



César Chávez Academy District Continuity of Learning and COVID-19 Response Plan

Assurances

Date Submitted: April 13, 2020

Name of District: César Chávez Academy District

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

District Code Number: 82918

Email Address of the District: juan.martinez@leonagroup.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body (if applicable): Saginaw Valley State University

César Chávez Academy District hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. César Chávez Academy District assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. César Chávez Academy District assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. César Chávez Academy District assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. César Chávez Academy District assures that food distribution has been arranged for or provided for eligible students.
5. César Chávez Academy District assures coordination between applicant and Wayne RESA in which the District/PSA is located to mobilize disaster relief child care centers.

6. César Chávez Academy District assures that to the extent practicable the Academy will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. César Chávez Academy District assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the César Chávez Academy District's website.

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each César Chávez Academy District is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

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In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/ PSA Response:

As César Chávez Academy District embarks on this Continuity Plan, the district is committed to delivering content that follows 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 will utilize a blended approach to provide

instruction to our students. This blended approach will allow us to reach all students, regardless of WiFi access, technology access, and access to resources. All students will have access to Hard Copy Media and Digital Media. Students and parents will have the option to choose whichever media meets their needs as well as their resources. César Chávez Academy District will make every effort to ensure that all forms of instruction are available to our families. If a family is unable to connect via technology, instructional staff will reach out via telephone, thus ensuring that all students are connected educationally.

The elementary and middle school instructional staff will utilize printed work packets. These will be mailed home, ensuring that all students receive work. In addition, school supplies, including scissors, crayons, pencils, etc., will be sent home. High school level teachers will have autonomy to determine if they using extended response questions, essays, or extended projects for learning activities. All school have scheduled mailings, ensuring that families receive the resources in a timely manner.

Families received technology accessibility surveys. For those students that have internet access, but don't have a device, devices will be made available. All schools have been distributing Chromebooks and charging cords to families. The High School has been distributing calculators as well. Information about free or low cost Internet service has been distributed to families when the devices are picked up. These technology distributions coincide with the food distribution days, so that families are able technology at the same time they pick up the breakfast and lunch bags for the students.

The following technology resources will be utilized:

- At the elementary level: RAZ Kids, MobyMax, ReadyGEN, Prodigy, Mystery Science, Writing City to deliver instructions through those platforms in addition to Google Classroom for students able to utilize online instruction
- At the middle school level: Google Classroom enhanced by the following resources - Pear Deck, Zoom, Brain Pop, IXL, Exact Path, Flip Grid, Study Island, Reading IQ, Rozzy Learning, Junior Scholastic, Instagram
- At the high school level: Google Classroom, PLATO, NewsELA, Khan Academy, Read 180

For more information regarding the specific plan at each school, please follow the links below:

- [Cesar Chavez Academy Lower Elementary Plan](#)
- [Cesar Chavez Academy Upper Elementary Plan](#)
- [Cesar Chavez Academy Elementary East Plan](#)
- [Cesar Chavez Academy Middle School Plan](#)
- [Cesar Chavez Academy High School Plan](#)

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

The César Chávez Academy District remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, CCA is utilizing the following:

- Schools have developed plans for student learning. These plans build on individual students' strengths, interests, and needs and using this knowledge to positively affect learning.
- At the elementary level, schools have developed weekly plans and schedules that offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- At the middle school level, teachers will host weekly grade- level social hours for student questions and supports.
- Instructional staff will use whatever means necessary to maintain active connections with their students. For those families with Internet access, staff will connect weekly via Zoom meeting. In addition, the Class Dojo and SeeSaw platforms will be used multiple times throughout the week, and used with an emphasis on building relationships and maintaining connections. Teachers will post live videos and/or pre-recorded videos weekly on Google Classroom, Instagram, or other virtual meeting space
- If students do not have access to technology, teachers will include a letter to students in their instructional packet that focuses on building relationships and maintaining connections. Instructional staff will call students who are utilizing hard copy media at least once a week.
- CCA will continue building school wide community through Monthly Newsletters that will be mailed out to families and posted on Class Dojo and Facebook. Office staff will also maintain communication with families via bi-weekly phone calls home.
- At the high school level, students will connect to the learning community by:
 - Holding weekly meetings for students, hosted by our Dean of Students and other administrators
 - Each teacher is expected to communicate to their students through Google Classroom and/or email weekly.
 - Providing counseling and social work services, to students, by the certified school social worker, as well as our community partner, Southwest Solutions and CHASS.
 - Providing students additional support through the Dean of Students, Grade Level Mentors, Counselor, and Administrative team.

