby Max math placement assessment online as well as 1:1 online student assessing.
● Differentiated support for students: Small group or 1:1 instruction, modified assignments/tasks

● The inclusion of social-emotional learning: Social-emotional learning will be embedded into class schedules. Social workers will collaborate with instructional staff on resources and provide support.

● Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. School-wide schedules will be provided to ensure consistency. Teachers will also submit weekly lesson plans that will be monitored for consistency, best practices, and pacing of standards.

● Set an instructional vision that ensures that:
  ○ Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
    ■ In addition to the high-quality instructional resources from MDE to assist learning experiences, the programs we use to teach core subjects (Journeys for ELA, My Math for Mathematics, Mystery Science & Generation Genius for Science, and MC3 for Social Studies) have both in person and online resources that allow for high quality standards-aligned instruction. We will be using SeeSaw as our Learning Management System for all students K-2.
  ○ Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
    ■ Phonics, Phonemic Awareness, Sight words, DRA, Math Placement test, and NWEA will be used to assess prerequisite skills and grade-level proficiencies.
  ○ Every students’ academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
    ■ Instructional staff will be trained in social emotional learning at the beginning of the school year. Staff will implement the strategies learned in their physical and virtual classroom under the guidance of administrators and our school’s social worker.

● Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
  ○ Grade level teams will meet with administration to plan and pace the instruction around power standards in order to accelerate instruction due to loss of instructional time this past spring. Vertical alignment meetings will take place
between grade levels to collaborate on standards that were missed or not assessed in the spring.

Special Education

CCA Lower Elementary is committed to providing equal access to all instructional programs to all students including students with disabilities regardless of the learning platform that is chosen by the family (in-person or online.) Students with disabilities will receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.

Before school starts, students’ IEPs and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students’ needs.

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education
  - Schedules will be created to ensure that intervention and support services are put into place to meet the needs of all students.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students’ needs around accessibility and provide assistive technologies, where possible.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
  - Services may be done in-person or virtual based on student need
  - If done in-person appointment will be made for individual students and all Safety Protocols will be followed

Inventory all intervention programs and services available to students on the district and school level and identify any gaps. Screeners, benchmark assessments, and NWEA will be used to structure our intervention program.

CCA will remain connected with MDE about policies and guidance.

César Chávez Academy Upper Elementary
In phase four, CCA Upper Elementary will offer three options for parents to choose from. The school will offer completely online classes, following all phase 1-3 remote learning plans. CCA UE will also offer complete in-school learning, following the phase 5 learning plan for families who need it, and a hybrid model with students in school for two days, and 3 online learning days. The hybrid method will deliver standards aligned lessons that use high quality instructional materials. In addition to the high-quality resources gleaned for MDE, the programs used to teach core subjects (ReadyGen for ELA, Eureka Math, Phenomenal Science, and MC3 for social studies) have both in person and online opportunities that allow for seamless teaching of a lesson whether in class or online. The continuity of lessons from school based to home based learning will allow for solid student engagement, consistency, and differentiation to the specific student’s needs.

Best practices for online learning will be communicated and monitored. School leaders will make sure that all teachers and students are present and engaged within all lessons. Project based learning will take place whenever possible as well as multi modal lessons to support all learners. Resources will be made readily available to teachers and learners. Teachers will communicate with students and families through email, phone calls, paper announcements, digital dialers, Google Classroom, Class Dojo, and many other modes that staff has been trained on and are familiar with using. Timely feedback on student work and parent inquiries will be communicated, expected, and monitored in all classrooms.

Grade level proficiencies will be monitored throughout the year, beginning with NWEA to assess students current level of understanding of all grade level material. Using the results, students will be set up with interventions that address their specific needs and work will be differentiated to meet that specific student’s level of understanding. IEPs and 504s will be reviewed to make sure all services required are being provided.

Before the beginning of school teachers will be trained in social emotional learning. When classes begin they will take the training and implement the strategies learned in their physical and virtual classroom under the guidance of administrators and our school’s social worker. Administrators and teachers will also stay abreast of all recommendations from MDE to ensure quality learning for the students.

If very few families choose the Hybrid model (30% or fewer per grade), the Academy will have students come in person every day and students will practice social distancing. Students will be divided in 2-3 classrooms.
CCA Middle School will be offering two options of instruction for students in Phase 4.

- Option 1 is an in-person learning model where students will arrive to school for in-person learning Monday-Friday from 7:30-3:00
- Option 2 is an online learning model where students will participate in remote/virtual learning Monday-Friday from 7:30-3:00p.
- A third, hybrid option will be executed in the event that CCAM is not able to service in-school learning for all registered students while maintaining social distancing measures. This option will only be implemented if more than 300 students sign up for in-person learning.

All learning models will deliver standards-aligned curricula and high-quality instructional materials. CCAM will integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Further CCAM shall consult MDE for high-quality digital resources.

CCA Middle School shall establish and maintain expectations clear to school leaders and teachers around hybrid or remote instruction that include:

- Best practices for blended or remote learning;
- Grade-level proficiencies;
- Modes of student assessment and feedback;
- Differentiated support for students;
- The inclusion of social-emotional learning;
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

CCA Middle School is committed to setting an instructional vision that ensures that:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students’ academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
CCA Middle School is committed to supporting the implementation of grade-level curricula that are aligned to Michigan preK-12 standards.

- Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

Remain connected with MDE about policies and guidance.

CCA Middle School Online and In-Person Phase 4 Learning Plans

Google Classroom shall be used by every teacher at CCA Middle School as the school learning management system.

- There shall be one elective Google Classroom per grade. The electives team will follow a rotating schedule.
- All Google Classrooms must invite the Assistant School Leader, the Instructional Coach, the English Language Coordinator, and grade level Special Education teachers and aides as “teachers”.
- All students will be invited to participate, along with guardians. (See: Inviting Guardians to GC).
- All Google Classrooms must invite the Assistant School Leader, the Instructional Coach, the English Language Coordinator, and grade level Special Education teachers and aides as “teachers”.
- All CCAM classrooms will utilize the Weekly Planner powerpoint. The weekly planner slideshow will be due Friday mornings at 10:00am for review and feedback by the Instructional Coach.
- All Google Classrooms will use Topics detailing the week of instruction. All lessons and activities for that given week will be detailed under that topic. All lessons and activities will include the due date in the nomenclature of the assignment.
- All Google Classrooms will select “Students can only comment” option in the Stream Options.
- All Google Classrooms will have the “Guardian Summaries” option turned on.
- All Google Classrooms will have the grading policy set up in the classroom grading sections.

