

# **Chelsea School District**

## **Return to Learn and Continuity of Services Plan**

### ***Plan enacted and approved:***

Spring 2020

### ***Plan revised and updated:***

Spring 2020 through Spring 2021

### ***Plan Revision Dates:***

Spring 2021 through current

Last revision with public comment (*April 22nd, 2024*)

On March 11, 2021, the American Rescue Plans (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation awarded grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

This plan describes how the Chelsea School District will continue to provide a safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. This report complies with all reporting requirements of the ARP Act (Public Law 117-2), the ESSER III grant terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the United States Department of Education, 86 FR 21195.

The Chelsea School District was in-person for the entire 2021-2022 school year. If new or continuing pandemic concerns arise, the district will make every effort to maintain in-person instruction during the 2022-2023 school year.

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The Chelsea School District will continue to prioritize full, in-person teaching and learning, providing the greatest benefit to students. Ensuring that this can happen consistently and safely during each school year, the Return to Learn Plan provides guidance to ensure that COVID-19 prevention and mitigation measures are implemented to foster optimal learning environments while simultaneously ensuring the health and safety of students and staff.

*Please Note: This plan may change and evolve as knowledge changes surrounding current and potential variants or if the risks of severe disease, hospitalizations, or death increase. The plan may*

also need to vary based on in-school COVID-19 activity and outbreaks. If such changes are necessary, transition time may be needed to allow the district or building to make adjustments to mitigation strategies. Periodically, but not more than every six months during the life of the grant, the plan will be reviewed, and updates will be completed if deemed necessary.

Supporting Documents: [MDE and MDHHS “Managing Communicable Diseases in Schools”](#)  
[MDHHS Readiness, Response, Recovery Cycle](#)   [CDC Community Levels](#)   [Mi Safe Start Map](#)

The CDC will determine the COVID-19 community level for the county. Based on the community COVID-19 level, as determined by the CDC, the Chelsea School District, in consultation with MDHSS and WCHD as necessary, will determine the number of mitigation strategies to implement to foster optimal learning environments while ensuring students and staff's health and safety.

***The district will comply with any and all local, state, and federal mandates/orders.***

The following plan outlines measures for the CDC COVID-19 Community Levels of low, medium, and high.

The levels do not apply in situations of COVID-19 outbreaks in schools, classrooms, or athletics.

Low	Medium	High
<b>In-person learning continues</b>	<b>The following mitigation strategies may be enacted.</b>	<b>The following mitigation strategies may be enacted.</b>

### **Guiding Principles**

- Maintain positive relationships and connections with our students and their families. Student social, emotional, and physical well-being is our most important outcome
- Provide relevant, engaging, student-centered learning options that are clearly communicated, accessible by all students, and do not overwhelm students, families, or staff
- Work together to support our students, family, community, and each other during this unprecedented and trying time

### **Modes of Access**

Chelsea School District will primarily utilize a digital media delivery system. All students and instructional staff have district-assigned devices that have been distributed to families. The following steps have been or will be taken to address internet access issues:

- Surveyed families regarding their ability to access electronic instruction and consulted with service providers for areas with unreliable internet access.
- Installed wi-fi hotspots on the outside of all school buildings so that students and families can access materials from the parking lot.
- Wi-Fi hotspots should be placed in areas that do not have access to the internet.

To monitor student needs for delivery, we will contact families via email, online platforms, or phone calls to ascertain their ability to access instruction at this time. For those students who are unable to access the materials digitally, we will distribute hard copies of materials using the process described below. We recognize a student's ability to access materials may change throughout the crisis. We will continue to monitor this through feedback processes in our instructional plan.

All materials necessary to engage with the instruction will be included in the weekly digital and hard copy distribution or available on student devices without access to the internet. If a family cannot access basic learning supplies (paper, pencil, crayons), the district will provide them.

Families will be provided with Help resources for navigating utilized platforms, accessing and working with instructional materials, and eliciting further support if necessary. These resources will be provided in multiple formats (online, paper copy, etc.).