- The High School will keep parents informed, by holding weekly parent meetings through Facebook Live, with our Parent/Community Liaison, Dean of Students, and other members of the administration team.
- Updating the official Social Media pages to include valuable school updates to our students and parents.

In order to have an instructional staff that is able to meet the needs of their students through these new methods, the district is providing ongoing professional development. In addition, instructional staff meets virtually with school leadership and with grade level/content teams so that planning the use of best practice distance learning strategies can be accomplished.

Social workers who are reaching out to families and providing wellness services, using both virtual and traditional communication methods.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

The district is utilizing both hard copy and digital media in order to meet the needs of all pupils. The district has used surveys to determine how many students have adequate online technology. The estimated results are as follows:

- CCA Lower Elementary
 - 80 students- packets only
 - 367 students- combination of packets and online
- CCA Elementary East
 - 50% have access to technology
- CCA Upper Elementary
 - 70% have access to technology
- CCA Middle School
 - 70% have access to technology
- CCA High School
 - 93.9% have access to technology

Those students who have limited or no access to technology, WiFi, and other online resources receive hard copy instructional materials in the form packets and workbooks. These packets are differentiated to meet the specific needs of students. In order to maximize accessibility, packets are both mailed home, and are available for pick up during food distributions. Resources for organizing learning at home have been distributed via the school's website, email, text, and hard copy. Instructional staff reaches out via telephone weekly to students, ensuring that each student is provided assistance regardless of access to technology.

For those students who have access to technology, content is delivered through Google Classroom. This platform enables two-way communication between students and instructional staff. Teachers are able to supplement core instruction with videos, Facebook Live classes, and Q & A sessions.

Students continue to receive school supplies, which are given out during food distributions. In addition, Chromebooks continue to be available for pick up at all schools.

EL students are supported by the district's ESL support staff, including bilingual paraprofessionals who continue to adhere to their caseload schedules. The district maintains a list of personnel able to assist with translation during calls or online conferencing with families who have a language barrier.

Special education teachers have developed individualized student distance learning plans for the students on their caseload. These plans provide accommodations and support to special education students in accordance with a given student's current IEP.

- [Special Education Distance Learning Plan](#)

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society.

At the elementary school level, teachers will 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 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.
- 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.
- For students with technology, 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 SeeSaw/Class Dojo and feedback will be provided by the same platforms. For students with technology; students will be assessed for learning through lessons assigned on I Know It, Moby Max and Kids A-Z. Teachers will provide feedback to students via dojo and phone calls home.

- For students with only phone access; students will take a picture of each page completed from the instructional packet and share it with teachers via Class Dojo. Teachers will provide feedback via Class Dojo messages and phone calls home.
- For students with no technology, and only a landline; students will be able to turn work into a work bin on meal delivery days. This work will be scanned to teachers and teachers will provide feedback via notes and send packet back to students via mail. Teachers will also reach out to students via phone conference.
- Teachers are expected to hold phone weekly conferences with students. A weekly communication log will be kept by teachers and shared with administration to keep track of student progress, family needs and well-being.

At the middle school level, the emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

- All staff will provide instruction through hard copy and digital media platforms. This work will be reviewed and monitored by the instructional coach to ensure that it is Common Core aligned and grade level appropriate.
- Teachers will engage in a continuous feedback and monitoring cycle which will focus on the continuation of learning and prioritize the connectedness and care for students and staff. Teachers will focus on providing actionable feedback to all students.
- Teachers will track student engagement and performance through the use of shared Google Sheets and Power Teacher Pro. These grades will be evaluated with an understanding that our students no longer have access to the level of support that they would have during regular school sessions. As such, grades will be weighted against this knowledge.
- Teachers will continue to assess student learning in order to plan necessary supplemental lessons and/or follow-up instruction and to determine the potential need for summer learning opportunities.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- Ideally, all of our students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting student learning progress. Students are expected to continue with the learning activities assigned during remote learning. We call on educators to be mindful of the impact of time on tasks, time on screens, and time on reflection during this pandemic.
- Quarter 1 through Quarter 3 grades will be entered according to our school policy. Quarter 4 grades, or those earned during school closure time, will be entered on a pass/fail basis.
- Students who were at risk of retention will be identified following our school policy and individual meetings between those parents will be held virtually. Students will be encouraged to earn a passing grade for Quarter 4 through use of either hard copy media, mixed media, or digital media platforms, whichever method works best for our students.