Grading
Online and in person instruction will follow an updated 2020-2021 grading policy. Weighted grades will follow the following policy: Summative tests and activities - 45% of grade, Formative quizzes and activities - 45% of grade, Participation - 10% of grade.

There shall be at least 1 summative grade per month.

There shall be at least 2 formative grades per week.

There shall be at least 1 participation grade per week. Participation grades are highly recommended to utilize the CCAM Online Participation Rubric found via Google Forms and Google Sheets.

Live Instructional Sessions

- Teachers will present live instructional sessions once a day following a posted schedule.
- For online learning: Teachers will be expected to conduct live instructional sessions, with video features turned on for staff. Students are highly recommended to turn on video features and it is recommended that teachers develop “classroom” cultures that support video features. Zoom is the recommended video platform.
- It is recommended that live sessions include approximately 30 minutes of direct instruction and the remaining time be spent on work time within the session to ensure that students complete their assignments with the teacher’s guidance, rather than away from the teacher’s support and supervision. A segment of your session time can be utilized as office hours, answering any questions that students may have as they work through your subject material. This segment shall be referred to as “office hours”.
- It is highly recommended that teachers set up an “office hours” email response template that can be easily copy and pasted into emails received out of office hours. A sample response should be written for student emails.

In Person Learning

- It is highly recommended that teachers mirror their in-person learning with the online lessons provided to remote learners.

Attendance

- CCA Middle School will have student groups scheduled on Power School for attendance tracking methods. Teachers shall take attendance at the start of all scheduled classes, which will occur daily at the same time. Staff will also utilize Zoom reports and Google Meet attendance tracking to serve as a secondary measure of attendance.

English Learner Supports

- Google Classroom shall be used by every teacher at CCAM as the school Learning Management System.
Special Education Supports

- Special education teachers shall be made collaborating teachers on all Google Classrooms. All special education teachers will join the live instructional sessions for ELA and math classrooms. During work time, it is highly recommended that special education teachers create breakout rooms to review grade level content with their caseload of students. Work times shall be utilized to review, assess, and monitor individual goals according to the student’s Individualized Education Program. These sessions will be scheduled on the CCAM Special Education Schedule calendar on Google Calendar.

- Special education teachers will work to ensure that all required IEP services and meetings are held in accordance with the guidance from the state of Michigan. Services and meetings that can be held electronically shall be held in accordance with student plans.

RTI Supports

- Students will take NWEA in the fall, winter, and spring of each academic year. Tier III students will be identified from this testing protocol. Tier III students will obtain interventions during the scheduled “Electives” time. Students will meet with the RTI team Mondays, Wednesdays, and Fridays for Exact Path work through a breakout session. Tuesdays and Thursdays, students will engage in Electives coursework.

Resources

- To support online instruction, CCAM has acquired the following resources: Actively Learn, Educreations, Exact Path, IXL, Kickboard, NewsELA, Pear Deck Pro, Second Step, TCI Interactive, Zoom Pro

César Chávez Academy High School

CCA High School will offer two options during Phase 4 Instruction. The first option would be a fully online option and the second option would be “in-person” learning, possibly hybrid. If enough families choose fully online, then the remaining students who can safely distance will return to the building for in person learning. We will run a hybrid model in order to keep all students safe, depending on our student enrollment for “in-person” learning. If we are utilizing the hybrid model, then we will follow an A/B schedule in which half of each grade level will attend school one day for synchronous learning, but complete asynchronous learning through Google classroom the next day. This decision arose from our parent and student survey data, as well as parent Town Hall meetings.
The biggest challenge during the Continuity of Learning plan, in spring of 2020 was student participation and engagement. We gathered information after the spring of 2020 from students, staff, and parents regarding distance learning to make appropriate changes for Phase 4 in Fall of 2020. Not only did we survey all stakeholders multiple times, but we held parent, student, and staff meetings to gather feedback to plan for return to school in the fall. Some of the feedback gathered from meetings prompted us to make changes to student scheduling, lesson implementation, expectations for staff and students for distance learning, and grading.

During Phase 4 Distance Learning, students will be using Google Classroom as their main Learning Management System and Zoom as an alternative for synchronous class meetings. Along with this LMS, students will have opportunities to engage in synchronous and asynchronous learning with their scheduled classroom teachers. Students will also be able to use various other technologies associated with their current curriculum. Teachers will plan and deliver lessons via Google Classroom or Zoom following modified pacing guides, which will address essential standards.

Students will follow either an online learning schedule during distance learning with daily expectations or a school day schedule for those students attending “in-person” learning. Students will be following lessons planned and delivered by CCAHS teachers, aligned to essential standards. We will utilize a traditional grading scale during distance learning, unless students have a completed and approved Hardship form, in which case students may receive a Pass/Fail grade. When we received feedback from students for spring learning, our high school students said they felt unmotivated by the lack of strong expectations. Our high school students strive for gpas to maintain entrance into colleges and universities and the pass/fail system offered in spring was not motivating to students.

To meaningfully access online instruction students will need access to the internet, Chromebook or personal computer, curriculum materials, calculators, and access to Clever. CCAHS will provide students with all materials necessary to ensure that instruction is fluid and ongoing. We will assign students materials and have a pick-up process prior to the start of school. To meaningfully access our “in-person” instruction, whether five days or hybrid, students will still need the above materials. All students will receive the above listed materials to complete either online instruction or in-person instruction.
In Phase 4 of instruction, students will have meaningful access to Special Education services, based on needs and goals outlined in their Individualized Education Plans (IEPS). English Language Learners will continue to receive their services based on the school’s Alternative Language Plan submitted with our Title III consolidated application. We will continue to offer all necessary auxiliary supports, such as Speech and Language services in coordination with our providers and contract services. If the online option is chosen, our Special Education teachers will conduct virtual IEP meetings with parents, make appropriate accommodations to lessons, meet with students virtually, and collaborate with general education teachers regarding students. If the online option is chosen for our English Learner students, we will ensure that English Learners meet with their ESL teachers and support staff virtually, that their language accommodations are made to lessons, that our SIOP model of instruction is still followed, and that newcomer students receive native language support.