### **Keeping Students at the Center of Learning**

- **Initially**

- Staff will contact every student/family to check in to see how they are doing and ascertain their ability to access the Internet. Contacts will be attempted via email, online platforms, or phone calls. Based on this information, we will know how each family plans to engage with instructional materials and can address any needs that arise.
- Student Support Service teams will do additional checks with students and families who are receiving support services (i.e., special education, EL, at-risk, intervention, etc.)
- Families who are not able to be reached will be passed on to building administrators and student support teams to pursue contact.

- **Ongoing**

- Each building has a plan for maintaining ongoing 2-way communication with students.
  - North Creek & South Meadows
    - Teachers will make 2 contacts/week to connect socially and emotionally with each student and family. This includes one individual contact/week to each student via SeeSaw, email, or phone, and one opportunity for "live" class check-ins via Zoom via video or phone. The intent of this contact is 2-way communication.
    - Students receiving support services (Special Education, EL, At-risk, etc.) will receive additional contacts from a support team member.
    - Teachers will document these scheduled communications and pass along any potential concerns that arise from check-ins and students/families that were not reached.
    - Follow-ups will be done by administrators along with student support teams.
    - Additionally, families are able to email or call staff outside of these contact times for questions or support and will be responded to within 24 hours during the work week.

- Feedback from families will be elicited periodically via survey to check in on how things are going at home so that we can adjust our plans accordingly
- Beach Middle School & Chelsea High School
  - Teachers will make 1 individual contact/week to connect socially-emotionally with each student in their assigned class via email, LMS, or phone. While teachers will be available for all of their students, weekly check-ins with this specific group will be more targeted to elicit how students are doing socially-emotionally and with remote learning in general. The intent of this contact is 2-way communication
  - Teachers will also have “live” office hours where they will be available via Zoom with call-in options for students to get support from teachers in “live time.” A regular schedule of office hours will be posted and communicated to students and families.
  - Students receiving support services (Special Education, EL, At-risk, etc.) will receive additional contacts from a support team member
  - Teachers will document these scheduled communications and pass along any potential concerns that arise from check-ins and students/families that were not reached.
  - Follow-ups will be done by administrators along with student support teams.
  - Additionally, families are able to email or call staff outside of these contact times for questions or support and will be responded to within 24 hours.
  - Feedback from families will be elicited periodically via a survey to check how things are going at home so that we can monitor and adjust our plan.

Student health and well-being will also be addressed as a key aspect in weekly instructional materials through providing activities for students and resources for parents. See more information on this in this plan's Managing & Monitoring Learning and Mental Health & Wellness sections.

### **Methods of Delivery**

Chelsea School District will deliver content via both digital and hard copy means.

#### **For digital media delivery**

- Instructional materials will be delivered via platforms that students and families are comfortable with using (Y5-5th grade-SeeSaw, 6-12th-Canvas, or Google Classroom) or email if that is the preferred mode of delivery.
- Instructional materials will be made available to students at a set time each week (Monday, 8 am) and will include all instructional materials for the week.
- All materials will provide options that are downloadable so that it is possible for families without reliable internet access, if they choose, to drive to one of the provided hotspots, access all of the materials for download to their device, and return home with all materials for the week.

- For families who opt for digital delivery, work submission would be done via these same platforms or email.

**For hard-copy media delivery,**

- Teachers will create Hard copy packets from instructional materials uploaded on Monday morning.
- Families will have a choice in how they receive packets
  - Packets will be available at food pick up on Monday morning
  - Home delivery will be made available for families who need this option and for families with whom we have been unable to contact.
- Work will be submitted through these same means. Hard copy submissions will then be scanned and sent electronically to teachers. This hard copy media delivery process will use recommended practices for social distancing to mitigate the spread of COVID-19.

Instructional materials will provide flexibility in how and when students address outcomes. Weekly instructional materials will be distributed on Monday, allowing students and families flexibility and in how and when they engage in the work. Instructional experiences will employ Universal Design for Learning principles to attend to various learner needs. Emphasis will be placed on offering students opportunities for choice in activity, topic, and/or ways to show their learning to maximize opportunities for students to engage in the most appropriate, interesting, and authentic ways.