- Teachers will engage in weekly grade-level meetings with their school leadership team. In addition to weekly meetings, collaborating teachers will engage in daily check-ins to ensure common planning in occurring.
 - 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.
 - Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
 - Special education and EL staff will conference with their caseload at least once per week, unless student need determines a different conference schedule
- Teachers will provide families with weekly updates regarding their child’s academic progress. This may include:
 - Utilizing Parent Portal of Power Teacher Pro to review student grades
 - Utilizing Google Classroom to demonstrate grades and feedback
 - Weekly summaries of content covered, current level of student understanding, and suggestions for extending the learning using evidence of learning.
 - Communication of any pertinent assessment data along with an explanation of next steps (if necessary)

CCA High School teachers will provide instruction and feedback by utilizing Google Classroom and provide credit for assignments through our PowerSchool application.

- Students will be able to obtain all of their second semester credits on a Pass/Incomplete basis.
- In place of a failing grade, the student will receive an “incomplete” (I), at which time, the student will need to take the course in Summer School or Credit Recovery the following school year to earn the missing credit. So that no student is penalized in accordance with the Governor’s Executive Order 2020-35.
- The administrative team will continue to monitor teacher lesson plans and all teacher-created Google Classrooms to ensure that learning opportunities are provided, engaging, and aligned to the Common Core State standards.
- CCA High School will continue to hold weekly student, parent, and teacher meetings to ensure that all stakeholders have opportunities to provide feedback, ask questions, and collaborate during this unprecedented time of transition to distance learning.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

CCA District Budget

I. CCA Lower Elementary

A. Technology- \$14,595 (laptop for Instructional Coach, All in One Scanner for Office Manager, 50 Chromebooks for student use, 5 Hot Spots)

- B. Student Supplies- \$1,905 (white boards, white board markers, crayons, scissors, glue sticks, page protectors, pencil sharpeners, 2 dice per student, writing paper, ziplock bags)
- C. Mailing Costs- \$2694 (postage and envelopes)
- D. Printing Costs- \$1300 (paper)
- E. Budget Sources: General Budget, Title I, Title IIA, 31A, Section 41

II. CCA Upper Elementary

- A. 120 new chromebooks - Funding for Chromebooks comes from a combination of 31a and Title I funding
 - i. Title I- \$ 12,853 for 60 chromebooks
 - ii. 31a- \$20,810 for 60 chromebooks
- B. Hard copy packets: Each packet will be around 55 pages front to back. This calculates to approximately 24,000 pages of paper per packet distribution for 3 grade levels. Postage and toner add additional costs.
- C. General Budget
 - i. Paper for Packets: \$1,500 for one pallet of paper
 - ii. Toner Cartridge: \$200 dollars for two toner cartridges
 - iii. Postage for 6 packets (\$1400 each) - \$8,400
- D. Supplies for Students
 - i. Colored Pencils: \$550
 - ii. Spiral Notebooks: \$520
 - iii. Erasers: \$50
 - iv. Pencils: \$500
 - v. Pencil Sharpeners: \$200
- E. Lunch Service: Paying employees to serve lunch through the summer
 - i. 2 employees \$250 per week/ 30 weeks, \$15,000
 - ii. 2 employees to construct packets for the week of April 6-April 10th \$1,500

III. CCA East

- A. The budget will include costs for developing packets for students/parents to take home, additional technology equipment resources for staff or students, additional software purchases for student access, internet connectivity equipment and/or service agreements, etc... It will not include additional staffing costs, unless programs are added for support staff that will incur additional work hours beyond their normal schedule currently being paid.
- B. Included in budget
 - i. Purchase of learning supplies such as paper, pencils, crayons, etc. - \$500
 - ii. Printing costs (paper and machine copy cost) - \$750
 - iii. Mailing costs (envelopes, postage) - \$2000
 - iv. Cost of online instructional platform and any related software/websites - \$1000
 - v. Hot spots/connectivity - \$500