We will support teachers and instructional support staff by providing professional learning opportunities surrounding distance and hybrid learning. Professional learnings will include ongoing, job-embedded learning through the Instructional Coach. The Instructional Coach will host weekly teacher collaboration meetings and PLCs to discuss ongoing experiences, expectations, and efforts through distance and hybrid learning. We will also host training and learning centered around our learning management system, Google Classroom, as well as Zoom meetings for various student groupings. Additional professional learning will be provided for curriculum instruction through Discovering Mathematics and Springboard ELA (Collegeboard) for curriculum implementation focusing on distance learning capabilities and resources. The Instructional Coach will continue to search for high quality professional learning opportunities for educators through Wayne RESA, and other educational programming.

CCA will follow all of the outlined Phase 4 Instructional strongly recommended items on pages 30-32 of the governor’s MI Safe Schools Return to School Roadmap.

**Communication and Family Supports:**

Effective and ongoing communication is a critical component of managing any school crisis. Implementing specific communication procedures and protocols surrounding re-entry following COVID-19 school closures will allow staff, students, families, and the community to understand new and evolving actions put in place to continue the processing of educating students during these uncertain times.
● **Internal Communications**
  ○ CCA’s plan for re-entry, including information regarding the health and safety measures being put in place, will be provided to all staff including detailed copies of all external communications for familiarization.

● **External Communications**
  ○ Stakeholders access information in a variety of ways. CCA uses a variety of communication tools to reach our audience including email, voice messaging, website, social media, and print copy mailings. Families will receive information detailing the school plan for re-entry, including information regarding the health and safety measures being put in place. Health and safety posters illustrating proper personal hygiene/hand washing while at school will be posted for students and staff. Information on school exclusion rules will be posted on the school’s web page and in other communication.

A marketing plan has been established that determines **who** will issue information to key audiences (staff, families, students, public). A central point of contact is vital to assuring key messages are accurate and consistent. This plan determines **what** central and supporting messages need to be drafted and sent. The central message will always be tied to student, staff, and community safety. The plan determines **when** information will be shared. District and building communications are aligned, vetted, and shared consistently to avoid confusion and anxiety. The plan finally determines methods for providing new information, housing archived information (central website location with clear links recommended), and reaching special populations (Language and Accessibility).

CCA will provide support for its families by including contact information and clear expectations for the routing of student and parent questions and concerns. This contact information will be posted as part of all COVID-19 related information. An expectation for a quick turnaround time as it relates to communication will be established and maintained.

All strongly recommended Communication and Family Support protocols were implemented for Phase 4.

**Professional Learning:**

Each CCA School will provide professional development to staff before reopening.
Training opportunities will include:

- Professional Learning Communities focused on:
  - Curriculum Planning
  - Differentiated Instruction to meet needs of students
  - Analyzing and responding to data
  - Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)
- Designing learning opportunities to support remote and/or hybrid learning

The school will provide ongoing professional development to staff when reopening.

Training opportunities will include:

- Growth and development of our staff is a priority and we encourage our educators to take advantage of other professional development opportunities by continually updating and sharing available options within our Professional Development Toolkit.

All strongly recommended Professional Development protocols were implemented for Phase 4.

**Monitoring:**

CCA teachers will continue to monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues
- Following pacing guides and focusing on power standards to ensure that every student has access to standards-aligned, grade level instruction.
- Students will be assessed at the beginning of the school year on ELA screeners, Math Placement tests, and NWEA to determine student readiness to engage in grade-level content.
- Administrators and instructional staff will review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- CCA Schools will conduct a review of each students’ IEP in partnership with teachers and parents to reflect each student’s evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- CCA Schools will provide additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students’ needs. These
supports include engagement strategies or resources to support instructions and student learning. Student whiteboards, calculators, and other necessary school supplies will be provided to support active participation and monitoring for understanding.

- Instructional staff will explicitly teach and show students how to navigate digital platforms, digital tools, and turn in assignments/tasks on digital platforms. These include Google Classroom, Seesaw, Class Dojo, Moby Max, Raz Kids, I Know It, and any other online learning platform that is used to support learning and engagement.
- Expectations will be set for teachers to integrate high quality digital tools and resources that are appropriate and sustainable to each grade level, to increase In person classes will use these digital platforms to gain familiarity in the case that all school becomes remote (Phases 1-3)
- Teachers will follow a daily schedule that is communicated with parents and students to ensure instructional times are clear.
- Teachers will maintain consistent routines and procedures so students can engage and complete work more easily and consistently.
- Online after school tutoring may be offered to support students in need of additional support.
- Communication on student progress and targeted student plans will be conducted via progress reports, digital platforms like Class Dojo messaging and Google Classroom, phone calls, or Zoom meetings or in person when appropriate. Translations will be provided in the home language
- Teachers are expected to communicate with families weekly on student learning, support needed, and attendance. A communication log will be kept by teachers and shared with administration to keep track of student progress, family needs and well being.
- Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.

CCA will monitor and assess the following:

- Connectivity and Access:
  - CCA will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
- Attendance:
  - Teachers will keep track of attendance in PowerSchool daily. Attendance will be taken in the morning and midday during synchronous learning.
- Student Work:
  - Teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide ongoing feedback to students for work completed online from instructional video assignments. This work will be submitted via Google Classroom, SeeSaw, and/or Class Dojo, and feedback will be provided by the same platforms. Students will also be assessed for learning through lessons assigned on online platforms. Teachers will provide
feedback to students via Google Classroom, Dojo, Seesaw, or phone calls. Students can also take pictures of assigned instructional packet pages that are completed and share it with teachers.

All strongly recommended Monitoring protocols were implemented for Phase 4.

**Equitable Services:**

Students with special education needs will be given extra attention and support. CCA schools will use the data gathered from all students to create an average for the learning loss due to remote learning at the end of the 19-20 school year. This data will be compared to students in special education. Once the benchmark has been established, this additional support will be proportional to amount of learning loss, and may include additional support from special education teachers, least-restrictive environment aides, MTSS interventions and ancillary supports. Parents and general education teachers will be part of this planning process, and these services will extend through all learning models provided. Ancillary supports will be given by appointment if the student is learning from home or hybrid model.

Students with social work needs will be addressed as well. CCA anticipates a need for more social work time for students who previously had social work hours. In addition, each school will be hosting a social worker student from Wayne State University or the University of Michigan. This individual will be able to assist with more of the general education students who have experienced anxiety, depression and/or trauma from the pandemic and school closure.

IEPs and 504s will be revised to accommodate changes in the students specific needs and depending on the learning loss, the students will receive more supports as listed above. The school will make sure to evaluate the students' needed support services, what learning environments best suit them, and establish collaboration between the special education and the general education teachers.