Families will be supported in supporting their children through multiple ways, including:

- Sample schedules and resources for talking to students & families about how they may organize instructional time
- Help resources for navigating utilized platforms and accessing and working with instructional materials provided in multiple formats.
- Supplemental ideas, recommendations, and resources for supporting social, emotional, physical, and academic needs
- Regular, consistent routines for distributing information and providing feedback via multiple platforms
- Clear channels for eliciting support and providing feedback.

Throughout this process, we will actively monitor who is accessing instructional materials via electronic logs, submissions, and staff check-ins. For students who are not accessing instructional materials, we will make every effort to make contact to address them as best we can.

**Managing & Monitoring Learning**

**Recommended Instructional Times:**

Grade	Minimum	Maximum	Recommended Length of Sustained Attention
Y5	20 minutes per day	60 minutes per day	3-5 minutes

K	30 minutes per day	90 minutes per day	3-5 minutes
1-2	45 minutes per day	90 minutes per day	5-10 minutes
3-5	60 minutes per day	120 minutes per day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 35 minutes/day Total: 210 minutes/day	1 subject area or class

- **Platforms & Materials**

- Instructional materials will be distributed on Monday mornings via the methods described above.
- All materials necessary to engage with the instruction will be included in the weekly digital and hard copy distribution or available on student devices without access to the internet. The district will provide basic learning supplies (paper, pencil, crayons, etc.) if a family cannot access them.

- **Instructional Planning**

- The focus during the closure is on essential skills and standards at each grade level. These skills and standards will reflect Michigan Academic standards along with social-emotional, health & wellness, and 21st-century skills.
- Building grade-level and departmental teams will meet to identify essential skills and standards and collaboratively plan for common instructional experiences
- Instructional experiences will employ trauma-informed practices and Universal Design for Learning principles to attend to various learner needs. Emphasis will be placed on offering students opportunities for choice in activity, topic, and/or ways to show their learning to maximize opportunities for students to engage in the most appropriate, interesting, and authentic ways.
- Special education and support staff will be involved in developing instructional materials for the week. If a student's needs cannot be met through this plan, compensatory education may be considered.

- **Family Engagement**

Families will be supported in supporting their children through multiple ways, including:

- Sample schedules and resources for talking to students & families about how they may organize instructional time
- Help resources for navigating utilized platforms and accessing and working with instructional materials provided in multiple formats.
- Supplemental ideas, recommendations, and resources for supporting social, emotional, physical, and academic needs

- Regular, consistent routines for distributing information and providing feedback via multiple platforms
  - Clear channels for eliciting support and providing feedback.
  
- **Monitoring and Feedback**
  - Teachers will monitor student access and level of engagement on a weekly basis.
  - Feedback will be given on assignments as they are submitted via the online platform, email, phone, or hard copy delivery.
  - Feedback will focus on the continuation of learning and provide connection, care, and encouragement to students to continue to engage with learning
  - Grades will not be given during this time. Secondary report cards will carry designations of Record-Co-vid or No Record-Co-vid based on engagement with instructional materials. Elementary report cards and progress reports for students with IEPs will be adapted to reflect the remote learning period.
  
- **High School Credit and Plan for Seniors**
  - **9th-11th Grade -**
    - Students who complete Trimester A of required courses will receive full credit towards MMC completion in core areas.  
*Per the Executive Order*
      - *“Districts are encouraged to award credit based on prior learning and content mastery and/or utilize project-based learning, a portfolio/resume approach, or a culminating activity.”*
      - *“Students and families may not be penalized for an inability to participate in the continuity of learning plan.”*
    - Instruction for the 20-21 school year will be adapted in order to incorporate missed curriculum.
    - Students will have access to Michigan Virtual University courses to “make up” missed instructional content during trimester 3. No credits will be attached to these courses.
  - **12th Grade -**
    - Students who complete Trimester A of required courses will receive full credit towards MMC completion in core areas.
    - Seniors on track to meet graduation requirements before March 11<sup>th</sup> will be determined eligible to graduate.
    - Seniors who were not on track to meet graduation requirements prior to March 11 will be identified via Student Services, and individual plans will be created for those students to have the opportunity to obtain credit.
    - There is an expected level of engagement for senior students to participate in the learning plan developed. Designations of Record-COVID and No Record-COVID for each course will be recorded on transcripts for third-trimester classes based on the student’s engagement with the instructional materials.