- vi. Devices - \$1000
- vii. Maintenance of devices - \$500
- viii. Increased WI-FI capacity - \$500

C. Budget Sources

- i. General funds
- ii. Title I and 31a

IV. CCA Middle School

A. Technology

- i. New Student Chromebooks with Google and carts- \$27,000 comes from Title 1
- ii. Dell Laptops for Staff and Carts- \$70,000 + \$2400, comes from a combination of Title 1 and Title 31a
- iii. 4 printers for Remote printing: \$640 and \$400 to toner cartridges
- iv. Printer paper \$1200 per pallet, to be used for printing packets
- v. 4 mobile Hot Spots, approximately \$700 for the year

B. Teacher and Student Supplies and Manipulatives

- i. Remote Teaching Supplies (white boards, white board markers, crayons, scissors, page protectors, writing paper)- \$3000, comes from a combination of Title 1 and Title 2a
- ii. Remote Student Learning Supplies (Paper, Pencil, Pencil Sharpeners, Erasers, notebooks, etc).- \$4000, comes from a combination of Title 1 and Title 2a

C. Hard Copy packets being supplied to all students based on grade level, will be sent out every 3 weeks

- i. Workbooks for 6-8th grade- \$8500 (Postage included), comes from a combination of Title 1, Title 2a and Title 31a
- ii. Leveled Readers for At-Home Reading- \$5000, comes from a combination of Title 1, Title 2a and Title 31a

D. Additional Online Resources

- i. Online Subscriptions to IXL - \$6000, comes from Title 1

V. CCA High School

- A. Using grant budget flexibility, CCA HS updated its grant's budget to support the acquisition of technology and hot spots for students as well as software such as GoToMeeting to hold weekly student meetings and StreamYard to hold weekly parent live Q/As
- B. Title 1 =Amended budget to allocate \$34, 342 to purchase 100 additional Chromebooks, with charging carts
- C. Title IIA=Amended budget to allocate \$36,912 to purchase an additional 110 Chromebooks, with appropriate software, and charging carts
- D. Title IV=Amended budget to allocate \$10,500 for Mobile internet hotspots, estimated 50 devices, \$50/device, plus service \$35/month, 6 months
- E. General Budget: We will keep a detailed spreadsheet of additional supplies deemed necessary to support learning, during this time in which the building is closed, due to Covid-19 protocols.

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

César Chávez Academy District administrators collaborated to create our district plan in a series of online meetings with School Leaders, Instructional Coaches, the authorizer Saginaw Valley University, and our management company, The Leona Group. Each school's administrative team hosted online meetings in which all instructional staff were invited to provide input and share their ideas. Once the learning plan is completed, we will hold a virtual Board meeting, on April 16, to gain board approval of this learning plan.

Our district values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop a comprehensive plan for providing continuity of learning.

Examples of stakeholder groups to consider/include their thinking, input, feedback, voice, etc.:

Local School Board Members

District Administrators and Staff

Building Administrators (Elementary, Middle, and High School)

Teachers

Social Workers/Counselors

Union Leadership

Technology Department Staffers

Parents

Students

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

Once the César Chávez Board of Directors has adopted our district plan, a District wide parent communication will be sent in a variety of manners including written notification, a digital dialer phone call, email, social media, and virtual student and parent meetings. Also, once the district plan is approved, it will be accessible at www.chavezacademy.com/cip.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

César Chávez Academy District plans to implement the plan starting on Friday, April 17, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

Students dually enrolled in college courses have been given all the technology that their respective instructors and postsecondary institutions have suggested they have in order to complete coursework. CCA High School has provided these students with Chromebooks, calculators, and WiFi connection through Xfinity public hot-spots. CCA High School is following the guidance from its postsecondary partners (University of Detroit-Mercy, Henry Ford College, Wayne County Community College District, and University of Michigan-Dearborn) and adhering to their policies regarding the distance learning expectations for the remainder of the 2019-20 school year. Students unable to meet the adjusted requirements for the semester will receive an "Incomplete" for the particular course; however the college and universities are committed to supporting the students to resolve the incomplete once it is safe to do so.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

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 current distribution plan includes 5 site(s), on the following days of the week Monday and Thursday from 8am-1pm. Students are provided with 3 days of breakfasts on Monday and 4 days of breakfast on Thursday while lunch is provided at a rate of 3 on Monday and 4 on Thursday.