Throughout the phases of the pandemic, each CCA School will make sure to stay up to date on communication from MDE and follow all policies presented. Continuity of learning is a high priority for CCA Schools so all aspects will be examined. Finally, CCA will make sure that services students once received, if needed still, are available to the students again in the amount needed by the student.

All strongly recommended Equitable Services protocols were implemented for Phase 4.
Operations Phase 4

All protocols included on the roadmap for operations that are “Strongly Recommended” were used as a guide to describe how the César Chávez Academy District will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.

Facilities Protocols: Before school reopen for In-Person instruction, the César Chávez Academy District will ensure the following protocols are put into place.

- Audit necessary materials and supply chain for cleaning and disinfection supplies. Over the summer, staff at each school inventoried all cleaning supplies and checked them against CDC recommendations for cleaning supplies. New cleaning supplies and PPE were ordered in amounts to sustain the schools. This includes obtaining level 1 facial coverings, including those with a transparent fronts, for special education teachers, low income students, and students with special needs, and level-1 surgical masks for cleaning and janitorial staff.
- The CCA Schools were able to request assistance from both the Leona Group and Wayne RESA for the procurement of PPE.
- The district’s Return-To-School committee made recommendations on what is needed to provide a safe facility for learning. Building subcommittees examined each building and made additional recommendations. In doing so, personnel assessed the suitability of additional facilities that the schools in the CCA District may be able to use for learning. For example, CCA High School investigated the possibility of using the parking lot by erecting tents.
- The Building Safety subcommittee will continue to meet once school starts in order to review and assess the cleaning and disinfection of the CCA schools. In addition, cleaning guidelines issued by OSHA and/or the CDC will be disseminated through this group. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies. The subcommittee will assist school administration to determine if any process changes need to be implemented with regard to school security. School security staff will follow CDC protocols if interacting with the general public.
- In addition to creating school level guidance for cleaning each building, the CCA Schools will execute school cleaning and disinfection protocols according to the CDC School Decision Tree. CCA custodial staff are required to wear surgical masks and gloves when performing cleaning duties. Advanced training is provided to custodial staff via webinar.
- Over the summer, each CCA School has created a plan for deep-cleaning each building.
● Each school will provide guidance to its custodial staff for the cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.

● Each school’s leadership team will ensure that a school building audit will be conducted. This audit will focus on:
  ○ How many classrooms are available
  ○ The size of each classroom
  ○ Additional spaces that are available (e.g., gym, lunchroom, auditorium)
  ○ The ventilation in each classroom.

● Facilities at each school must be maintained for in-person school operations.
  ○ The HVAC systems at each building will be checked to ensure that they are running efficiently. CCA High School and Middle School will be installing an air ionization system, which will destroy pathogens and allergens.
  ○ Air filters will be changed regularly.
  ○ Wastebaskets, tissues, and CDC-approved soap and hand sanitizer will be distributed to every office and classroom so that these materials can be used upon entry and exit of any location.
  ○ Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged.
  ○ CCA Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators when performing cleaning duties.

● School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

● If CCA Schools are Instructed to Close for In-Person Instruction
  ○ Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
  ○ Maintain facilities for resumption of school operations.
  ○ Create a contingency plan to coordinate the use of the school building for essential actions such as food distribution and child care, particularly for essential workers.

**Budget, Food Service, Enrollment, and Staffing:**
CCA Schools will assess student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public
transportation). This assessment is being accomplished through surveys, parent town halls, and parent phone interviews.

CCA Schools are assessing staff and performing student outreach to understand who is coming back. For staff, this includes a breakdown – administrators, educators, support staff, school counselors, social workers, etc. Each school is developing a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return). For students, this includes those with preexisting conditions who may need a remote learning environment. Accommodations are being made for vulnerable staff to work remotely, and for vulnerable students to learn remotely.

The CCA school leaders are assessing the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. For example, hiring more evening custodians so that the buildings can be more deeply cleaned each night. Through the Return-To-School District and School level meetings, the administration has been working with district bargaining unit members to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.

The CCA school leaders are recruiting, interviewing, and hiring new staff where needed. They are redeploying underutilized staff to serve core needs. The district leadership is working with the CCA bargaining unit members to enable high-risk staff to provide remote services. This has been accomplished by surveying unit members.

Student enrollment and attendance policy changes are monitored by school office managers. This information is relayed to the school leaders and to the Leona Group. The Leona Group provides training on pupil accounting and guidance for recruiting, interviewing, and hiring staff remotely. The Grants department at the Leona Group provides guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). Schools will coordinate services with related service providers, including The Leona Group, Wayne RESA, and the Detroit Health Department, in order to identify and address new student and adult needs. CCA’s substitute teacher provider will be contacted to determine how many substitute teachers are available.

School communication systems have been put in place that will connect all relevant CCA stakeholders (i.e., families, school staff) and will include updates across all policies and procedures. This includes social media, flyers, email, and the CCA School websites.
Each CCA School will verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.

The CCA school leaders are able to consult the Leona Group legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19. This information is then readily shared with the school leaders. The Budget and Finance Department of the Leona Group engage school leaders in budgeting exercises to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

The administration of each CCA school will orient new school staff to any operational changes. In addition, they will create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.

The TLG Food Service Coordinator collaborates with the CCA Food Service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

**Technology Protocols:**
The César Chávez Academy District has surveyed families for the level of reliable technology in the home and whether they had internet access. This data has been shared with all stakeholders. Each school has designated a single point of contact to plan and communicate with the district technology team to discuss the needs of the district and the students.

Each CCA School currently has a technology plan that is reviewed on a yearly basis. These plans are developed in conjunction with the Leona Group technology department. For the 2020-2021 school year, remote learning will occur in Phases 1, 2, 3 and 4 of the COVID-19 pandemic. If needed, the school will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will also be provided allowing the student to have access to the internet at home if the family is in need of internet access. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year. (Training and support for staff on adapting remote learning)

Each CCA School has assigned a staff member to be the community-technology liaison to help parents transition into remote learning environments and provide support information to the
families. Each school has developed a team that will assist the liaison when needed. Parent volunteers will be identified to assist with additional support. The technology process leader (community-technology liaison) contact information will be published on the school website.

Each school has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning. All technology devices at the César Chávez Academy District are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. CCA is exploring GoGuardian for device tracking to avoid misplaced devices.

Each CCA School will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs. Each school has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.

The CCA Schools with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, WiFi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.