- **PD Needs** - The following topics have been identified as professional development needs. A plan is currently being developed to address these via various sources and modes.
  - Utilizing trauma-informed teaching practices in remote learning
  - Universal Design for Learning in Remote Learning
  - Supporting Social-Emotional Health in Remote Learning
  - Building Capacity with Online Tools
  - Building community in remote learning
  - Supporting students with disabilities in remote learning
  - Designing effective instruction in remote learning

### **Communication of Plan to Students and Families**

Communication will take place at the District and Building level using a variety of means. These will include email, district web pages, social media sites (e.g., Facebook and Twitter), electronic bulletins, phone blasts (School Messenger), and local media. In addition, Student Support Teams will reach out to families who receive special services to inform them of the plan. Ongoing communication will take place using these same means and include the weekly communications mentioned at the individual staff member level.

### **Dual Enrollment / CTE Course Completion Plan**

- Chelsea School District has dual enrollment students at various schools such as Chelsea High School, WCC, Eastern Michigan, etc., and these schools have moved their courses online. The District is following up with students to make sure that they have access to complete these courses in that capacity. The District provided Chromebooks for students who need greater access.
- For CTE, Chelsea School District is aligning efforts with SWWC and the consortium districts for instruction aligned with CTE. This includes the ability for some of the District “certificate bearing” CTE programs to operate online for part of their instructional model.

### **Opportunities for Meaningful Work for Paraprofessionals:**

- Joining class meetings and learning platforms
- Weekly team meetings with the principal
- Copying work packets
- Distributing work packets
- Doing video read-alouds

### **Evaluating Pupil Participation**

Student participation will be evaluated based on logs of contacts, submissions, communications, and logins to digital platforms. Teachers will pass on any potential concerns and students/families who are not participating via contacts and submissions. Building administrators will monitor participation via



digital platforms. Follow-ups will be done by administrators and student support teams to provide any needed support.

Additionally, clear channels and opportunities for feedback from families and students will be set up to check in on how things are going at home so that we can monitor and make adjustments to our plan

### **Mental Health and Wellness**

To maintain a connection to existing supports that were in place prior to the closure of school buildings, our district has created a path for families to connect with professional, certified staff who provide support services to families at the school level. This support will utilize, as appropriate, numerous communication vehicles, additionally providing pupils and parents or guardians direct access to school and community mental health support services and resources.

As new students are identified, our professional, certified staff will connect with them and provide the above named support. Our district will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD). The district will continue to maintain open access to digital resources for all stakeholders within the school district (Students, Families, and Staff).

The following plans are in place for monitoring and addressing mental health needs:

#### **District-wide:**

- Spreadsheet created to track at-risk families district-wide.
- Weekly check-in with all students.
- Mental health resources are posted for staff and families.

#### **Building Plans:**

- **North Creek**
  - All Staff Check-ins of students and their family environments
  - Special Education check-ins
  - New concerns spreadsheet to be shared with the building level teams to deliver supports
  - Weekly SEL Lessons for all families (PreK-5)
  - Resources shared with staff and families
- **South Meadows**
  - All Staff Check-ins of students and their family environments
  - Special Education check-ins
  - New concerns spreadsheet to be shared with the building level teams to deliver supports
  - Weekly SEL Lessons for all families (PreK-5)
  - Resources shared with staff and families
- **Beach Middle School**
  - All Staff Social and Emotional check-ins, including special education

- Review and check in with a list of check-ins, adding to the list as they are identified
- Coping skills via Peer to Peer are being shared.
- Mental health resources shared with staff and families
- Calm app added to iPads
- **Chelsea High School**
  - Weekly Student Services meeting
  - Maintained S.S. agenda each week
  - At-risk students have all been/are being communicated with by appropriate staff
  - Weekly teacher-provided referrals each week according to “no responses” and concerning responses
  - We are still in the process of “outside the box” support (care packages, resource information in lunches, etc.)
  - Mental health resources shared with staff and families