Steps have been 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.

We will continue our food distribution through the remainder of the school year.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

We confirm that we will continue to pay employees, while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining unit. All staff members will be paid for their normal hours they were contracted or employed to work for the remainder of the 2019-2020 school year, this includes benefits.

12. Describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

The recommendation on grading during this period of school closure is to consider a student's grade at time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students should be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. It is further recommended that schools provide students the option to elect Pass/Incomplete (P/I) designation on transcript. All students with an "I" should be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "P" or final grade earned.

At the elementary and middle school levels, a system of formative feedback is sufficient since participation of the students is very low and dependent on older adults in the home environment. Illness is also a concern, and it is probable we will be dealing with students and parents who are infected with COVID-19 and unable to complete class work. All staff including teachers, office staff, instructional staff, support staff, and food service staff are committed to providing everything possible to ensure a student's success at this time. As a team, our decision is to give regular and actionable feedback to students to the best of our ability and not to assign a grade. Staff is committed to keeping track of the assignments and standards students are mastering during this time. All decisions for students retention will be based on the data collected so far this school year, and depending on the availability of the parent, engagement and progress during this time, may result in promotion to the next grade. Disengagement during this time would determine the retention recommended earlier in the school year would remain and the student will repeat the grade.

- Individual student engagement or disengagement will be addressed locally. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.
- Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).

In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:

- Attendance
 - Teachers will track the engagement of students at live instruction sessions
 - Teacher will track the engagement of students through submission of assignments
- Feedback

- Teachers will provide meaningful, actionable feedback on written/virtual assignments

In order to evaluate students for Quarter 4 Cesar Chavez Academy Middle School will provide a pass/fail to all students based on their engagement during this time.

- Students will have an opportunity to make up any missed work during summer school. This is pending executive stay at home orders. If summer school is not possible for the 2019-2020 school year, students will be able to make up this work once the 2020-2021 school year resumes.
- This pass/fail indicator will not be used for any retention decision for any students.
- Quarter 1 through Quarter 3 grades will remain the same.
- Retention decisions will be based on Quarter 1 through Quarter 3 performance. Students will still have an opportunity to improve their standing based on Quarter 4 performance. These decisions will be made in conjunction with our students and their families.

At the high school level, starting April 17, 2020, students will log into the student portal, Clever, to be recorded as present in school. Students must open Google Classroom and GMail for the system to record them as present. If the system does not notice any activity by the student the attendance will not be recorded. Activity can be: opening multiple emails, opening multiple classes via Google Classroom or working on Google Docs. If a student fails to log into the portal, his or her parents will receive an automated phone call the next day by noon, indicating the student did not log into the portal the day before and was marked absent. Cesar Chavez Academy High School support staff will also follow-up with students that are not logging in and staying engaged by making phone calls and sending emails. Again, students will not be penalized if they are considered “absent” for a class, but we will utilize the data to make additional attempts to contact the students who are not logging in for attendance (i.e. emails, phone calls).

Individual student engagement or disengagement will be addressed by the Teacher initially with a minimum of 3 attempts of communication with student(s) and parent/guardian. Upon non communication from parent/guardian and/or student, the Teacher will inform (by submitting a log entry in PowerSchool) the Grade Level Mentor and Dean of Students so that one of them will attempt to contact the parent/guardian and/or student. The Teacher, Grade Level Mentors and Dean of Students will document every attempt made to engage the student. We are aware that there are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of distance learning. It is very possible the student is experiencing circumstances out of their control.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

César Chávez Academy District understands 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.

César Chávez Academy District is using 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.

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.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

Wayne County sites were asked to "respond to this email if you are open and have space to serve children outside of your enrollment. Your information will be shared with state officials trying to identify locations where children can be cared for in licensed settings."

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 the child care for Essential Workers. César Chávez Academy District stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

The district does not plan on adopting a balanced calendar for the current academic calendar for the 2019-2020 year. The district plans on planning a traditional non-balanced calendar for the 2020-2021 school year.

Name of District Leader Submitting Application: Dr. Juan Martinez

Date Approved: Board Approved 4/16/2020

Name of ISD Superintendent/Authorizer Designee: David A. Lewis, SVSU 4/14/2020

Date Submitted to Superintendent and State Treasurer: _____

Confirmation approved Plan is posted on District/PSA website: _____