Based on survey results, CCA Schools will be handing out computers, Chromebooks and tablets for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.

The CCA Schools will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Also, the district is evaluating if GoGuardian will be used to monitor device usage during remote learning environments. The schools have established a dedicated email for addressing issues related to technology. The Leona Group IT team will be
contacted if students and families need more specialized assistance with troubleshooting problems when accessing online teaching resources and platforms.

The CCA Schools will be using a Learning Management System to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.

Each CCA School will schedule ongoing staff training on platforms and tools to be used during remote learning sessions. They will use the first eight days before school starts for professional development as well as provide ongoing training throughout the school year on scheduled professional development days.

The César Chávez Academy District will review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology. CCA Schools follow CIPA (Children’s Internet Protection Act) guidelines to ensure that students and families are safe and secure.

Access by minors to inappropriate matter on the Internet

- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures restricting minors' access to materials harmful to them

Accidental damage, theft, and loss of technology will be handled as follows. There will be backup Chromebooks for students in case of accidental damage, theft, or loss of technology. If students break their chromebooks, they will need to pay for the damages done. Each school has been monitoring the technology needs of the district and procures equipment as needed for students and staff to ensure that remote learning can take place and provide quality learning for all students.

All strongly recommended items in Phase 1-3 for Technology will be followed by the César Chávez Academy District.
**Transportation Protocols:**

The César Chávez Academy District contracts its transportation services. The contractor will designate which buses are to be used by CCA, and those vehicles will only be used by our school. Additional buses are available for use should CCA need them. The contractor is one of the largest transportation companies in the region, and thus has one of the largest pools of drivers. They have received training on COVID-19, and the impact of the pandemic.

The district leadership, along with the TLG legal counsel, has met with the transportation provider multiple times in order to finalize the contract. This contract will detail the bus safety procedures, which comply with public health protocols. School personnel are able to convey IEP information to their school leaders, so that student busing needs can be brought to the district-level transportation meetings.

All strongly recommended operation protocols were implemented for Phase 4.
Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Safety Protocols Phase 5

Differences between Phase 4 and Phase 5:

In Phase 5, the majority of students will be returned to the classroom. The César Chávez Academy District will stay consistent with safety practices between Phases 4 and 5. Social Distancing will be recommended, but not required as it is in Phase 4.

Personal Protective Equipment Protocols:

During Phase 5 of the Michigan Safe Start Plan, the Cesar Chavez Academy will ensure compliance with the Personal Protective Equipment protocols and stay consistent with the same protocols CCA would enforce in Phase 4. The César Chávez Academy District will also cooperate with the Detroit Health Department regarding implementing protocols outlined in the Safety Protocols below.

Facial Covering: Phase 5

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

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

Facial coverings should always be worn in hallways and common areas by K-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades K-5 are encouraged but not required.

- Homemade facial coverings should be washed daily.
- Disposable facing coverings should be disposed of at the end of each day.
Students in grades K-2 will not wear facial coverings in the classroom as they will remain with their class throughout the school day and will not come into close contact with students in another class.

CCA will provide facial coverings for all students as needed.

**Hygiene Protocols:**

During Phase 5 of the Michigan Safe Start Plan, the César Chávez Academy District will implement the following hygiene protocols:

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours. Limit sharing of personal items and supplies such as writing utensils.
- Keep students’ personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

**Spacing, Movement and Access:**

Social distancing practices will be recommended, but not required during Phase 5.
Screening Protocols for Students and Staff:

The COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the Detroit Health Department are described below. (same as phase 4)

The César Chávez Academy District will adhere to the following COVID-19 screening protocols for students and staff. CCA will also cooperate with the Detroit Health Department regarding the implementation of protocols for screening students and staff; including the reporting of any positive cases to the local public health authority.

Screening Protocol for Staff:

- All staff will complete a daily health screening electronic survey prior to entering the school building and self-report to their school leader. Answers to the health screening survey will be stored electronically. Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their school leader of their situation.

Screening Protocol for Students:

- Families are encouraged to check their child’s temperature at home every morning using oral tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- CCA will conduct temperature checks.
- Families will be provided with a symptom checklist for at home symptom monitoring.

Students with Symptoms at School:

- Each CCA School will identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified
school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

- Symptomatic students sent home from school will not be allowed to return to school until they have tested negative for COVID-19 or have completely recovered according to CDC guidelines.

Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Testing Protocols for Students and Staff and Responding to Positive Cases

The COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority are outlined below.

- If a staff member tests positive or is suspected of having COVID-19, they are to contact the School Leader. The School Leader will advise Human Resources and the Detroit Health Department. We will use our daily sign-in log for contact tracing.
- Students who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable, and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable and be transported for off-site testing.
- Symptomatic students and staff sent home from school will not be allowed back to school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Each CCA School will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, the CCA School will make immediate efforts to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.
- A sign-in sheet will be placed at the entrance of every classroom, office space, and building entrance to keep track of who enters these areas on a daily basis.
- If a student or staff member is sent home with COVID-19 symptoms or a fever a letter will be sent home to that students classroom advising families to monitor for symptoms
Responding to Positive Tests Among Staff and Students:

The César Chávez Academy shall cooperate with the Detroit Health Department 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 showed symptoms to the time when he or she was last present at the school.

- If a staff member tests positive or is suspected of having COVID-19, they are to contact the School Leader. The School Leader will advise Human Resources and the local public health department. We will use our daily sign-in log for contact tracing.
- CCA will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. CCA will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information.
- At each CCA school, a sign-in will be located at the front of the building, office, and entrance of each classroom. Anyone entering these areas must log in name, time and contact information if not part of our school staff. CCA will help the Detroit Health Department by collecting data and contact information of those exposed.
- CCA will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Any staff that engages in cleaning (including custodial staff, teachers, support staff, administration) will wear a surgical mask, gloves, and face shield when performing cleaning of these areas.
- If possible, individual classrooms with a positive COVID-19 case will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service Protocols:

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- Lunch will remain in the classroom
- All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
• If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

Athletic and Extracurricular Activity Protocols:

Athletics
• Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
• Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
• All equipment must be disinfected before and after use. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
• Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Extracurricular Activities
• During Phase 5, extracurricular activities and after school care will be available to students. The following guidelines will be put into place:
  ○ All gatherings, including those that occur outdoors should comply with current and future executive orders that set caps on congregations of people
  ○ If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering
  ○ Students and teachers should wash hands before and after every event
  ○ After-school programs may continue with the use of facial coverings

Cleaning Protocols:

During Phase 5 of the Michigan Safe Start Plan, the César Chávez Academy District will adhere to the following cleaning protocols (same as phase 4):
• Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
• Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
• Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
● Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
● Playground structures will continue to undergo normal routine cleaning.
● Each CCA School will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
● Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

**Transportation Protocols:**

During Phase 5 of the Michigan Safe Start Plan, the César Chávez Academy District will adhere to the following transportation protocols (same as phase 4):

● Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
● The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
● Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
● Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
● Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
● Students who are not allowed to board the bus will be held at the school until a family member or emergency contact is able to pick up the student. CCA will collect multiple emergency numbers and permissions for pick-up.
● If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above.
● If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
● Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
● Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.
● Contact will be made with all transportation companies that support the district to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan’s 2020 Return
to School RoadMap.

- A meeting will be held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.

**Medically Vulnerable Students and Staff Protocols:**

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work remotely. The School Leader, along with Human Resources, will begin the interactive process to make proper determinations about possible reassignment.

Employees should contact their school leader or human resources to begin the interactive process to determine what, if any, assignment changes can be made.

- If state and public health officials allow, determine a model for instruction that prioritizes face-to-face learning, especially for the youngest and most vulnerable students including:
  - Early childhood and elementary students
  - Students with disabilities
  - English learners
  - Migrant students
  - Students experiencing homelessness, temporary housing, or poverty
  - Evaluate the pros and cons of each plan and prepare a summary and recommendation for the Return to School committee

**Student Protocols:**
The César Chávez Academy 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 updating their care plans as needed to decrease their risk for exposure to COVID-19 as identified in more detail below:

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.
- Many of our attendance programs (ex. PowerSchool) store data regarding student’s medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy’s 504 coordinator. [TLG/Section 504 toolkit](#)
- [Individual Health Plan](#)
Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

Below is the César Chávez Academy District’s process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Self-Identifying for high risk as it applies to staff:
- Due to confidentiality, staff should communicate these unique health issues and/or concerns to the academy’s school leader.

Self-identifying for high risk as it applies to students:
- An option would be to send a questionnaire home regarding “student health” or underlying health conditions of students.
- Communication with parent/guardian(s) is Key. It is our responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

Additional Resources:
- CDC Guidance: How to Care for Children and Youth with Special Healthcare Needs in Emergencies
- CDC Frequently asked questions: How COVID-19 Impacts Children
- CDC: People Who Need to Take Extra Precaution During COVID-19

César Chávez Academy District will implement all Strongly Recommended Safety protocols in the Phase 5 Preparedness and Response Plan.
Mental & Social-Emotional Health Phase 5

The César Chávez Academy District is committed to implementing the support needed for mental health and will comply with the same protocols for Mental & Social-Emotional Health that were stated in this plan for Phase 4.

Mental & Social-Emotional Health:

The César Chávez Academy District will provide mental and social-emotional health services for students. CCA will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines. Mandated Reporter Resource Guide

- Elementary Screener (CPSS)
- How to administer and score CPSS

The César Chávez Academy District will establish and communicate guidelines to all staff regarding identification and rapid referrals of “at risk” students to the building-level support teams (Wellness and Response Team).

- Create a building level Wellness and Response Team with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)
- Create an adaptive Wellness and Response Team with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- Whole School, Whole Community, Whole Child (WSCC)

  - If you suspect a student has experienced grief, loss, and/or trauma during Covid-19 please use the referral form below to communicate with the mental health provider and Wellness Response Team
  - If a student or parent informs you that they would like to speak/ or have their child speak with the mental health provider please use the referral below

- Mental Health Support Guidelines
- Wellness and Response Team Referral Form

Each CCA School will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation
support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

The school social worker/counselor will provide ongoing trauma training as well as grief and loss training prior to and throughout the school year. In addition to webinars to assist with identifying and supporting our students during this pandemic.

- Daily SEL lessons
- Talking to Elementary and Middle School Students about Covid-19 Webinar
- Trauma Sensitive Schools Professional Development
- Grief Training for Staff
- Helping Children Cope with Changes Resulting from Covid-19
- CDC Information and Guidance

In order to support our students’ academic success as well as social-emotional health we must ensure that “we” are taking care of ourselves. Below are resources that the academy can use to assist with supporting teachers “self-care” and resiliency to prevent burnout.

Each CCA School will encourage its staff to speak with a mental health professional if they are experiencing burnout, please speak with your school leader regarding additional resources

- Mindful Teachers Self-Care Resources
- TED Talks Importance of Self Care Playlist
- A Daily Dose of Self-Care, Gratitude, and Kindness Blog
- Headspace for Educators Blog
- Skovholt Practitioner Professional Resiliency Self-Care Inventory
- Professional Quality of Life Scale

Each CCA School will identify a point person or establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

Guiding Questions and Resources

- Develop a communication plan regarding the services available? Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need (typically school leader) for “staff in need”?
- The Leona Group’s Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
  - You can call them at anytime: 1-800-96-HELPS (1-800-964-3577)
- Each CCA school social worker/counselor/designee will establish an access navigator to...
centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

- Maintain timely, accurate, and clear communication with district leadership
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers
- Ensure all communications are in both English and the home language. See the Translation Resources section on the MDE webpage
- Ensure teachers know and understand the school communication plan
- Consider a survey to gather information from parents, students and teachers (re: needs; in order to relay information deemed necessary to our stakeholders.

Each CCA School will establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member). This team is in charge of reviewing our emergency response plan for revisions and updates as well as enacting the plan in the case of an emergency.

The Leona Group Trauma Team is responsible for briefing staff and executing the Trauma Response Team plan which includes providing support for staff, students and families. The Trauma Response Team also plans professional development for staff around the topic of grief and trauma. See the attached Emergency Operations Plan which includes our Crisis Plan.

- CCALE EOP 2019-20
- Disaster Distress Helpline

The César Chávez Academy District will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

- Remote Learning Toolkit: Wellness

Grief work-it may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

- Understanding Grief to Better Support Students, Families and Educators
- Helping Kids Grieve (Resources best for Primary, Intermediate, and Parents)
- Help for Kids - Grief resources for Primary, Intermediate, Secondary Students and Parents
Helping Children and Teens with Loss for Secondary Students and Parents

Closure from last school year

- Acknowledgement of experience and feelings related changes due to COVID-19
- Remain calm and reassuring. Students will react to and follow your verbal and nonverbal reactions to the changes.
- Emphasize to your students that they are safe at school. Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts.
- Give students information that is truthful and appropriate for the age and developmental level of the child.

Day one to day three of SEL activities

- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills
  - Primary Template

Continued SEL/mental health services and build resiliency

- Community and trust building
  - Classroom meetings to set clear expectations
  - Guidance for adults facilitating these classroom meetings

The César Chávez Academy District will establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Provide resources for staff self-care, including resiliency strategies.

The personal impact on educators and other school staff will be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported.

- Several resources will be available for staff self-care, including resiliency strategies including the Employee Assistance Programs (EAPs)

The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening.
The Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.

You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**

**Identify gaps in resources**

The individual needs and concerns of school professionals should be addressed with accommodations made as needed (e.g., for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

**School Leaders**

- Will determine and share what resources are available in your community for staff self-care including resiliency strategies. *(As an example: Eaton RESA.)*
- **Identify gaps in resources**
  - The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (virtually) to engage and asset staff’s physical and mental health status. Ex. attending to staff well-being
  - This document (check in) can be created using google survey, survey monkey, etc.
  - In addition monthly resources should be distributed to ensure accessibility to “self-care” techniques and strategies.

- **Staff well-being**
  - Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan found here.

- Create opportunities for movement and breathing at staff meetings to model and emphasize healthy coping techniques
- Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
- Consider the integration of IDOE’s Science of Happiness into planned professional learning communities.
  - Access the course on Moodle here.
  - Learn how to enroll by watching this webinar.

- New Pedagogies for Deep Learning
  - Cultivating Well-Being in Challenging Times with Dr. Jean Clinton

Mental health concerns may surface or worsen during this crisis. Please use the linked resources if you notice behavioral changes in yourself, your student, or someone you care for.

- Symptoms of Depression
- Traumatic News Can Trigger PTSD-Like Symptoms
- Anxiety: Hiding in Plain Sight?

- National Suicide Prevention Lifeline: Chat from the website or call.
  - From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers." suicidepreventionlifeline.org/
  - You can call for the following reasons: 1-800-273-8255
● Suicidal thoughts
● Information on mental health/illness
● Substance abuse and/or addiction
● Help a friend or loved one
● Relationship problems
● Abuse/Violence
● Sexual orientation issues
● Physical illness
● Loneliness
● Family problems

Additional Resources To Consider
● Guidelines for Reopening Schools: An Opportunity to Transform Public Education
● Social Emotional Learning
● Mindfulness for Children

The César Chávez Academy District will designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

● The academy's chosen mental health assessment for students can be used as a progress monitoring tool (assessing student’s progress) regarding social emotional health. This tool should be administered every 4-6 weeks.
  ○ School Mental Health Referral Pathways (SMHRP) Toolkit (PDF)

The César Chávez Academy District will leverage MDE resources for student and staff mental health and wellness support.

● MDE School Mental Health Resources
● Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
  ○ Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis

● Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
  ○ Introduction to SEL
  ○ Integrating SEL Into Culturally Responsive Classrooms
  ○ Embedding SEL Schoolwide
  ○ Creating a Professional Culture Based on SEL
  ○ Trauma-Informed Support
The César Chávez Academy District will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserv that encompasses the members of the Wellness Response Team.

**Communication with parents and guardians, via a variety of channels: Phase 5**

- Maintain timely, accurate, and clear communication with district leadership
  - Consider scheduling recurring meetings within your district to collaborate on and discuss COVID hurdles that may arise as school is in session.
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers, and so on
- Ensure all communications are in both English and the home language. See the Translation Resources section on the MDE webpage
- Ensure teachers know and understand the school communication plan
- Consider a monthly survey to gather information from parents, students and teachers

The César Chávez Academy District will aid in the destigmatization of COVID-19:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.
  - Conversations about COVID-19
  - CDC Guidance to Reducing COVID Stigmas
  - COVID Bullying

CCA Schools will support staff with understanding normal behavioral response to crises:

- Commons behaviors and reactions from COVID-19

The César Chávez Academy District will utilize best practices resources to assist will talking through trauma with children:

- Nine Tips for Talking to Kids about Trauma
CCA Schools will provide positive self-care strategies that promote health and wellness.

- The school leader will give thoughtful consideration to these issues prior to staff returning to work and attending to staff well-being should be ongoing.
- Resource for training staff about COVID-19 and Staff Wellness.
- Mindful Teachers Self-Care Resources This site is continually updates with articles, videos, and resources to help teachers practice self-care.
- Headspace for Educators Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
- TED Talks Importance of Self-care Playlist.
- Daily Dose of Kindness Self-care blog.
- Skovholt Practitioner Professional Resiliency and Self-Care Inventory
  - A simple tool to guide professionals in the helping professions such as teaching and counseling self-reflect around four subscales: Professional Vitality, Personal Vitality, Professional Stress, and Personal Stress.
- Cultivating Well-Being in Challenging Times with Dr. Jean Clinton.
  - New Pedagogies for Deep Learning: Dr Jean Clinton, NPDL Special Advisor, shares her wisdom and thoughts about well-being, learning and life through this YouTube playlist.
Instruction Phase 5

The César Chávez Academy District’s outline of the plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan will be outlined in this section in each of the following subsections: Governance; Instruction; Communications and Family Supports; and Professional Learning.

Governance Protocols: Phase 5

Before reopening for the school year, the César Chávez Academy District created a Return to School District Committee, led by the District Director of Operations. The committee included a range of stakeholders that consisted of administrators, instructional coaches, teachers, office staff, and support staff. This committee met virtually via Google Meet, weekly, each Wednesday morning, from 11:00-12:00. Subgroups met via Google Meet, weekly each Wednesday morning from 9:00-10:00am to address specific areas in the plan. In addition, building level meetings took place once a week in June and twice a week, beginning in July to collaborate building a plan that fit the needs of each school.

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys, phone calls, and Facebook Town Hall meetings. The Academy’s remote learning plan was revised to incorporate feedback and input from stakeholders to improve its effectiveness. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return.

Based on the data collected from families in which a significant percentage of the CCA families preferred online learning for the fall, our district has decided to offer its families the options of virtual or in-person learning. The High School may offer a hybrid option, depending on data received closer to the start of school.

Instruction Protocols:

Whether our learning environment is remote, hybrid, or face-to-face our commitment to ALL students remains clear and we stand by our mission: “To provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respectfully in an inclusive environment.”

Our commitment to ALL students remains clear. For the 2020-21 school year:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
○ Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
○ Every student’s academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

In order to make sure expectations are clear to all instructional staff, admin will meet with instructional staff prior to students returning to review the following:

- **Best practices for blended or remote learning:**
  ○ Resources and refreshers on best practices will be provided to instructional staff.

- **Grade-level proficiencies:**
  ○ Monitored throughout the year, beginning with NWEA to assess students current level of understanding of all grade level material.

- **Modes of student assessment and feedback:**
  ○ In-person appointments for administering screeners, benchmark assessments, and NWEA at the school, use of Moby Max math placement assessment online as well as 1:1 online student assessing.

- **Differentiated support for students:**
  ○ Small group or 1:1 instruction, modified assignments/tasks,

- **The inclusion of social-emotional learning:**
  ○ Social-emotional learning will be embedded into class schedules. Social workers will collaborate with instructional staff on resources and provide support.

Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards.

- **Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.**
  ○ Grade level/Subject area teams will meet with administration to plan and pace the instruction around power standards in order to accelerate instruction due to loss of instructional time this past spring. Vertical alignment meetings will take place between grade levels to collaborate on standards that were missed or not assessed in the spring.

**Special Education**
The César Chávez Academy District is committed to providing equal access to all instructional programs to all students including students with disabilities regardless of the learning platform that is chosen by the family (in-person or online.) Students with disabilities will receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.

Before school starts, students’ IEPs and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students’ needs.

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education
- Schedules will be created to ensure that intervention and support services are put into place to meet the needs of all students.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students’ needs around accessibility and provide assistive technologies, where possible.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

- Screeners, benchmark assessments, and NWEA will be used to structure our intervention program.

CCA will remain connected with MDE about policies and guidance.

The César Chávez Academy District will engage in the following recommended protocols for PHASE 5 WHEN Schools Reopen for In-person instruction.

Instruction: Phase 5
- Ensure that every student:
  - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
  - Is assessed to determine student readiness to engage in grade-level content;
  - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
• Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

• Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

• Conduct a review of each student’s IEP in partnership with teachers and parents to reflect each student’s evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

• Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students’ needs.

• Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers’ and students’ familiarity with online learning in case of a return to remote instruction.

• Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.

• Support schools to communicate regularly with families in their home language about their child’s progress and the targeted plans for students in need of additional support.

**Communication and Family Supports: Phase 5**

Effective and ongoing communication is a critical component of managing any school crisis. Implementing specific communication procedures and protocols surrounding re-entry following COVID-19 school closures will allow staff, students, families, and the community to understand new and evolving actions put in place to continue the processing of educating students during these uncertain times.

• **Internal Communications**
  - The school’s plan for re-entry, including information regarding the health and safety measures being put in place, will be provided to all staff including detailed copies of all external communications for familiarization.

• **External Communications**
  - Stakeholders access information in a variety of ways. Our school uses a variety of communication tools to reach our audience including email, voice messaging, website, social media, and print copy mailings.
  - Families will receive information detailing the school plan for re-entry, including information regarding the health and safety measures being put in place. Health and safety posters illustrating proper personal hygiene/hand washing while at school will be posted for students and staff. Information on school exclusion rules will be posted on the school’s web page and in other communication. Communication will also detail information about schedules, assessments, curriculum and grade level proficiencies.
The César Chávez Academy District values parents as partners in their child’s education and will provide families with the following supports:

- Training on how to access and use Google Classroom, Class Dojo, SeeSaw, PowerSchool, Zoom and any other digital system that the school decides to engage with
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their children
- Opportunities to build digital literacy skills
- Parent resources will be delivered through a variety of modes such as; online parent workshops, video demonstrations, flyers, and phone communication
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
- Ensure our teachers know and understand the school communication plan
- Strategies to support their child’s learning at home

A marketing plan has been established that determines who will issue information to key audiences (staff, families, students, public). A central point of contact is vital to assuring key messages are accurate and consistent. This plan determines what central and supporting messages need to be drafted and sent. The central message will always be tied to student, staff, and community safety. The plan determines when information will be shared. District and building communications are aligned, vetted, and shared consistently to avoid confusion and anxiety. The plan finally determines methods for providing new information, housing archived information (central website location with clear links recommended), and reaching special populations (Language and Accessibility).

We will provide support for our families by including contact information and clear expectations for the routing of student and parent questions and concerns. This contact information will be posted as part of all COVID-19 related information. An expectation for a quick turnaround time as it relates to communication will be established and maintained.

**Professional Learning Protocols: Phase 5**

Each CCA School will provide professional development to staff before reopening.

Training opportunities will include:

- Professional Learning Communities focused on:
  - Curriculum Planning
  - Differentiated Instruction to meet needs of students
  - Analyzing and responding to data
Strategies for gap closing

- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)
- Growth and development of the CCA staff is a priority and we encourage our educators to take advantage of other professional development opportunities by continually updating and sharing available options within our Professional Development Toolkit.
Operations Phase 5

Facilities Protocols: Phase 5

The César Chávez Academy District will continue to emphasize the importance of sanitization of the building and facilities. Cleaning the building in Phase 5 will mirror all the cleaning in Phase 4 to ensure that a safe work and learning environment continues. All surfaces will be disinfected nightly in each classroom and office space.

Budget, Food Service, Enrollment and Staffing: Phase 5

The César Chávez Academy District will follow through with Budget, Food Service and Staffing protocols followed in Phase 4.

Technology Protocols: Phase 5

The César Chávez Academy District will follow through with Technology protocols followed in Phase 4.

The César Chávez Academy District will also consider implementing live streaming of classrooms and online learning options for students who are medically vulnerable.

Transportation Protocols: Phase 5

The César Chávez Academy District will follow through with Transportation protocols followed in Phase 4.
Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board Directors in time for approval by authorizer or seven days before the first day of school, whichever comes first.

Date of Approval by the PSA Board of Directors: 8/13/2020

Link to the Board Meeting Minutes or Signature of Board President:

Date of Approval by the PSA Board of Directors: 8/13/2020

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

https://www.chavezacademy.com/
https://www.chavezvernor.com/
https://www.chavezmartin.com/
https://www.chavezgoldsmith.com/
https://www.chavezwaterman.com/

The Preparedness Plan will be collected by the authorizing body for public school academies for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district’s/PSA’s website home page no later than August 17, 2020.

Name of District/PSA Leader Submitting Plan: Dr. Juan Martinez

Date Received by the Authorizing Body:

Date Submitted to State Superintendent and State Treasurer: