



Cornerstone Jefferson-Douglass Academy COVID-19 Preparedness and Response Plan

Address of School District: 6861 E. Nevada, Detroit, MI 48234

District Code Number: 82760

Building Code Number(s):02782

District Contact Person: Kalyani Bhatt

District Contact Person Email Address: kalyani.bhatt@cegschools.org

Local Public Health Department: Wayne County

Local Public Health Department Contact Person Email Address: returntoschool@resa.net

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: August 10, 2020

Assurances

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


Patricia
President of the Board of Directors

8-12-2020
Date



Introduction and Overview

Mission

Cornerstone provides students the tools to lead fulfilling lives through an excellent education, a foundation of strong character, meaningful relationships, and real-world experiences that prepare them for career and college.

Core Values

- 1. Love:** Give of yourself to others. Treat others with dignity. Assume positive intent. Embrace imperfection.
- 2. Learn:** Be open and curious. Listen deeply. Walk humbly. Embrace challenges.
- 3. Lead:** Identify and help solve problems. Speak truth, with grace. Admit mistakes. Be an example. Take responsibility. Be faithful to the mission.

The practice of these values together will “make all things new,” for each and all of us.

Cornerstone has a team of leaders that are responsible for bringing these core values to life. The goal is to prepare the whole child, including academics, character and career. The team is working together for programming that accomplishes the mission and stays true to the core values. In addition, specific instructional emphasis is placed on our founding fathers and the foundational documents of our country.

For Fall 2020, we are planning on an approach that allows us to:

- **Be Flexible** - the COVID landscape will continue to change. We are always receiving new information that may force us to change or add to our plan
- **Be Safe** - the approach emphasises the preferences of our families and students and puts their personal comfort level with coronavirus at the forefront of their child’s education
- **Work Together** - the success of our school year relies heavily on our parents, staff and students doing their part to keep themselves and their peers healthy and on-track for learning

As the plan was developed, the Board of Directors, Leaders, Staff and Parent were kept informed of progress.

The District Board of Directors will review and approve the resolution to adopt the MICLPlan Application as submitted.

Cornerstone has been working since March to gather input and feedback from families, teachers, students and school leaders through online surveys, focus groups and conversations

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

Phase 1, 2, or 3 Safety Protocols

REQUIRED

Personal Protective Equipment and Hygiene

Schools are closed for in-person instruction.

Spacing and Movement

Schools are closed for in-person instruction.

School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.

School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.

Screening Students

Schools are closed for in-person instruction.

Responding to Positive Tests Among Staff and Students

Schools are closed for in-person instruction.

Food Service, Gathering and Extracurricular Activities

Schools enact food distribution programs.

All inter-school activities are discontinued.

After-school activities are suspended.

Athletics

All athletics are suspended.

Cleaning

Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.

Busing and Student Transportation

All busing operations are suspended.

Phase 1, 2, or 3

Mental & Social-Emotional Health

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders.

The Cornerstone school leadership team identified representatives from each building to participate in a system-wide ISSN (Intense Student Support Network) in Spring 2020. The Intensive Student Support Network (ISSN) is comprised of our Student Services Coordinators, Student Deans, social workers, counselors and others. The goal is to identify issues, recommend proactive and non-punitive solutions and help our students achieve success and deal with crisis situations.

One unique aspect of the ISSN referral is that it serves as a central place to report areas of concern. Any person who is concerned with a student or family can make a referral through this online report. Submitting a report will alert ISSN team members.

The ISSN functions under the following norms:

- Care - Every member is supported with an unwavering commitment to not allow a member of the community to flounder or fail
- Support - For members to build confidence and willingness to invest themselves, their participation in tasks must be accompanied by personal/individual support.
- Safety- while expectations are clear, firm, and consistently enforced, the action is centered on members as persons not simply as occupants of the institution of school.
- Membership - engaging members in a variety of ways is fundamental so that they are not just physically present, but intellectually immersed, socially connected and emotionally centered.

In both the remote and in-person tracks, students and families can receive support through the ISSN. Because the ISSN referral process was created in an 100% remote environment, the system is designed to meet the needs of the students and families regardless if we are in person or virtual

Mental Health Screening

The ISSN team members will create a mental-health screening process to be implemented by the school social worker. This process will be in place when students return in September. The school employs a general education social worker who can provide the screening. The screening tool we use is compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

Identification Guidelines

In Spring 2020, the District set up an Intensive Student Support Network (ISSN) referral process, which will connect through a form linked on the staff website. While teachers are connecting with students over academics they will also monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to ISSN through the referral to ensure the necessary follow-up. These referrals will be forwarded to one of the district social workers, Student Deans, Student Services Coordinator, or other ISSN team members who will then provide guidance on the question at hand. The school leaders will hold weekly meetings with teachers to identify any additional students or families in need. This system is actively in place.

Professional Development

Please see the professional learning table outlined in the Instruction section.

All staff will receive training prior to school starting for identification and rapid referral of at risk students using the existing ISSN team. In addition, staff will receive self-care for educators training August 25. Staff will receive social-emotional training utilizing the MDE resources during the back to school staff professional development sessions. Cornerstone social work staff will provide social-emotional training to all staff using mindfulness or conscious discipline.

Crisis Management Plan

Cornerstone will establish a comprehensive crisis management team that will write the 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 will be enacted by the ISSN. Selected staff will attend CISM (Critical Incident Stress Management) training at Wayne RESA in December or February. Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website

Wellness Resources

Cornerstone employees who are enrolled in company-sponsored benefits plans have access to mental health resources via Blue Cross/Blue Shield. Additionally, all staff, covered under our plans or not, can take advantage of our Employee Assistance program (EAP) at no cost to them. Staff are encouraged to utilize the staff portal on our website to access the most up to date information.

Reporting Protocols

Staff are encouraged to contact the Human Resources Department should they have physical and/or mental health concerns and are seeking guidance on resources. They would partner directly with our Benefits Administrator to learn specific information surrounding medically necessary leaves. For staff requiring a medically necessary leave of absence, it is the joint responsibility of staff and HR to ensure that supporting documentation is recorded and that staff have been medically evaluated and cleared prior to returning to work. Additionally, HR partners with the building leaders to ensure that information is shared on a need to know basis.

Staff Self Care

HR provides periodic health and wellness communication via email to all staff entitled Health Corner. This communication highlights various methods for staff self-care including physical

fitness and mindfulness tips, ways to stay safe during covid, decompression techniques, and coping mechanisms. Additionally, information on Cornerstone's Employee Assistance Plan (EAP) is frequently provided as part of the Health Corner communications.

Mental Health Liaison

Cornerstone has identified the school social worker as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

MDE Resources

Staff will utilize the free [MDE training resources for Mental Health and Social Emotional Learning](#) during the August professional development and throughout the year.

Communication Channels

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19 through the ISSN referral process. The district will have an email address that families can use to alert staff to mental health concerns of any student within the district. In addition, the district has activated a system-wide helpline for additional support. The helpline operators will submit ISSN referrals.

Cornerstone will communicate with parents and guardians, via a emails, newsletters, town hall meetings, text messages, and phone calls, return to school transition information including:

- De-stigmatization of COVID-19.
- Understanding normal behavioral response to crises.
- General best practices of talking through trauma with children.
- Positive self-care strategies that promote health and wellness

Phase 1, 2, or 3 Instruction

Governance

District Implementation Team:

Our district's Teaching and Learning Team will be led by our District's Education Council Academic Chair, Ernestine Sanders.

The planning team includes:

- CEO, Clark Durant
- Chief Strategy and Design Officer, Maggie Durant
- Education Council Academic Chair, Phillip Price
- Education Council Character Chairs, Lloyd Sutton and Jeff Petherick
- Education Council Career Chair, Andy Anuzis
- CFO, Jim O'Donnell
- Director of Human Resources, Helena Parks
- Senior Executive Director of Curriculum, Laura Frey-Greathouse
- Building Principals
- Senior Executive Director of Compliance, Kaly Bhatt
- Director of State and Federal Programs, Tracy Walker

- Director of Operations, Grant Heugel
- Director of Special Education, Taiwo Da-Silva
- Assistant Director of Curriculum, Krystal Thomas
- Assistant Director of Curriculum, LaTonya Torrence
- Board of Education representative
- Technology, Macro Connect representative(s)

Our group will meet virtually *via* Zoom, weekly, each Tuesday morning, from 10:00-11:00. Subgroups may be formed to address specific areas of the plan and will meet as determined through our process.

Perception Data

In the spring, we surveyed stakeholders to gather feedback regarding their experience with online learning through a survey. In addition, we surveyed staff and families again in June. There were individual calls to parents to gauge parent preferences in July. The District held staff and parent town hall meetings in July to share and gather additional information.

The District Work Group analyzed these results to help inform the development of the plan, paying special attention to equity and access by actively recruiting input from underrepresented groups.

Communication of Plan

The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student and staff handbooks. During Zoom staff meetings in July and early August, and at the Welcome Back Meeting for staff when staff returns, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
- Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Remote Instruction

Assurances

The Cornerstone expectations for high quality learning and instruction, whether remote or in-person, follow the language found in the Oakland ISD Best Practices for Remote Learning in the Content Areas. The six practices include: utilizing Maslow's hierarchy of needs, nurturing a positive home climate for learning and parental involvement, establishing and maintaining remote classroom norms and learning routines, encouraging student collaboration and

discourse, creating opportunities for and attending carefully to feedback, and engaging students in meaningful learning opportunities.

Teachers in grades K-6 will create an Individualized Student Learning Plan (ISLP) for every student. Teachers in 7-12 will support EDPs (Educational Development Plan). The purpose of the plans to continue growth by working on foundational skills. These plans are made to reflect the individual needs of students and help them master standards. Staff members will be monitoring these plans and progress towards the mastery of standards.. Students will work on regular class assignments while being provided with other enrichment activities to help build these skills. We are working through what we learned in Spring 2020 to create a more usable high school ISLP process that incorporates the requirements of the EDP. The components include basic student information, recent test scores, skills to be addressed in each content area, activities to support that learning, and documentation to track evidence of mastery of that skill. There is also an area for listing social-emotional supports and credit recovery needs (if needed for high school students). The plans will be updated on an ongoing basis throughout the year.

Remote Learning Programs

The District has outlined the main online learning resources that will be used to deliver content virtually.

1. Online current curriculum and textbook material resources
2. Google Classroom/SeeSaw/Blackboard
3. iReady
4. Illuminate
5. IXL
6. Zoom
7. BookNook

This online instruction will be more rigorous than the eLearning instruction implemented in the Spring of 2020. Students will receive grade level content and instruction that is standards driven, in accordance with Michigan Department of Education requirements. The goal is to continue a student's learning progression, while supporting any individual needs they may have. This instruction is designed for students to achieve grade level proficiency. As in a face-to-face setting, students will receive instruction, have opportunities to work with peers, complete grade level assignments and projects, and will be assessed based on grade level standards. Students will receive grades for completed assignments and assessments. High school students will earn credit for courses completed based on their completion of course requirements. Graduation requirements will be observed. Students that receive intervention, Special Education and 504 services will continue to do in accordance with their individual plans.

Each individual school will provide a fully remote online program schedule during the week for all students (general and special education, including PT/OT, speech, resource room). At each grade level, teachers will hold and record Zoom or Google Meet live sessions and off-line learning activities, accessible each day of the week. Students will log into a scheduled, remote teacher session, broadcasted through Google Meet or Zoom. Supplemental staff members will partner with teachers to assist and work with students who are asking questions or needing

further assistance. Teachers will meet with students in small group live sessions, as determined by data for each grouping. All students will work on all assigned lessons in an online learning platform such as Google Classroom, SeeSaw or Blackboard. Students will have scheduled individual check-ins to monitor progress. In addition, due to limitations on gathering sizes, to support school culture, we will hold virtual assemblies for students.

SAMPLE K-5 School Remote Schedule

Schedule	Teacher Expectations	Student Expectations
7:40-8:00 Teacher Office Hour	*Teacher supports remote learners with whole group instruction, and small group or 1:1 intervention. The intervention sessions would be by appointment or as the data dictates student needs. Depending on the size of the Remote Learning cohort, the RLT would be responsible for conducting a small group with on site learners once a day (i.e. when virtual learners are working offline). The RLT would still be afforded a planning period during the school day while at the school building.	Attendance is expected and taken AM and PM in virtual sessions
8:00-8:30 Morning Meeting		Complete activity in each class each day
8:30-9:15 Virtual Session - ELA		Minimally weekly 1:1 interactions with their teacher regarding course content or course progress in their classes (can be parent facilitated)
9:15-10:15 Individual Student Work - ELA (IXL, i-Ready, etc.)		Active participation throughout the day
10:15-10:30 Social Emotional Activity		Follow the individual learning path (instruction, activities and intervention) each day
10:30-11:15 Virtual Session - MATH	Content Session format: -Begin with synchronous for the lesson launch -Ongoing teacher support for small group work, break out rooms, independent work, etc. -Close with synchronous closure of lesson	Communicate with teacher if you are having tech issues
11:15-12:15 Individual Student Work - MATH (IXL, i-Ready, etc.)		Manage technology appropriately
12:15-1:15 Lunch, Outdoor Time	Provide accommodations for students who are unable to attend (record lesson, create a tutorial, share a summary)	Communicate with teacher if you are having content/academic issues
1:15-1:30 Character Building		Participate in collaboration and small group work
1:30-2:00 Virtual Session - Science or SS	Maintain pace with the lesson framework	- Break Out Rooms - Accountability Partner/Groups
2:00-2:30 Individual Student Work - SCI/SS (IXL, i-Ready, etc.)	Remote Learning should mirror in-person instruction. The classroom is an extension of our in-person instruction, therefore the grade level content standards will be followed	Adhere to Student Code of Conduct
(K-2: Sm Group Work)		Have a dedicated "at home" learning space
2:30-3:00 Specials Classes (Pre-Recorded or Live)	Attend to SEL throughout the day	
3:00-3:15 EOD Connector Character / Career Activities (Pre-Recorded or Live)	Grading for mastery of standards	
3:15-4:00 Independent Work Time/Office Hours Office Hours (divided between) possible options: Small	Communicate weekly schedule by end of the day Friday	

<p>Group Intervention</p> <p>*Teacher prep during elective classes and one of the independent work sessions</p> <p>*Students may receive intervention or Special Education services during individual work time</p>	<p>Teachers will document attendance in a virtual course where synchronous (live) instruction occurred with the teacher</p> <p>Document completion of a course assignments</p> <p>Keep evidence of two way communication for each student</p> <p>Teachers cannot require that student cameras are on</p> <p>*Paraprofessionals would be assigned according to class size to support</p>	
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Remote - K-5 Parents as Partners Expectations

- Ensure that child logs on the computer at the right time for instruction, or ensure child watches videos of instruction
- Ensure child logs on to i-Ready and/or IXL at some other part of the day for assigned practice lessons
- Support the student to complete assigned activities in Google classroom or SeeSaw

SAMPLE Middle/High School Remote Schedule

Schedule	Teacher Expectations	Student Expectations
7:4-8:30 - Advisory/Teacher Office Hour	*Teacher supports the remote with whole group instruction, and small group or 1:1 intervention. The intervention sessions would be by appointment or as the data dictacts student needs. Depending on the size of the Remote Learning cohort, the RLT would be responsible for conducting a small group with on site learners once a day (i.e. when virtual learners are working offline). The RLT would still be afforded a planning period during the school day while at the school building.	Attendance is expected and taken each hour
8:30-9:30 ELA		Complete activity in each class each day
9:35-10:35 Math		Remote MS/HS students have minimally weekly 1:1 interactions with teacher/advisor regarding course content or course progress.
10:40-11:25 Science		Active participation throughout the day
11:40-12:10 Lunch		Follow the individual learning path (instruction, activities and intervention) each day
12:10-12:55 Social Studies		Communicate with teacher if you are having tech issues
1:00-2:00 Elective Class	Content Session format:	Manage technology appropriately
2:05-3:05 Elective Class		Communicate with teacher if you are having content/academic issues
3:10-3:45 Advisory/Office Hour	<p>-Begin with synchronous for the lesson launch</p> <p>-Ongoing teacher support for small group work, break out rooms, independent work, etc.</p> <p>-Close with synchronous closure of lesson</p>	Participate in collaboration and small group work
	Provide accommodations for students who are unable to attend (record	

	<p>lesson, create a tutorial, share a summary)</p> <p>Maintain pace with the lesson framework</p> <p>Remote Learning should mirror in-person instruction. The classroom is an extension of our in-person Instruction, therefore the grade level content standards will be followed</p> <p>Attend to SEL throughout the day</p> <p>Grading for mastery of standards</p> <p>Communicate weekly schedule by end of the day Friday</p> <p>Teachers will document attendance in a virtual course where synchronous (live) instruction occurred with the teacher</p> <p>Document completion of a course assignments</p> <p>Keep evidence of two way communication for each student</p> <p>Teachers cannot require that student cameras are on</p>	<p>- Break Out Rooms (remote) -Accountability Partner/Groups</p> <p>Adhere to Student Code of Conduct</p> <p>Have a dedicated "at home" learning space (remote)</p>
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6-12 Parents as Partners Expectations

- Monitor student attendance for live sessions
- Monitor student completion of daily class activities
- Ensure child logs on to i-Ready and/or IXL at some other part of the day for assigned practice lessons

Assessments

In addition to the ISLP data, the District will ensure that every student is assessed on their understanding of prerequisite skills and grade-level proficiencies upon their return to school in Fall 2020, using various diagnostics and formative assessments. Diagnostics will include i-Ready Reading and Math, PSAT, SAT, Acadience Readiness, IRIPs, and KRA assessments. Formative assessments will include pretests, ongoing observations of student work, quizzes, self-assessments, etc. Student diagnostic and formative assessment data will then be analyzed and used to determine instructional goals, to plan lessons, to create appropriate student groups and cohorts, and to develop interventions. The district is formulating plans to hold either individual or small group or virtual screeners.

Special Education

Our district recognizes the support and needs of our children with disabilities that take part in the programming for special education and related services or individuals with 504 plans. Whether through in-person or remote learning, it is our aim that the programs and services for our children with disabilities will be provided to ensure FAPE is consistent with students' needs to the maximum extent possible. While taking into consideration the various need of students, the IEP teams will analyze the needs of students with disabilities' Individualized Education Program (IEP) through assessments or screenings, and in consultation with parents, the IEP teams will determine the services and support needed to respond to the data-driven outcomes for effective accommodations and/or services.

Students within the remote or in-person learning environment will be afforded the necessary interventions and support needed to strengthen their skills while teachers continue to provide instruction for progress towards their specific goals and objectives, including related services. The students may also be provided regular instructions in the areas of; ELA, Math, Science, Social Studies, Social Emotional Activity, Character Building, Intervention, Large Motor/Hands-on Activity, Fine Motor, Gross Motor, Mobility, Communication, Self-Advocacy, Character/Career Activities depending on the needs of the students.

Our general and special education teachers will utilize Google Classroom/SeeSaw, iReady, Illuminate, IXL, Zoom, BookNook as the teaching platform for both in-person and remote learning for consistency within our districts. There will be a collaboration between the general and special education teachers on instruction whether it is through virtual small group instruction, virtual whole group teachings, and/or one-on-one therapy.

Post Secondary Supports

In close collaboration with our high school principals, career pathway team members, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

1. Determining what resources should be shared with Class of '21 and Class of '22 students and families.
2. Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
3. Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
4. Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
5. Coordinating efforts with our local college access network, counselors, and college advisors, and industry partners.
6. Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID-19 closure and any resulting changes in grading.
7. Creating measures/processes to identify students who may need additional support.
8. Hosting a virtual College and Career Fair that is tentatively scheduled for Spring 2021.

9. The Career Pathway team is creating student profiles in order to determine the best career path: work place, armed services, community and four year college institutions.

Progress Monitoring

During Phase 3, students will be in fully remote sessions. Teachers will monitor student progress on individual learning plans to ensure growth. Student progress will be recorded in Illuminate and MiStar. Intervention staff will have scheduled time during which they will schedule sessions with each student on their caseload to check-in and /or provide intervention on what the student had learned that day. These staff will also act as case managers for students online who need additional support.

To identify gaps and determine intervention needs, all students will take benchmark assessments. Teachers will analyze the data through a virtual PLC and determine which students may be in need of an MTSS referral. Teachers will continue to use the MTSS protocols and procedures in place, looking at data every 8 weeks to determine next steps in the MTSS process.

Teachers will continue to track and monitor students in each Tier in Illuminate, through the MTSS module. This will allow the MTSS coordinator to hold all parent meetings, despite which scenario the child is in, through a video conferencing tool, thus helping to limit additional adults in the school building.

Resources

The district has purchased i-Ready and IXL, both of which are aligned to state standards to support differentiated instruction and intervention. The district teachers also have access to Illuminate, where preloaded items banks allow for teachers to create online assessments that are aligned to state standards across all core disciplines. All tools can be used with students who are fully remote. Students access all online applications through our new management system, ClassLink. This allows for a single sign on capability for our staff and students. The district has partnered with SpringBoard, BookNook and SOAR through community grants to provide additional one on one or small group literacy support.

MDE Resources

Remain connected with MDE about policies and guidance. In addition, we receive and follow guidance from Wayne RESA and GVSU.

Continuation of Services

Our children with disabilities needing related services in the areas of occupational, physical, and/or speech and language therapy, as well as social work and evaluation by the school psychologist, will be provided with such services that will allow them to continue to progress toward their individual goals and objectives.

Communication & Family Supports

In the Spring of 2020 with the onset of COVID-19 we created a CEG Phone Helpline in which families with various questions and concerns could call in and receive support. We also created an Intensive Student Support Network (ISSN). This support system consists of caring adults, in

a caring school community, that are the link to achievement, graduation, and a future of meaningful options.

The following are the steps to how the CEG Helpline and ISSN functions in tandem:



We will continue to use MiStar, email, text messaging, phone calls, parent surveys, town hall meetings, Google Classroom, Class Dojo, Remind, flyers, newsletters, home visits, the Cornerstone website and social media as forms of communication to reach each and every family and student in their home language to share:

- Expectations around their child's return to school;
- Clear information about schedules and configurations;
- Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
- Plans for each of the different school opening scenarios

Family Resources

Training sessions will be provided to help parents learn how to access and use the school's chosen digital systems and tools. A media center webpage is being created for online resources for parents to access. We will hold ongoing monthly parent town hall meetings and continue the use of student ISLPs and ISSN referrals.

We will offer family supports that provide families with:

- Training about how to access and use the school's chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy; and
- Strategies to support their child's learning at home.

The District employs a Student Enrollment Specialist who supports families everyday through phone calls, emails, and text messages. These staff members work with our office managers to help reach out to students who have not been engaged, or who have been absent from school. Because these staff are school based, they work closely with the staff to provide support to parents around schedules, daily building updates, and gaining access to our student information system portal. These staff also are school based and work on site to support teachers who need assistance in using our SIS to reach families as well.

The District also uses the Intensive Student Support Network (ISSN) to process referrals for parents who need assistance with their child's learning, for students learning in both the on-site and remote learning environments. Through the ISSN process, the parents name, email address and phone number are collected and their concern. Our Dean of Students then receives the referral and assigns it to the staff member who can help address each individual issue within a 24 hour time frame.

We also plan to utilize Zoom and Google to hold training sessions to aid in parents becoming partners in education on our digital programs that are used in both models of instruction, and post links to those in the weekly emails sent out by building principals. Building principals will also continue to send home links to websites that provide strategies to support learning at home.

Professional Learning

In order for students and staff to be successful, we recognize that we need additional professional development. We have teachers that were successful in the remote environment in the spring. We are working with them to design professional development that includes use of technology, small group instruction in a remote setting, encouraging student collaboration and discourse, using effective feedback and classroom relationship building/structures and routines in a virtual classroom. In addition to these components to support remote instruction, our plans for the 2020-21 school year included the elements in the table below. In Phase 3, all professional development will be delivered remotely.

Professional Development	Category	Dates
Cornerstone Vision and Mission	Additional Supports	Return to School
Creating an Environment of Respect & Rapport	Engagement / Classroom Management	Return to School
Curricular Textbook and Online Tools Resource Training	Curriculum Planning	Return to School
Effective Remote Learning Professional Collaboration	Remote Learning	Return to School
Evaluation & Professional Development Plans (Teachboost)	Additional Supports	Return to School
Instructional Technology & Digital Programs	Digital Tools & Resources	Return to School
Mindfulness/Conscience Discipline	Social-Emotional Learning	Return to School
MTSS Illuminate & 31a Trainings	Additional Supports	Return to School
Remote Learning Instructional Best Practices series	Remote Learning	Return to School
School Safety Training (First Aid/CPR, Blood-Borne Pathogens, EpiPen, Active Shooter)	Additional Supports	Return to School
Trauma Informed Classroom/De-escalation	Social-Emotional Learning	Return to School
Professional Development	Category	Dates
Mentoring	Additional Supports	Biweekly
Professional Development	Category	Dates
Classroom Management Workshops	Engagement / Classroom Management	Fall 2020
Student Engagement Data Analysis	Engagement / Classroom Management	Fall 2020
Professional Development	Category	Dates
Academic Dean - Training, Classroom Observation and Feedback Series	Instruction	Monthly
Charlotte Danielson Training for Teachers	Instruction	Monthly

Content Team Meetings (ELA, Math, Physical Education & Health, Science, Social Studies, Technology, Visual & Performing Arts, World Language)	Instruction	Monthly
GVSU & Cornerstone Literacy PD Series	Instruction	Monthly
How to Grade for Learning Study Group	Instruction	Monthly
Intensive Student Support Network (ISSN)	Social-Emotional Learning	Monthly
ISSN Team Book Study/Training: Creating Productive Culture in Schools	Culturally Responsive Education	Monthly
Leadership Series - Building Leaders	Instruction	Monthly
Secondary Counselor Meetings	Additional Supports	Monthly
Professional Development	Category	Dates
Assessment Development & Data Analysis, Goal Setting	Assessment & Data Analysis	Ongoing
CLC, Causal Theories, and Action Plans	Assessment & Data Analysis	Ongoing
Continuous Improvement Planning - Using MICIP - Whole Child	Assessment & Data Analysis	Ongoing
Curriculum Framework Revisions & Alignment	Curriculum Planning	Ongoing
High Quality Instruction (HQI)	Instruction	Ongoing
MDE Formative Assessment for Michigan Educators	Instruction	Ongoing
PLCs - Using student data to plan	Student Growth & Needs	Ongoing
Priority Standards (Unpacking the Standards, Lesson Planning using the Priority Standards, Cross-Curricular Planning, Lesson Planning with Rigor, Creating Formative & Summative Assessments from Standards, Utilizing Curriculum materials that Align with Standards)	Instruction	Ongoing

Monitoring

Connectivity and Access

The District has developed a plan to acquire adequate devices for scheduled device pick up for families who do not have device access at home. This will allow students to have access to use of online platforms. As an option for students who do not have internet access, we will provide families with Internet access through our facilities in our parking lots, where they will be able to view the recorded live sessions. For families unable to connect at all or unable to access parking lot internet sites, the District will create paper packets, which will be available for pick

up/drop off in front of the school on a weekly basis. Delivery of packets or transportation to the school for internet access for homeless students will be coordinated by the school's homeless liaison. Student engagement will be monitored. Students who need devices will be referred for support through the ISSN referral portal.

Attendance

The district has in place a system to monitor and track students' online attendance on a daily basis via our Student Information System, MiStar. Attendance will be taken twice a.m. and p.m. for K-8 and for every scheduled period for the High School students. Attendance will be taken for remote students in the same manner, or by following the 5 - O - A guidelines. If attendance or engagement in remote learning is a concern, the student will be referred to the building level attendance team. The Attendance Team is supported by an Attendance Works grant and is led by the Student Enrollment Specialist. The district created a Remote Learning Student Attendance and Engagement Guidance document to ensure understanding of student attendance expectations. The primary components of the expectations are listed below:

Student Expectations

- Complete an activity in each class each day
- Attend remote course where synchronous (live) instruction occurred with the teacher
- MS/HS students have minimally weekly 1:1 interactions with teacher/advisor regarding course content or course progress.
- Elementary students have minimally weekly 1:1 interactions with their teacher regarding course content or course progress in their classes (can be parent facilitated).

Teacher Expectations

- Teachers will document attendance in a virtual course where synchronous (live) instruction occurred with the teacher
- Document completion of a course assignments
- Keep evidence of two way communication for each student
- Teachers cannot require that student cameras are on

Required Elements of Remote Learning:

1. EDP* - Each student must have an Educational Development Plan (EDP) which must start by Count Day. Cornerstone will utilize the following:

- Grades 7-12: Students in grades 7-12 will use Xello for their EDP. Additional activities around individual student assessments and growth goals will be included.

2. Student Schedule - Students must show a full, complete schedule in MISTAR of their full course load based upon classes selected from the district course catalog or the the state virtual courses portal to count full 1.0 FTE.

3. Parent Consent - A district must collect consent upon a pupil's initial request for enrollment in a virtual course(s) prior to the start of the virtual learning coursework. The consent must only be collected one time and is not required for each course.

4. Technology Access - The district must offer to provide a computer and broadband access when the pupil is enrolled in more than two virtual courses that will be taken off-site.

To support student engagement and attendance, the advisory system will promote relationships between staff and students while providing academic support. Students will experience a more personalized learning environment through this system, whether in person or remote, encouraging students to stay engaged in their own learning.

Student Work

School staff will provide feedback and grades on student work through the identified online learning platform (Google Classroom or other). Staff will be available for student calls and emails during regular office hours, specified during scheduled times, with calls being routed through district digital phones (Jive), thus providing protection to staff who do not wish to use personal devices. Classroom phones will be redirected to staff computers in order to receive student calls if the buildings are inaccessible. Teachers will have designated hours in which they will be accessible online. Teachers will also be equipped (to the extent possible) with webcams, software and training to record instructional videos and post those so students are able to listen and learn, should they be absent from a live, remote session, despite the phase we are in. The District will continue to use existing communication sources like ClassDojo, MISTAR, Facebook, website, and parent emails.

As the district moves toward standards mastery, staff will create rubrics to assess student work. In addition, teachers will work with students to utilize the rubrics to self-assess the quality of work, reflect on teacher feedback, and learning progress.

Phase 1, 2, or 3 Operations

Facilities

Supplies

Cornerstone has reached out to their normal vendors for cleaning and disinfection supplies to ensure that all products are CDC approved and that the supply chain for desired chemicals is strong enough to support in-school operations. We are in regular contact with our vendors to ensure that we remain current on recommended products and tactics.

Maintenance

Throughout the summer, Cornerstone has been working with its building engineers and facilities staff to ensure the regular summer maintenance program has been followed. This includes preventative maintenance on HVAC, safety equipment and other key facility items. We are also preparing equipment and policies that directly address COVID-related requirements and recommendations issued from the CDC and state.

Decision Tree

Cornerstone is following the guidance and recommendations in the CDC School Decision Tree to execute cleaning and disinfection protocols to reduce community spread. We have identified cleaning procedures for when there is little risk of community spread, moderate or substantial spread and when there is significant spread due to a confirmed case of COVID-19 in the building.

Masks

Custodian staff (and all staff) will be required to wear masks at all times when in the building. Custodians working with specific products and in specific conditions will also be required to wear N95 masks for additional protection.

Building Use Contingency Plan

Cornerstone successfully ran its food distribution program throughout the summer at 5 of its school buildings. We will remain ready to transition back to this model throughout the school year if needed.

Cornerstone also supports elections at several of its buildings and will continue to be able to support these events. Logistics for childcare are currently being reviewed but Cornerstone will make every effort to continue providing before school and after school childcare for its families.

Local Emergency Management Programs (LEMP) Coordination

Cornerstone is receiving updates and resources from its Local Health Departments through Wayne RESA. We also currently use Detroit Chemical for the majority of our cleaning and disinfection supplies. We will continue to do research to ensure that we are procuring products from approved vendors that can guarantee a stable supply stream.

Technology

Survey

Cornerstone worked during the spring months to survey as many families as possible to determine what kind of devices they had at home that could support quality learning. We focused primarily on computers and tablets and also asked specifically about WIFI capabilities.

Point of Contact

Cornerstone setup an Individual Student Support Network (ISSN) in the spring to help support school-level tech support for staff and students. The role of the ISSN is to field issues and inquiries from parents, staff and students and provide solutions. The team is led by the Dean of Students at each building and not only fields technology requests but also social-emotional supports and general inquiries. Our regular IT ticketing system remains in place for staff to submit normal tickets to our IT department.

Technology Plan

Cornerstone will be providing training and support for staff and teachers for all technology needed to support learning in the fall. Training will include refreshers on learning platforms and systems we used last year and two new programs we're rolling out for the fall: ClassLink and

GoGuardian. Additional training will be provided on how to successfully manage remote learning tools like Zoom, Google Classroom and other programs.

Technology Support Lead

Cornerstone will be identifying key staff members that will provide continuity and general support from within each school building. It is important that common issues and best practices be solvable and understood at the building level rather than relying on the District or IT team to troubleshoot all issues.

Technology Process Leaders

All staff that will serve in a new COVID-related role will be messaged out to staff (along with their contact information) on the school's staff portal. The staff portal will be used as the central information location for staff to find guidance, documents, tools and online resources.

Family Technology Support

Each school's ISSN will serve as a "help desk" for parents and students to receive Tier 1 support. Tier 2 support will continue to follow our normal ticketing procedures through our IT partner Macro Connect.

Return and Inventory Procedures

Many students currently have Chromebooks at home that they either used during the spring trimester/semester or for summer school. All students are expected to return their devices no later than August 14th. Prior to handing out devices, each device was sanitized and confirmed to be in good working order. Strict procedures were enforced during distribution days to ensure that staff and families were as safe as possible.

- Each summer, the schools work with their IT department to review and approve the purchase of additional equipment and parts that will be needed for device repairs. These budgets have been submitted and approved. Ordering and delivery will be completed prior to the start of school.
- Student and staff computers have all been requested to return to be serviced by our IT team this summer. Our IT team will be completing system updates, general assessments and more intensive maintenance in certain cases.

Asset Tracking

Cornerstone's primary asset tracking system is managed by Macro Connect and has been in effect for several years. This spring/summer we rolled out a google sheet to help track Chromebook distribution among students.

Vendor Identification

Cornerstone partners with Detroit-based Macro Connect to assist with processing, returning and maintaining all school technology devices.

Device Triage

Cornerstone has worked with Macro Connect to identify device proficiencies among staff and students. We have accounted for new staff positions as well as devices that have "aged out" or are unserviceable. Cornerstone has determined that it will order additional Chromebooks to

push the network to a 1:1 Chromebook to student ratio. This initiative also includes a 13% overage of additional devices to allow for broken/lost/stolen devices.

Infrastructure Evaluation

As part of our summer audit process, we will ensure that all network and wireless access points are operational. In order to help further support families that need access to WIFI we have also added “outdoor” wireless access points where staff can connect to the internet from the safety of their vehicles in the parking lot.

Family Technology Support Plan

As part of the roll-out of our overall Return To School model, we will be providing Chromebooks and technology support for our students and families. Remote students will be prioritized first for Chromebook distribution and all students will be trained and start the year using our remote model technology infrastructure so that we can quickly pivot from an on-site track to remote track without having to learn a new program.

Monitor Device Use

Cornerstone is implementing two new technology platforms that will assist in the monitoring of device usage and online compliance. 1) ClassLink provides single sign-on capabilities for staff and students to access all online programs. It also provides a roster integration and an individualized dashboard for each user. ClassLink reporting will allow us to monitor students' “time on task” within each program they use. 2) GoGuardian provides content filtering and alerts to help prevent students from going to dangerous websites and to discourage them from typing or accessing inappropriate content.

Family Support Programs/Training

Cornerstone will be providing training and resources that allow students and families to access online teaching and troubleshoot issues. The introduction of ClassLink will provide students with one website and one password that they will need to access all of the platforms and programs they will use.

Student Instructional Platform Access

Students will submit assignments to teachers as required. Grading will follow all compliance regulations as outlined by governing entities

Staff Professional Development

The majority of our professional development training will be conducted the two weeks prior to school opening. Cornerstone will be providing ongoing training and PD as needed.

Technology Use Policies

Cornerstone will continue to review and update technology policies to ensure data privacy and acceptable use policies are in place. We are being proactive in our planning approach to ensure that we have adequate equipment and resources needed for successful on-site and remote learning.

Budget, Food Service, Enrollment, and Staffing

Instructional Resources

Students will have access to 1:1 technology. Students will also be supplied with the electronic or paper versions of the textbooks. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. If students are remote, Cornerstone has developed a technology and material distribution process that was utilized in the spring.

Flexibility with Hiring

Cornerstone will continue to work with MDE to understand flexibility with hiring. This spring, Cornerstone transitioned to remote interviewing, hiring and onboarding processes. These processes are currently in place and utilized.

Food Service

Beginning on March 16, Cornerstone schools partnered with the mayor's office and GVSU to provide coverage for food distribution services to families in Detroit. We implemented a curbside pick-up system where families could pick up meals. The program operated on Monday, Wednesday and Friday from 10:00AM - 12:00PM and distributed breakfast and lunch for two days.

If Cornerstone schools should return to Phases 1-3, we would implement a similar program to service the students at our schools. The food provider, personnel, logistics and communication channels are already in place. Additional considerations and safety policies will be developed and implemented based on the latest guidance and requirements.

Attendance Expectations

Homeroom teachers (K-5) will take attendance in MiStar twice daily. Secondary students will take attendance for each hourly remote session. When students are 100% remote, Cornerstone will follow the MDE Pupil Accounting guidance for virtual students and the Cornerstone Remote Learning Student Attendance Guidance document. Students will have access to live and recorded instructional sessions. Activities will be accessible through SeeSaw, Google Classroom, Blackboard or other virtual classroom platforms.

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

Phase 4 Safety Protocols

Personal Protective Equipment

Facial Coverings

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 must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

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

Facial coverings must be worn by K-12 students, staff, and bus drivers during school **transportation**. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

- Cornerstone only utilizes bus transportation for Lincoln-King Academy through the GOAL Line program. All drivers, staff and students will be required to wear their facemasks during school transit.

Facial coverings must 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 must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not 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.
- Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Facial coverings must be worn in classrooms by all **students grades 6-12**. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

All **students in grades K-5** must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

- Cornerstone's policy will be that K-5 students will default to wearing their masks even in the classrooms to protect the teacher as much as possible. It will be at the teacher's discretion whether the student will remove their masks during classroom instruction.

Cornerstone will be providing **initial PPE** to staff and students. Staff PPE will consist of one reusable facemask and one reusable face shield. Students will receive two reusable face masks. Additional facemasks can be purchased from the front offices at minimal cost.

Hygiene

Requirements from the Michigan Return to School Roadmap

- Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
- Staff will 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.

Strongly Recommended from the Michigan Return to School Roadmap

- Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Soap and hand sanitizers will be systematically and frequently checked and refilled.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Students and staff will limit sharing of personal items and supplies such as writing utensils.
- Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
- Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.
 - Cornerstone will assess the need for portable hand washing stations during the first 2 weeks of on-site instruction and will quickly evaluate whether supplemental handwashing stations are needed

Spacing, Movement and Access

Strongly Recommended from the Michigan Return to School Roadmap

- Desks will be spaced six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
 - Cornerstone is going to accommodate the social distancing of staff and students as much as possible throughout the building. In classrooms, desks will be spaced as far apart as possible. Teacher areas will be clearly marked as off-limits to students.
- In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
- As feasible, all desks will be arranged 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.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be placed in waiting and reception areas.
- Signs will be placed 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.
- Cornerstone is implementing an electronic kiosk at all main entrances that will support entry procedures in 3 areas:
 - Temperature Check - all persons entering the building will place their wrist next to the kiosk temperature sensor to confirm they are safe to enter the building. An alarm will sound and notification sent for any persons testing above the required temperature
 - Mask Check - the kiosk uses facial recognition capabilities to determine if a person is wearing a mask. If a person is not wearing a mask, a prompt will be given to put on the mask
 - Records / Reporting - Reporting will be available through the kiosk platform to keep track of visitors entering the building and if they passed the mask and temperature checks.
- Cornerstone will utilize the MI Symptoms mobile application to provide daily screening for staff and students at home, prior to driving to school. The tool is created by public health experts and is state-approved to fulfill employer entry screening requirements. The daily survey only takes 15-20 seconds to complete and the results are sent daily to school leadership and state and local health departments. The state and local health departments will then be able to reach out to users to inquire about their health situation. <https://misymptomapp.state.mi.us/>

Screening Students and Staff

Requirements from the Michigan Return to School Roadmap

- Cornerstone will cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Wayne County Health Department)

Strongly Recommended from the Michigan Return to School Roadmap

- Every school should 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 should 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 should 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 should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

Testing Protocols for Students and Staff and Responding to Positive Cases

Requirements from the Michigan Return to School Roadmap

- Cornerstone will cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Wayne County Health Department)

Strongly Recommended from the Michigan Return to School Roadmap

- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask 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 should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Families should be notified 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, immediate efforts should be made 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. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive Tests Among Staff and Students

Requirements from the Michigan Return to School Roadmap

- Cornerstone will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must 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.

Strongly Recommended from the Michigan Return to School Roadmap

- Cornerstone will notify its local public health department (Wayne County), staff and students immediately of any confirmed positive cases of COVID-19 at the building level while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Wayne County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
 - Wayne County, depending on the situation, may identify other contacts who require quarantine. The schools will help Wayne County by collecting data and contact information of those exposed.
 - Staff will adhere to 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 confirmed positive test, school staff and officials must not participate in discussions or acknowledge a confirmed positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Wayne County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service

Requirements from the Michigan Return to School Roadmap

- Indoor assemblies that bring together students from more than one classroom will be prohibited.

Strongly Recommend from the Michigan Return to School Roadmap

- All students receive daily school meals in a safe and comfortable environment so that they are ready to succeed in academic and social activities.
- Meals will be served using one or more service models as appropriate for each building age/grade group and consideration of building logistics:
- **Socially Distant Cafeteria** – Meals are served to Students in the cafeteria with additional safety, distancing and sanitation practices implemented.
- **Meals in the Classroom** – Meals are served & consumed by students in the classroom OR Meals are served to students in the cafeteria & taken back to the classroom for consumption by students.
- A published meal schedule for each building using staggered meal periods is recommended (especially if space is an issue). Adding additional meal periods and adding additional service points within a building are additional considerations.
- Markings will be put on the floor to designate six foot distancing as students wait in line

in the cafe and at the office and counselor office.

- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.
- Students are encouraged to sanitize their hands before eating meals. School Food Service programs may provide hand sanitizer at the point of service for student use.
- Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
- If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and food service staff should wash hands before and after every meal.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

Gatherings and Extracurricular Activities

Requirements from the Michigan Return to School Roadmap

- Indoor assemblies that bring together students from more than one classroom will be prohibited. The district will hold virtual assemblies in order to promote a positive climate and culture among students. Remote and on-site students will be able to attend simultaneously.

Recommend from the Michigan Return to School Roadmap

- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial coverings.
- The school will offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.
 - Cornerstone is reviewing before school and after school activities to determine whether they will be available in the fall. There is growing concern about being able to contact trace effectively with the amount of student crossover and interaction that's required for school-wide athletic and club activities.

Athletics

Requirements from the Michigan Return to School Roadmap

- At this time, Cornerstone is still reviewing whether or not athletics will be available during the first semester/trimester. There is growing concern about being able to contact trace

effectively with the amount of student crossover and interaction that's required for school-wide athletic and club activities.

- If athletics are approved, the district plan 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.

Cleaning

Requirements from the Michigan Return to School Roadmap

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must 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 must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- 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 must wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation

- Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades K-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.
- Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they will 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, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

Strongly Recommended from the Michigan Return to School Roadmap

- Staff should 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.
- Cornerstone will create a 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.

Phase 4

Mental & Social-Emotional Health

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders.

The Cornerstone school leadership team identified representatives from each building to participate in a system-wide ISSN (Intense Student Support Network) in Spring 2020. The Intensive Student Support Network (ISSN) is comprised of our Student Services Coordinators, Student Deans, social workers, counselors and others. The goal is to identify issues, recommend proactive and non-punitive solutions and help our students achieve success and deal with crisis situations.

One unique aspect of the ISSN referral is that it serves as a central place to report areas of concern. Any person who is concerned with a student or family can make a referral through this online report. Submitting a report will alert ISSN team members.

The ISSN functions under the following norms:

- Care - Every member is supported with an unwavering commitment to not allow a member of the community to flounder or fail
- Support - For members to build confidence and willingness to invest themselves, their participation in tasks must be accompanied by personal/individual support.
- Safety- while expectations are clear, firm, and consistently enforced, the action is centered on members as persons not simply as occupants of the institution of school.
- Membership - engaging members in a variety of ways is fundamental so that they are not just physically present, but intellectually immersed, socially connected and emotionally centered.

In both the remote and in-person tracks, students and families can receive support through the ISSN. Because the ISSN referral process was created in an 100% remote environment, the system is designed to meet the needs of the students and families regardless if we are in person or virtual.

Mental Health Screening

The ISSN team members will create a mental-health screening process to be implemented by the school social worker. This process will be in place when students return in September. The school employs a general education social worker who can provide the screening. The screening tool we use is compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

Identification Guidelines

In Spring 2020, the District set up an Intensive Student Support Network (ISSN) referral process, which will connect through a form linked on the staff website. While teachers are connecting with students over academics they will also monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to ISSN through the referral to ensure the necessary follow-up. These referrals will be forwarded to one of the district social workers, Student Deans, Student Services Coordinator, or other ISSN team members who will then provide guidance on the question at hand. The school leaders will hold weekly meetings with teachers to identify any additional students or families in need. This system is actively in place.

Professional Development

Please see the professional learning table outlined in the Instruction section.

All staff will receive training prior to school starting for identification and rapid referral of at risk students using the existing ISSN team. In addition, staff will receive self-care for educators training August 25. Staff will receive social-emotional training utilizing the MDE resources during the back to school staff professional development sessions. Cornerstone social work staff will provide social-emotional training to all staff using mindfulness or conscious discipline.

Crisis Management Plan

Cornerstone will establish a comprehensive crisis management team that will write the 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 will be enacted by the ISSN. Selected staff will attend CISM (Critical Incident Stress Management) training at Wayne RESA in December or February. Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website

Wellness Resources

Cornerstone employees who are enrolled in company-sponsored benefits plans have access to mental health resources via Blue Cross/Blue Shield. Additionally, all staff, covered under our plans or not, can take advantage of our Employee Assistance program (EAP) at no cost to them. Staff are encouraged to utilize the staff portal on our website to access the most up to date information.

Reporting Protocols

Staff are encouraged to contact the Human Resources Department should they have physical and/or mental health concerns and are seeking guidance on resources. They would partner directly with our Benefits Administrator to learn specific information surrounding medically necessary leaves. For staff requiring a medically necessary leave of absence, it is the joint responsibility of staff and HR to ensure that supporting documentation is recorded and that staff have been medically evaluated and cleared prior to returning to work. Additionally, HR partners with the building leaders to ensure that information is shared on a need to know basis.

Staff Self Care

HR provides periodic health and wellness communication via email to all staff entitled Health Corner. This communication highlights various methods for staff self-care including physical

fitness and mindfulness tips, ways to stay safe during covid, decompression techniques, and coping mechanisms. Additionally, information on Cornerstone's Employee Assistance Plan (EAP) is frequently provided as part of the Health Corner communications.

Mental Health Liaison

Cornerstone has identified the school social worker as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

Communication Channels

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19 through the ISSN referral process. The district will have an email address that families can use to alert staff to mental health concerns of any student within the district. In addition, the district has activated a system-wide helpline for additional support. The helpline operators will submit ISSN referrals.

Cornerstone will communicate with parents and guardians, via a emails, newsletters, town hall meetings, text messages, and phone calls, return to school transition information including:

- De-stigmatization of COVID-19.
- Understanding normal behavioral response to crises.
- General best practices of talking through trauma with children.
- Positive self-care strategies that promote health and wellness

Phase 4 Instruction

Governance

District Implementation Team:

Our district's Teaching and Learning Team will be led by our District's Education Council Academic Chair, Ernestine Sanders.

The planning team includes:

- CEO, Clark Durant
- Chief Strategy and Design Officer, Maggie Durant
- Education Council Academic Chair, Phillip Price
- Education Council Character Chairs, Lloyd Sutton and Jeff Petherick
- Education Council Career Chair, Andy Anuzis
- CFO, Jim O'Donnell
- Director of Human Resources, Helena Parks
- Senior Executive Director of Curriculum, Laura Frey-Greathouse
- Building Principals
- Senior Executive Director of Compliance, Kaly Bhatt
- Director of State and Federal Programs, Tracy Walker
- Director of Operations, Grant Heugel
- Director of Special Education, Taiwo Da-Silva
- Assistant Director of Curriculum, Krystal Thomas

- Assistant Director of Curriculum, LaTonya Torrence
- Board of Education representative
- Technology, Macro Connect representative(s)

Our group will meet virtually *via* Zoom, weekly, each Tuesday morning, from 10:00-11:00. Subgroups may be formed to address specific areas of the plan and will meet as determined through our process.

Perception Data

In the spring, we surveyed stakeholders to gather feedback regarding their experience with online learning through a survey. In addition, we surveyed staff and families again in June. There were individual calls to parents to gauge parent preferences in July. The District held staff and parent town hall meetings in July to share and gather additional information.

The District Work Group analyzed these results to help inform the development of the plan, paying special attention to equity and access by actively recruiting input from underrepresented groups.

Communication of Plan

The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student and staff handbooks. During Zoom staff meetings in July and early August, and at the Welcome Back Meeting for staff when staff returns, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
- Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction - In-Person and Remote (Before School Reopens)

Throughout our planning process, our goals have been to:

1. Meet State, GVSU and CEG student achievement goals.
2. Deliver an on-site and remote learning model that will deliver standards-aligned curriculum and high-quality instructional materials
3. Establish an instructional vision that ensures every student will start the year with access to high quality, grade-level instruction
4. Integrate character education and Social and Emotional Learning as key building blocks of our educational platform

5. Continue to keep staff, student and family health and safety as the driving factor of all of our decision-making and planning efforts

Clear Expectations

Best Practices

The Cornerstone expectations for high quality learning and instruction, whether remote or in-person, follow the language found in the Oakland ISD Best Practices for Remote Learning in the Content Areas. The six practices include: utilizing Maslow’s hierarchy of needs, nurturing a positive home climate for learning and parental involvement, establishing and maintaining remote classroom norms and learning routines, encouraging student collaboration and discourse, creating opportunities for and attending carefully to feedback, and engaging students in meaningful learning opportunities.

Grade-level proficiencies

In Spring of 2020 we began prioritizing standards for grades K - 12 in all content areas for high quality instruction and learning. For the 2020-21 school year, content area leaders will work on creating systemic grade level proficiency measurement tools. Individual Student Learning Plans (ISLPs) were created for every student and all instructional and ancillary staff members will be assigned a case load to monitor, assist and support students with their academic needs, for those students who do not achieve grade level proficiencies.

Modes of student assessment and feedback

Our district assessment plan provides K-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Teachers will utilize data from our initial, baseline standardized assessments at the beginning of September to create individual plans of support. In addition, the focus on standards this year will create the platform to hold conversations on student mastery of standards through various types of summative assessments. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction. Through the Wayne RESA “How to Grade for Learning” professional learning series, our leaders are learning how to work with teachers for student standard mastery and support.

School staff will provide feedback and grades on student work through Google Classroom, Blackboard and SeeSaw. For remote students, staff will be available for student calls and emails during regular office hours, specified during scheduled times, with calls being routed through district digital phones (Jive), thus providing protection to staff who do not wish to use personal devices. Teachers will have designated hours in which they will be accessible for calls and online. Teachers will also be equipped (to the extent possible) with webcams, software and training to record instructional videos and post those so students are able to listen and learn, should they be absent from a live, remote session, despite the phase we are in. The District will continue to use existing communication sources like ClassDojo, MISTAR, Facebook, website, and parent emails.

Differentiated support for students

Teachers in grades K-6 will create an Individualized Student Learning Plan (ISLP) for every student. Teachers in 7-12 will support EDPs (Educational Development Plan). The purpose of the plans to continue growth by working on foundational skills. These plans are made to reflect the individual needs of students and help them master standards. Staff members will be monitoring these plans and progress towards the mastery of standards.. Students will work on regular class assignments while being provided with other enrichment activities to help build these skills. We are working through what we learned in Spring 2020 to create a more usable high school ISLP process that incorporates the requirements of the EDP. The components include basic student information, recent test scores, skills to be addressed in each content area, activities to support that learning, and documentation to track evidence of mastery of that skill. There is also an area for listing social-emotional supports and credit recovery needs (if needed for high school students). The plans will be updated on an ongoing basis throughout the year.

The inclusion of social-emotional learning

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly one-on-one student check-ins by the classroom teacher (elementary) or advisor (secondary) as well as having counseling services available for all students (we have used 31a funds to secure extra support for students).

An advisory system will be put into place for secondary classrooms. This system will support strong relationships between staff and students and will provide opportunities to focus on well-being, goal-setting, and self-reflection. Advisors will document weekly interactives with each advisory student on course content or course progress, thus meeting the count day pupil accounting requirements.

Our social work team, through the ISSN, will support professional development in social-emotional through strategies, mindfulness, and potentially conscious discipline strategies.

With education forever changing, Cornerstone character development will shepherd the advancement of the “complete student”. Cornerstone will focus not just on academic excellence, but on the character and cultural development of its students. This will be done with respect to the student’s natural psychological, physical, and social development cycles.

Cornerstone students in kindergarten through fifth grades (K-5) will learn and focus on “Virtue Ethics”. Students in the sixth through eighth (6-8) grades will learn and focus on “Action Ethics”. And, the student in the ninth through twelfth (9-12) grades will learn and focus on “Decision Ethics”. The critical component of this focus is how students mature into citizens and leaders. Cornerstone educators are prepared to teach students of many different learning abilities and styles through their entire development life cycles. Teachers will receive professional development on integrating the character components into every day instruction, ensuring that it is not one more thing, just what we do.

Daily Instructional Time and Workload

In both our in person and virtual options, students will receive a full day of instruction. A cohorting model will be used for our elementary and middle schools for students who are in person. Our high school schedule has been adjusted to minimize mingling between students while allowing for choice in course options. Because we are building the system for both remote and in-person, we can seamlessly transition into 100% remote if the need arises, regardless of the phase (even if not in phase three). If students or teachers become ill or quarantine, students can still access instruction. Our system must be nimble in order to accommodate all needs.

The remote teacher will provide a schedule for live instruction sessions offered during the week. At each level, teachers will include grade-level instruction and high quality, standards-aligned instructional materials for online and off-line learning activities for each day of the week. Students, including students in both general education and special education, choosing to join remotely will log into a scheduled, remote teacher session, broadcast through a virtual platform. A supplemental staff member may partner with the teacher to moderate the chat feature and incorporate students who are asking questions or needing further assistance. Students who are in the building will work in small groups with the teacher, determined by data for each grouping. Students working remotely will also work in small groups with the teacher, work on assignments assigned in Google Classroom, and assignments off-line. If students are unable to attend live instruction, they can access it through recordings.

The remote format is entirely online with no in-person instruction. This online instruction will be more rigorous than the eLearning instruction implemented in the Spring of 2020. Students will receive grade level content and instruction that is standards driven, in accordance with Michigan Department of Education requirements. The goal is to continue a student's learning progression, while supporting any individual needs they may have. This instruction is designed for students to achieve grade level proficiency. As in a face-to-face setting, students will receive instruction, have opportunities to work with peers, complete grade level assignments and projects, and will be assessed based on grade level standards. Students will receive grades for completed assignments and assessments. High school students will earn credit for courses completed based on their completion of course requirements. Graduation requirements will be observed. Students that receive intervention, Special Education and 504 services will continue to do in accordance with their individual plans.

Students will be loaned a device to access the remote instruction. Parents/Guardians must choose this option on a full trimester or semester basis. Parents must complete an application process to return to in person instruction.

- Remote (K-12, fully online)
 - Parents may request this option for their students on a per trimester/semester basis.
 - Instructional time must follow state requirements for length of school day, which includes time spent on a device or engaged in other related activities.
 - MS/HS students view the instruction and complete an activity in each of 6 classes

- Elementary students view the instruction and complete an activity in each of content area
- “Activities” include documented attendance in a virtual course where synchronous (live) instruction occurred with the teacher; documented completion of a course assignment; documented proof that student accessed a lesson, not just logged in
- All students K-12 must have weekly two way interactions (can be facilitated by parents for elementary students) with their teacher/mentor teacher
- Students will engage with their teachers and peers on a regular basis via an online conferencing tool (Zoom/Google Meet) at designated times. When students are unavailable during this time, recorded lessons will be provided to the students.
- Not all classes will be available through this format. Some electives may be via recorded video only.
- Students will still participate in any district and state testing for their grade level

The Cornerstone in-person format will begin onsite, in our school buildings, with all students who choose this option present. We would move to remote learning for the students that schools this option only if directed by the State or Wayne County Health Department.

- Onsite
 - All students in the building at the same time.
 - Appropriate safety measures will be implemented as recommended by state and county health officials.
 - Students will have access to specials classes
 - Class sizes will be limited to 20

Enrollment Lottery Process (COVID Education Plan for Onsite Option for Fall 2020)

1. Cornerstone administrative staff will process all applications to determine preference of on site or remote learning.
2. Cornerstone will attempt to have a minimum of one section of maximum 20 students per grade level.
3. Additional sections may be opened based on parent demand and the school’s ability to staff for additional sections.
4. If more families want on site than we can accommodate, we will follow the lottery process.
5. On the date of the lottery, Cornerstone administrative staff will create a chart that lists each Cornerstone student that has selected the on site option. The number of available slots will be announced at the lottery once the number of families selecting the on site option for students has been determined.
6. Cornerstone administrative staff will pull names for the available slots and place them on the chart.

7. Preference will be given to siblings* (if one sibling is selected then all other siblings will be selected)
8. Cornerstone administrative staff will pull names for the open slots until filled. Once slots are filled, the next names pulled will be in rank order on the waiting list.
9. If any student from “Onsite” decides to move to a remote option or if any onsite student withdraws then the student from the waitlist will be offered the opportunity. This will be followed through the waitlist.

*MDE language to verify sibling status:

Students who reside in the same household as students enrolled under section 105 or 105c in the immediately preceding school year, semester or Trimester

Elementary School Face-to-Face Schedule and Considerations

- **Students stay together as a class and do not mingle with other classes**
 - Tier 1 Instruction in core content provided by classroom teachers
 - Tier 2 support provided by classroom teachers happens here
 - Tier 3 support pushes into the classroom
- **Specials:** Specials teachers travel to the classroom - students remain in place (Music and PE classes will adjust curriculum so they don't involve singing, playing wind instruments, or indoor perspiration).
- **Lunch:** Use gym as extra cafeteria space to allow classes separate areas for lunch and organize lunch schedule so that each class remains separate from other classes. Students may eat lunch in their classroom.
- **Recess/restroom breaks:** Organize recess schedule so that each class remains separate from other classes and classroom teachers supervise recess for their class

SAMPLE K-5 School In-Person Schedule Students Stay in Cohort in the Classroom

Schedule	Teacher Expectations	Student Expectations
7:40-8:30 Teacher Office Hour	*Teacher supports learners with whole group instruction, and small group or 1:1 intervention.	Attendance is expected and taken AM and PM
8:30-10:30 Daily Message, Literacy and Math Instruction	Ongoing teacher support for small group work, independent work, etc.	Active participation throughout the day
10:30-10:45 Large Motor Activity	Maintain pace with the lesson framework	Follow the individual learning path (instruction, activities and intervention) each day
10:45-12:00 Literacy and Writing in the Content Areas (Science and Social Studies)	Grade level content standards will be followed	Communicate with teacher if you are having content/academic issues
12:00-12:30 Lunch	Attend to SEL throughout the day	Participate in collaboration and small group work
12:30-1:30 Science/Social Studies Hands on Experience	Grading for mastery of standards	Adhere to Student Code of Conduct
1:30-1:45 Large Motor Activity	Communicate weekly lesson plans by end	
1:45-2:25 Specials		

<p>2:45-3:30 Interventions/ISLP/Closing</p> <p>3:30-4:00 Teacher Office Hour</p> <p>*Teacher prep during elective classes</p> <p>*Students will receive push -in intervention or Special Education services</p>	<p>of the day Friday</p> <p>*Paraprofessionals would be assigned according to class size to support</p>	
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SAMPLE K-5 School Remote Schedule		
Schedule	Teacher Expectations	Student Expectations
<p>7:40-8:00 Teacher Office Hour</p> <p>8:00-8:30 Morning Meeting</p> <p>8:30-9:15 Virtual Session - ELA</p> <p>9:15-10:15 Individual Student Work - ELA (IXL, i-Ready, etc.)</p> <p>10:15-10:30 Social Emotional Activity</p> <p>10:30-11:15 Virtual Session - MATH</p> <p>11:15-12:15 Individual Student Work - MATH (IXL, i-Ready, etc.)</p> <p>12:15-1:15 Lunch, Outdoor Time</p> <p>1:15-1:30 Character Building</p> <p>1:30-2:00 Virtual Session - Science or SS</p> <p>2:00-2:30 Individual Student Work - SCI/SS (IXL, i-Ready, etc.)</p> <p>(K-2: Sm Group Work)</p> <p>2:30-3:00 Specials Classes (Pre-Recorded or Live)</p> <p>3:00-3:15 EOD Connector Character / Career Activities (Pre-Recorded or Live)</p>	<p>*Teacher supports remote learners with whole group instruction, and small group or 1:1 intervention. The intervention sessions would be by appointment or as the data dictates student needs. Depending on the size of the Remote Learning cohort, the RLT would be responsible for conducting a small group with on site learners once a day (i.e. when virtual learners are working offline). The RLT would still be afforded a planning period during the school day while at the school building.</p> <p>Content Session format: -Begin with synchronous for the lesson launch -Ongoing teacher support for small group work, break out rooms, independent work, etc. -Close with synchronous closure of lesson</p> <p>Provide accommodations for students who are unable to attend (record lesson, create a tutorial, share a summary)</p> <p>Maintain pace with the lesson framework</p> <p>Remote Learning should mirror in-person instruction. The classroom is an extension of our in-person Instruction, therefore the grade level content standards will be followed</p> <p>Attend to SEL throughout the day</p> <p>Grading for mastery of standards</p> <p>Communicate weekly schedule by end of the day Friday</p>	<p>Attendance is expected and taken AM and PM in virtual sessions</p> <p>Complete activity in each class each day</p> <p>Minimally weekly 1:1 interactions with their teacher regarding course content or course progress in their classes (can be parent facilitated)</p> <p>Active participation throughout the day</p> <p>Follow the individual learning path (instruction, activities and intervention) each day</p> <p>Communicate with teacher if you are having tech issues</p> <p>Manage technology appropriately</p> <p>Communicate with teacher if you are having content/academic issues</p> <p>Participate in collaboration and small group work - Break Out Rooms - Accountability Partner/Groups</p> <p>Adhere to Student Code of Conduct</p> <p>Have a dedicated "at home" learning space</p>

<p>3:15-4:00 Independent Work Time/Office Hours Office Hours (divided between) possible options: Small Group Intervention</p> <p>*Teacher prep during elective classes and one of the independent work sessions</p> <p>*Students may receive intervention or Special Education services during individual work time</p>	<p>Teachers will document attendance in a virtual course where synchronous (live) instruction occurred with the teacher</p> <p>Document completion of a course assignments</p> <p>Keep evidence of two way communication for each student</p> <p>Teachers cannot require that student cameras are on</p> <p>*Paraprofessionals would be assigned according to class size to support</p>	
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Remote - K-5 Parents as Partners Expectations

- Ensure that child logs on the computer at the right time for instruction, or ensure child watches videos of instruction
- Ensure child logs on to i-Ready and/or IXL at some other part of the day for assigned practice lessons
- Support the student to complete assigned activities in Google classroom or SeeSaw

Middle & High School School Face-to-Face Schedule and Considerations:

- **Classes with teachers** - every day
- **Middle School Electives:** Group cohorts by elective choices. Music and PE classes will adjust curriculum so they don't involve singing, playing wind instruments, or indoor perspiration
- **Tier 3 supports:** pushed into each cohort classroom
- **Lunch:** Use gym as extra cafeteria space to allow each class a separate area for lunch. Organize lunch schedules so that each cohort remains separate from other cohorts. Students may eat in classrooms.
- **Cohort model** - students stay in one room for classes as feasible, teachers rotate
- Students stay together as a cohort and do not mix with other cohorts, as much as possible
- **Students move from class to class** - primarily in grades 11-12 and electives
- **Passing:** Stagger passing times by grade level to minimize numbers in the hall.

SAMPLE Middle/High School On-Site and Remote Schedule

Core classes and electives are delivered both on-site and remotely.

Schedule	Teacher Expectations	Student Expectations
7:4-8:30 - Advisory/Teacher Office Hour	*Teacher supports the remote with whole group instruction, and small group or 1:1 intervention. The	Attendance is expected and taken each hour
8:30-9:30 ELA	intervention sessions would be by	Complete activity in each class each day
9:35-10:35 Math	appointment or as the data dictacts student needs. Depending on the size	Remote MS/HS students have
10:40-11:25 Science	of the Remote Learning cohort, the RLT would be responsible for	minimally weekly 1:1 interactions with

<p>11:40-12:10 Lunch</p> <p>12:10-12:55 Social Studies</p> <p>1:00-2:00 Elective Class</p> <p>2:05-3:05 Elective Class</p> <p>3:10-3:45 Advisory/Office Hour</p>	<p>conducting a small group with on site learners once a day (i.e. when virtual learners are working offline). The RLT would still be afforded a planning period during the school day while at the school building.</p> <p>Content Session format:</p> <ul style="list-style-type: none"> -Begin with synchronous for the lesson launch -Ongoing teacher support for small group work, break out rooms, independent work, etc. -Close with synchronous closure of lesson <p>Provide accommodations for students who are unable to attend (record lesson, create a tutorial, share a summary)</p> <p>Maintain pace with the lesson framework</p> <p>Remote Learning should mirror in-person instruction. The classroom is an extension of our in-person Instruction, therefore the grade level content standards will be followed</p> <p>Attend to SEL throughout the day</p> <p>Grading for mastery of standards</p> <p>Communicate weekly schedule by end of the day Friday</p> <p>Teachers will document attendance in a virtual course where synchronous (live) instruction occurred with the teacher</p> <p>Document completion of a course assignments</p> <p>Keep evidence of two way communication for each student</p> <p>Teachers cannot require that student cameras are on</p>	<p>teacher/advisor regarding course content or course progress.</p> <p>Active participation throughout the day</p> <p>Follow the individual learning path (instruction, activities and intervention) each day</p> <p>Communicate with teacher if you are having tech issues</p> <p>Manage technology appropriately</p> <p>Communicate with teacher if you are having content/academic issues</p> <p>Participate in collaboration and small group work</p> <ul style="list-style-type: none"> - Break Out Rooms (remote) -Accountability Partner/Groups <p>Adhere to Student Code of Conduct</p> <p>Have a dedicated “at home” learning space (remote)</p>
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6-12 Parents as Partners Expectations

- Monitor student attendance for live sessions
- Monitor student completion of daily class activities
- Ensure child logs on to i-Ready and/or IXL at some other part of the day for assigned

practice lessons

Instructional Vision

Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. During Phase 4, all K-12 students will have a choice of attending school every day for face-to-face instruction or, receive instruction remotely. We will provide instructional staff with current assessment data so that they can provide the students with instruction designed to fit student needs in order for students to achieve maximum growth and meet performance standards for grade level proficiency.

Clear expectations have been set around high quality remote and hybrid 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.

These expectations will be supported by a robust professional learning plan (described later in this document).

Meaningful Assessment Methods

At the end of Spring 2020, students received feedback regarding their progress on their Individualized Student Learning Plans (ISLP). These plans included student mastery data on the various grade-level standards. Teachers will review the student ISLP information to gauge the areas that were in need of improvement at the end of Spring 2020. In addition to the ISLP data, the District will ensure that every student is assessed on their understanding of prerequisite skills and grade-level proficiencies upon their return to school in Fall 2020, using various diagnostics and formative assessments. Diagnostics will include i-Ready Reading and Math, PSAT, SAT, Acadience Readiness, IRIPs, and KRA assessments. Formative assessments will include pretests, ongoing observations of student work, quizzes, self-assessments, etc. Student diagnostic and formative assessment data will then be analyzed and used to determine instructional goals, to plan lessons, to create appropriate student groups and cohorts, and to develop interventions.

Social Emotional

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly one-on-one student check-ins by the classroom teacher (elementary) or advisor (secondary) as well as having counseling services available for all students (we have used 31a funds to secure extra support for students).

An advisory system will be put into place for secondary classrooms. This system will support strong relationships between staff and students and will provide opportunities to focus on well-being, goal-setting, and self-reflection. Advisors will document weekly interactives with

each advisory student on course content or course progress, thus meeting the count day pupil accounting requirements.

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Post Secondary Transitions

In close collaboration with our high school principals, career pathway team members, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of ‘21 and Class of ‘22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors, and industry partners.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID-19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair that is tentatively scheduled for face-to-face for Spring 2021. Based on the current conditions in the Spring, we may have to move this to a virtual format.
- The Career Pathway team is creating student profiles in order to determine the best career path: work place, armed services, community and four year college institutions.

Standards-Aligned Curriculum and High Quality Instructional Materials

Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is in person or remote. During the 2019-20 school year, our content area lead teachers developed visions of high quality instruction for each content area. In Spring 2020, the content leaders then identified the priority standards. In August 2020, the content leaders will learn how to unpack content standards. They will then support their building teams in unpacking and planning, keeping the rigor of the standards in the forefront. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way. The PLC work, either virtual or in person, throughout the year, will be focused on the standards, assessments, and monitoring student growth and achievement. In addition, leaders are participating in the Wayne RESA How to Grade for Learning book study. There are also leadership teams participating in FAME (Formative Assessment for Michigan Educators).

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades K-12 (leveled literacy instruction, Title I services). We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

The District has outlined the main online learning resources that will be used to deliver content in person or virtually.

- Online current curriculum and textbook material resources
- Google Classroom/SeeSaw/Blackboard
- iReady
- Illuminate
- IXL
- Zoom
- BookNook

Special Education

Our district recognizes the support and needs of our children with disabilities that take part in the programming for special education and related services or individuals with 504 plans. Whether through in-person or remote learning, it is our aim that the programs and services for our children with disabilities will be provided to ensure FAPE is consistent with students' needs to the maximum extent possible. While taking into consideration the various need of students, the IEP teams will analyze the needs of students with disabilities' Individualized Education Program (IEP) through assessments or screenings, and in consultation with parents, the IEP teams will determine the services and support needed to respond to the data-driven outcomes for effective accommodations and/or services.

Students within the remote or in-person learning environment will be afforded the necessary interventions and support needed to strengthen their skills while teachers continue to provide instruction for progress towards their specific goals and objectives, including related services. The students may also be provided regular instructions in the areas of; ELA, Math, Science, Social Studies, Social Emotional Activity, Character Building, Intervention, Large

Motor/Hands-on Activity, Fine Motor, Gross Motor, Mobility, Communication, Self-Advocacy, Character/Career Activities depending on the needs of the students.

Our general and special education teachers will utilize Google Classroom/SeeSaw, iReady, Illuminate, IXL, Zoom, BookNook as the teaching platform for both in-person and remote learning for consistency within our districts. There will be a collaboration between the general and special education teachers on instruction whether it is through in-person or virtual small group instruction, whole group teachings, and/or one-on-one therapy.

Intervention

During Phase 4, students who are in school will receive intervention services from the Title I intervention teachers, Reading Specialists and/or paraprofessionals. These staff, to minimize exposure to multiple students, will be assigned to limited classrooms. All students receiving MTSS services will have scheduled times when the intervention staff will meet to provide needed accommodations. Teachers will be able to provide consistent Tier 2 and 3 interventions with less children in the classroom, therefore allowing small group work to occur more often.

For students in remote sessions, intervention staff will have designated office hours and they will have time to schedule sessions with each student on their caseload to check-in and /or provide intervention on what the student had learned that day. These staff will act as case managers for students online who need additional support.

To identify gaps and determine intervention needs, all students will take benchmark assessments. Teachers will analyze the data at PLC's and determine which students may be in need of an MTSS referral. Teachers will continue to use the MTSS protocols and procedures in place, looking at data every 8 weeks to determine next steps in the MTSS process.

In either model, teachers will continue to track and monitor students in each Tier in Illuminate, through the MTSS module. This will allow the MTSS coordinator to hold all parent meetings, despite which scenario the child is in, through a video conferencing tool, thus helping to limit additional adults in the school building.

The district has partnered with SpringBoard, BookNook and SOAR through community grants to provide additional one on one or small group literacy support.

MDE Guidance

Cornerstone will remain connected with MDE about policies and guidance. In addition, we receive and follow guidance from Wayne RESA and GVSU.

Continuation of Services Plan

Our children with disabilities needing related services in the areas of occupational, physical, and/or speech and language therapy, as well as social work and evaluation by the school psychologist, will be provided with such services that will allow them to continue to progress toward their individual goals and objectives

Instruction - In-Person or Remote (After School Opens)

Standards-Aligned, Grade-level Instruction

Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is in person or remote. During the 2019-20 school year, our content area lead teachers developed visions of high quality instruction for each content area. In Spring 2020, the content leaders then identified the priority standards. In August 2020, the content leaders will learn how to unpack content standards. They will then support their building teams in unpacking and planning, keeping the rigor of the standards in the forefront. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way. The PLC work, either virtual or in person, throughout the year, will be focused on the standards, assessments, and monitoring student growth and achievement. In addition, leaders are participating in the Wayne RESA How to Grade for Learning book study. There are also leadership teams participating in FAME (Formative Assessment for Michigan Educators).

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades K-12 (leveled literacy instruction, Title I services). We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

The District has outlined the main online learning resources that will be used to deliver content in person or virtually.

- Online current curriculum and textbook material resources
- Google Classroom/SeeSaw/Blackboard
- iReady
- Illuminate
- IXL
- Zoom
- BookNook

Assess for Student Readiness

At the end of Spring 2020, students received feedback regarding their progress on their Individualized Student Learning Plans (ISLP). These plans included student mastery data on the various grade-level standards. We evaluated the Spring 2020 SLPs and are putting things in place to get even greater feedback on which to adjust teaching and programs that are used in the classrooms. Teachers will review the student ISLP information to gauge the areas that were in need of improvement at the end of Spring 2020. In addition to the ISLP data, the District will ensure that every student is assessed on their understanding of prerequisite skills and grade-level proficiencies upon their return to school in Fall 2020, using various diagnostics and formative assessments. Diagnostics will include i-Ready Reading and Math, PSAT, SAT, Acadience Readiness, IRIPs, and KRA assessments. Formative assessments will include pretests, ongoing observations of student work, quizzes, self-assessments, etc. Student diagnostic and formative assessment data will then be analyzed and used to determine

instructional goals, to plan lessons, to create appropriate student groups and cohorts, and to develop interventions.

Scaffolds and Supports

The District offers many supports to meet the needs of the diverse styles of learners participation in either model of learning. Each school employs a social worker who will be a part of the ISSN team and provide support directly to students, and training to staff on mindfulness, conscience discipline, and mental health supports. The Dean of Students will also serve as a point person in matching student needs to the appropriate supports and will work directly with students and families to meet any academic or socio-emotional needs. Students who need this support on an ongoing basis will be referred to the MTSS team as well, and tier placement will be determined and monitored. The building intervention staff will work with students who need additional support academically based on current data.

Progress Monitoring

Staff will continue to both administer benchmark assessments throughout the year. Staff will conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student growth and performance, specifically honing in on the growth of students who need acceleration. The district will use local assessments and observational student data to progress monitor both engagement and standard mastery.

Data Analysis

Student learning will be continuously assessed through various modalities, including via diagnostics and formative assessments. Monitoring of student and growth and performance will be documented in each student's Individualized Student Learning Plan (ISLP). Student data will be reviewed daily, weekly, and monthly, as appropriate to the data type. Overall trends and gaps in student learning will be identified in order to effectively adapt goals and instructional plans, create systemic supports, and develop interventions. Furthermore, connections will be made between student proficiency and the priority standards determined by the District.

Special Education

The district 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.

Our district recognizes the support and needs of our children with disabilities that take part in the programming for special education and associated services including occupational, physical, and/or speech and language therapy, as well as social work. Whether through in-person or remote learning, it is our aim that the programs and services for our children with disabilities will be provided to ensure FAPE is consistent with students' needs to the maximum extent possible. While taking into consideration the various need of students, the IEP teams will analyze the needs of each student's Individualized Education Program (IEP) through assessments or screenings, and in consultation with parents, the IEP teams will determine the services and support needed to respond to the data-driven outcomes for effective accommodations and/or services that will allow continues progress toward individual goals and objectives.

Additional Resources

The district has purchased i-Ready and IXL, both which are aligned to state standards to support differentiated instruction and intervention. The district teachers also have access to Illuminate, where preloaded items banks allow for teachers to create online assessments that are aligned to state standards across all core disciplines. All tools can be used with students who are fully remote or in person. The district has partnered with SpringBoard, BookNook and SOAR through community grants to provide additional one on one or small group literacy support.

Digital Tools and Resource Expectations

In order to increase and maintain teachers' and students' familiarity with online learning in case of a return to remote instruction, the District has set high expectations for the use of high-quality digital tools and resources that are appropriate and sustainable at each grade level.

The following main online learning resources have been identified by the District for the delivery of content virtually:

- Online current curriculum and textbook material resources
- Google Classroom/Blackboard/SeeSaw
- i-Ready
- IXL
- Illuminate
- Zoom & Google Meet
- BookNook

All staff and students, in both remote and in-person learning programs, will be required to consistently utilize the aforementioned resources for instruction. The District will provide teachers with ongoing professional development on how to use the digital tools and resources; how to troubleshoot; and how to pull data reports from the online programs to monitor student progress and engagement. Furthermore, the technology department and designated staff will be available to assist with any requests for help.

The District will also adopt the GoGuardian and ClassLink technological platforms. GoGuardian will allow teachers to view the desktop screens of every student so that they can monitor usage, assist students, and troubleshoot issues that may arise. ClassLink will serve as the main academic hub for staff and students, as it will create a personalized dashboard for every user with all of the necessary programs and applications. It will also enable staff and students to access the digital programs with a single sign-on, and teachers will be able to access usage reports, including how much time students have spent in each program. The District-provided online platforms and continued support will ensure that transitions to remote learning are both possible and seamless.

Extracurricular Support

For secondary students, to the degree possible, students will be able to access after school programming. Students will follow all safety protocols utilized during the school day. For students that are remote, they can access programming remotely if possible. Credit recovery

after school will continue to be offered for high school students. Credit recovery is offered in a remote platform.

If feasible, Cornerstone will examine the continuation of the before and after school latch key program. As enrollment (remote/in-person) data is recorded, an evaluation of the need will be conducted. To the extent possible, community partners will be utilized.

After school tutoring programs will be conducted as feasible depending on current circumstances. Online tutoring may be considered.

Communication

We will continue to use MiStar, email, text messaging, phone calls, parent surveys, town hall meetings, Google Classroom, Class Dojo, Remind, flyers, newsletters, home visits, the Cornerstone website and social media as forms of communication to reach each and every family and student in their home language to share:

- Expectations around their child's return to school;
- Clear information about schedules and configurations, if hybrid;
- Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
- Plans for each of the different school opening scenarios

Remote Learning Support-Connectivity and Access

The District will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. Students will be assigned a device at the beginning of the school year that will stay with that student for the duration of the year. Every device will be equipped with ClassLink, a single sign on program will allow for each child to have access to all digital programs used in the district. Parents will only need support with one login per child.

Each school is equipped with an outdoor router and wireless access point, allowing every student who needs access to the internet to come onsite, without entering the school building, to access the online programs.

The district will continue to utilize our ISSN to log issues on connectivity and/or hardware issues to keep students connected. The Dean of Students will monitor all submitted issues and forward them to the IT ticket system for resolution.

Attendance

The district has in place a system to monitor and track students' online attendance on a daily basis via our Student Information System, MiStar. Attendance will be taken twice a.m. and p.m. for K-8 and for every scheduled period for the High School students. Attendance will be taken for remote students in the same manner, or by following the 5 - O - A guidelines. If attendance or engagement in remote learning is a concern, the student will be referred to the building level attendance team. The Attendance Team is supported by an Attendance Works grant and is led by the Student Enrollment Specialist.

The district created a Remote Learning Student Attendance and Engagement Guidance document to ensure understanding of student attendance expectations. The primary components of the expectations are listed below:

Student Expectations

- Complete an activity in each class each day
- Attend remote course where synchronous (live) instruction occurred with the teacher
- MS/HS students have minimally weekly 1:1 interactions with teacher/advisor regarding course content or course progress.
- Elementary students have minimally weekly 1:1 interactions with their teacher regarding course content or course progress in their classes (can be parent facilitated).

Teacher Expectations

- Teachers will document attendance in a virtual course where synchronous (live) instruction occurred with the teacher
- Document completion of a course assignments
- Keep evidence of two way communication for each student
- Teachers cannot require that student cameras are on

To support student engagement and attendance, the advisory system will promote relationships between staff and students while providing academic support. Students will experience a more personalized learning environment through this system, whether in person or remote, encouraging students to stay engaged in their own learning.

Monitoring Student Work

For both remote and in-person instruction, to ensure adequate progress toward proficiency, teachers will continuously assess the quality of student work and provide timely and constructive feedback to students and families so that they can improve. Students will be able to submit work via the online platforms, including Google Classroom, Seesaw, and digital textbook resources. Through these programs, teachers are able to upload assignments, view student work, provide comments, make suggestions for improvement, and give grades. Students will also be able to self-assess the quality of their work, reflect on teacher feedback, and monitor their learning progress. District-provided programs, such as IXL and i-Ready, provide students with immediate feedback on their submissions and responses to questions. They are able to view their current progress and areas in need of improvement. Updates on student work and learning progress will also be included in each student's Individualized Student Learning Plan (ISLP).

Communications and Family Supports

Communication Systems

In the Spring of 2020 with the onset of COVID-19 we created a CEG Phone Helpline in which families with various questions and academic and social concerns could call in and receive support. We also created an Intensive Student Support Network (ISSN). This support system

consists of caring adults, in a caring school community, that are the link to achievement, graduation, and a future of meaningful options.

The following are the steps to how the CEG Helpline and ISSN functions in tandem:



We will continue to use MiStar, email, text messaging, phone calls, parent surveys, town hall meetings, Google Classroom, Class Dojo, Remind, flyers, newsletters, home visits, the Cornerstone website and social media as forms of communication to reach each and every family and student in their home language to share:

- Expectations around their child's return to school;
- Clear information about schedules and configurations;
- Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
- Plans for each of the different school opening scenarios

Family Resources

Training sessions will be provided to help parents learn how to access and use the school's chosen digital systems and tools. Springboard will be used to support parents with literacy at home, a media center webpage is being created for online resources for parents to access, ongoing monthly parent town hall meetings. We will support parents who have children in the early grades who are remote as the remote schedule requires parent involvement for the students to be successful. In addition, there will be continued use of student ISLPs and ISSN.

Cornerstone will provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:

- Training about how to access and use the school's chosen digital systems and tools;
- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- Opportunities to build their digital literacy; and
- Strategies to support their child's learning at home.

The District employs a Student Enrollment Specialist who supports families everyday through phone calls, emails, and text messages. These staff members work with our office managers to help reach out to students who have not been engaged, or who have been absent from school. Because these staff are school based, they work closely with the staff to provide support to parents around schedules, daily building updates, and gaining access to our student information system portal. These staff also are school based and work on site to support teachers who need assistance in using our SIS to reach families as well.

The District also uses the Intensive Student Support Network (ISSN) to process referrals for parents who need assistance with their child's learning, for students learning in both the on-site and remote learning environments. Through the ISSN process, the parents name, email address and phone number are collected and their concern. Our Dean of Students then receives the referral and assigns it to the staff member who can help address each individual issue within a 24 hour time frame.

We also plan to utilize Zoom and Google to hold training sessions to aid in parents becoming partners in education on our digital programs that are used in both models of instruction, and post links to those in the weekly emails sent out by building principals. Building principals will also continue to send home links to websites that provide strategies to support learning at home.

Professional Learning

In order for students and staff to be successful, we recognize that we need additional professional development. We have teachers that were successful in the remote environment in the spring. We are working with them to design professional development that includes use of technology, small group instruction in a remote setting, encouraging student collaboration and discourse, using effective feedback and classroom relationship building/structures and routines in a virtual classroom. In addition to these components to support remote instruction, our plans for the 2020-21 school year included the elements in the table below.

Professional Development	Category	Dates
Cornerstone Vision and Mission	Additional Supports	Return to School
Creating an Environment of Respect & Rapport	Engagement / Classroom Management	Return to School
Curricular Textbook and Online Tools Resource Training	Curriculum Planning	Return to School
Effective Remote Learning Professional Collaboration	Remote Learning	Return to School
Evaluation & Professional Development Plans (Teachboost)	Additional Supports	Return to School
Instructional Technology & Digital Programs	Digital Tools & Resources	Return to School
Mindfulness/Conscience Discipline	Social-Emotional Learning	Return to School
MTSS Illuminate & 31a Trainings	Additional Supports	Return to School
Remote Learning Instructional Best Practices series	Remote Learning	Return to School
School Safety Training (First Aid/CPR, Blood-Borne Pathogens, EpiPen, Active Shooter)	Additional Supports	Return to School
Trauma Informed Classroom/De-escalation	Social-Emotional Learning	Return to School
Professional Development	Category	Dates
Mentoring	Additional Supports	Biweekly
Professional Development	Category	Dates
Classroom Management Workshops	Engagement / Classroom Management	Fall 2020
Student Engagement Data Analysis	Engagement / Classroom Management	Fall 2020
Professional Development	Category	Dates
Academic Dean - Training, Classroom Observation and Feedback Series	Instruction	Monthly
Charlotte Danielson Training for Teachers	Instruction	Monthly
Content Team Meetings (ELA, Math, Physical Education & Health, Science, Social Studies, Technology, Visual & Performing Arts, World Language)	Instruction	Monthly

GVSU & Cornerstone Literacy PD Series	Instruction	Monthly
How to Grade for Learning Study Group	Instruction	Monthly
Intensive Student Support Network (ISSN)	Social-Emotional Learning	Monthly
ISSN Team Book Study/Training: Creating Productive Culture in Schools	Culturally Responsive Education	Monthly
Leadership Series - Building Leaders	Instruction	Monthly
Secondary Counselor Meetings	Additional Supports	Monthly
Professional Development	Category	Dates
Assessment Development & Data Analysis, Goal Setting	Assessment & Data Analysis	Ongoing
CLC, Causal Theories, and Action Plans	Assessment & Data Analysis	Ongoing
Continuous Improvement Planning - Using MICIP - Whole Child	Assessment & Data Analysis	Ongoing
Curriculum Framework Revisions & Alignment	Curriculum Planning	Ongoing
High Quality Instruction (HQI)	Instruction	Ongoing
MDE Formative Assessment for Michigan Educators	Instruction	Ongoing
PLCs - Using student data to plan	Student Growth & Needs	Ongoing
Priority Standards (Unpacking the Standards, Lesson Planning using the Priority Standards, Cross-Curricular Planning, Lesson Planning with Rigor, Creating Formative & Summative Assessments from Standards, Utilizing Curriculum materials that Align with Standards)	Instruction	Ongoing

Phase 4 Operations

Facilities

Strongly Recommended from the Michigan Return to School Roadmap

Cornerstone will:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.

- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for custodial staff.
- Custodial staff should continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use 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.
- Procure level-1 facial coverings, including those with a transparent front, for K-5 teachers, low-income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended from the Michigan Return to School Roadmap

Cornerstone will:

- Support schools in assessing 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).
- Support schools in conducting staff and student outreach to understand who is coming back.

- For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
- Develop 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 should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with the Cornerstone Education Group finance department and building leadership to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- 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.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- 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.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

District and Building Implementation Plan:

- Food service information in Safety section.

Technology

Strongly Recommended from the Michigan Return to School Roadmap

Cornerstone will:

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Leverage their IT partner, Macro Connect to:
 - Manage the asset tracking tool.
 - Assist with processing, returning, and maintaining devices, if needed.
 - Develop an on-site triage of staff and student devices to minimize the time that staff may be without a device.
 - Complete an Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
 - Develop a technology support plan for families.

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

Phase 5 Safety Protocols

During Phase 5, Cornerstone will continue to enact many of the base-level concepts and procedures that were in Phase 4 but strict requirements will be relaxed and based more on the pulse of the staff, students and community. At this point, the number of active cases will have reached a point where infection from other members of the community is less common and widespread testing, contact tracing and containment strategies will be in place. The plan will incorporate all of the required and strongly recommended components but some may be individually relaxed based on current data and guidance from the Wayne County Health Department.

Personal Protective Equipment

Facial Coverings

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 must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

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

Facial coverings must be worn by K-12 students, staff, and bus drivers during school **transportation**. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

- Cornerstone only utilizes bus transportation for Lincoln-King Academy through the GOAL Line program. All drivers, staff and students will be required to wear their facemasks during school transit.

Facial coverings must 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 must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not 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.
- Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Facial coverings must be worn in classrooms by all **students grades 6-12**. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated,

or unable to remove the facial covering without assistance, must not wear one.

All **students in grades K-5** must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

- Cornerstone's policy will be that K-5 students will default to wearing their masks even in the classrooms to protect the teacher as much as possible. It will be at the teacher's discretion whether the student will remove their masks during classroom instruction.

Cornerstone will be providing **initial PPE** to staff and students. Staff PPE will consist of one reusable facemask and one reusable face shield. Students will receive two reusable face masks. Additional facemasks can be purchased from the front offices at minimal cost.

Hygiene

Cleaning and sanitation will remain a top priority throughout Phases 1-5 as we continue to partner with local health officials and governing entities.

- Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
- Staff will 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.
- Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Soap and hand sanitizers will be systematically and frequently checked and refilled.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Students and staff will limit sharing of personal items and supplies such as writing utensils.
- Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
- Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.
 - Cornerstone will assess the need for portable hand washing stations during the first 2 weeks of on-site instruction and will quickly evaluate whether supplemental handwashing stations are needed

Spacing, Movement and Access

Cornerstone will remain prepared to implement social distancing measures and safety protocols to continue active mitigation of the virus. PPE will continue to be required, safety and sanitation equipment will remain in place and spacing and movement in the building will continue to be enforced.

- Desks will be spaced six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
 - Cornerstone is going to accommodate the social distancing of staff and students as much as possible throughout the building. In classrooms, desks will be spaced as far apart as possible. Teacher areas will be clearly marked as off-limits to students.
- In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
- As feasible, all desks will be arranged 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.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be placed in waiting and reception areas.
- Signs will be placed 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.
- Cornerstone is implementing an electronic kiosk at all main entrances that will support entry procedures in 3 areas:
 - Temperature Check - all persons entering the building will place their wrist next to the kiosk temperature sensor to confirm they are safe to enter the building. An alarm will sound and notification sent for any persons testing above the required temperature
 - Mask Check - the kiosk uses facial recognition capabilities to determine if a person is wearing a mask. If a person is not wearing a mask, a prompt will be given to put on the mask
 - Records / Reporting - Reporting will be available through the kiosk platform to keep track of visitors entering the building and if they passed the mask and temperature checks.
- Cornerstone will utilize the MI Symptoms mobile application to provide daily screening for staff and students at home, prior to driving to school. The tool is created by public health experts and is state-approved to fulfill employer entry screening requirements. The daily survey only takes 15-20 seconds to complete and the results are sent daily to school leadership and state and local health departments. The state and local health departments will then be able to reach out to users to inquire about their health situation. <https://misymptomapp.state.mi.us/>

Screening Students and Staff

Staff, students and visitors will continue to be screened, testing protocols in place and procedures for responding to confirmed positive test results still in compliance with CDC recommendations.

- Cornerstone will cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Wayne County Health Department)
- Every school should 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 should 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 should 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 should be kept home until they have tested negative or have completely recovered according to [CDC guidelines](#).
- Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Cornerstone will cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Wayne County Health Department)
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask 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 should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to [CDC guidelines](#).
- Families should be notified 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, immediate efforts should be made 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. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for

COVID-19.

Responding to Positive Tests Among Staff and Students

- Cornerstone will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must 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.
- Cornerstone will notify its local public health department (Wayne County), staff and students immediately of any confirmed positive cases of COVID-19 at the building level while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Wayne County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
 - Wayne County, depending on the situation, may identify other contacts who require quarantine. The schools will help Wayne County by collecting data and contact information of those exposed.
 - Staff will adhere to 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 confirmed positive test, school staff and officials must not participate in discussions or acknowledge a confirmed positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Wayne County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service

During Phase 5, we will consider loosening up restrictions in our food service program-- we may choose to move from eating in the classrooms to the cafeteria. We will also revisit after-school activities, athletics and cohort management during school hours and non-school hours.

- Indoor assemblies that bring together students from more than one classroom may be prohibited.
- All students receive daily school meals in a safe and comfortable environment so that they are ready to succeed in academic and social activities.
- Meals will be served using one or more service models as appropriate for each building age/grade group and consideration of building logistics:
- **Socially Distant Cafeteria** – Meals are served to Students in the cafeteria with additional safety, distancing and sanitation practices implemented.

- **Meals in the Classroom** – Meals are served & consumed by students in the classroom OR Meals are served to students in the cafeteria & taken back to the classroom for consumption by students.
- A published meal schedule for each building using staggered meal periods is recommended (especially if space is an issue). Adding additional meal periods and adding additional service points within a building are additional considerations.
- Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe and at the office and counselor office.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.
- Students are encouraged to sanitize their hands before eating meals. School Food Service programs may provide hand sanitizer at the point of service for student use.
- Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
- If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and food service staff should wash hands before and after every meal.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

Gatherings and Extracurricular Activities

- Indoor assemblies that bring together students from more than one classroom may be prohibited. The district will hold virtual assemblies in order to promote a positive climate and culture among students. Remote and on-site students will be able to attend simultaneously.
- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial coverings.
- The school will offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.
 - Cornerstone is reviewing before school and after school activities to determine whether they will be available in the fall. There is growing concern about being able to contact trace effectively with the amount of student crossover and interaction that's required for school-wide athletic and club activities.

Athletics

As we move into Phase 5 Cornerstone will carefully consider the factors that impact athletics, Wayne County Health Department guidance and guidance from MHSAA.

- At this time, Cornerstone is still reviewing whether or not athletics will be available during the first semester/trimester. There is growing concern about being able to contact trace effectively with the amount of student crossover and interaction that's required for school-wide athletic and club activities.
- If athletics are approved, the district plan 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.

Cleaning

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must 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 must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.

- 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 must wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation

- Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades K-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.
- Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they will 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, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

- Staff should 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.
- Cornerstone will create a 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.

Phase 5

Mental & Social-Emotional Health

Cornerstone will continue to provide the mental and social-emotional supports that were listed in Phases 1-4. There are no plans to discontinue this support once we are in Phase 5.

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders.

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The Cornerstone school leadership team identified representatives from each building to participate in a system-wide ISSN (Intense Student Support Network) in Spring 2020. The Intensive Student Support Network (ISSN) is comprised of our Student Services Coordinators, Student Deans, social workers, counselors and others. The goal is to identify issues, recommend proactive and non-punitive solutions and help our students achieve success and deal with crisis situations.

One unique aspect of the ISSN referral is that it serves as a central place to report areas of concern. Any person who is concerned with a student or family can make a referral through this online report. Submitting a report will alert ISSN team members.

The ISSN functions under the following norms:

- Care - Every member is supported with an unwavering commitment to not allow a member of the community to flounder or fail
- Support - For members to build confidence and willingness to invest themselves, their participation in tasks must be accompanied by personal/individual support.
- Safety- while expectations are clear, firm, and consistently enforced, the action is centered on members as persons not simply as occupants of the institution of school.
- Membership - engaging members in a variety of ways is fundamental so that they are not just physically present, but intellectually immersed, socially connected and emotionally centered.

In both the remote and in-person tracks, students and families can receive support through the ISSN. Because the ISSN referral process was created in an 100% remote environment, the

system is designed to meet the needs of the students and families regardless if we are in person or virtual.

Mental Health Screening

The ISSN team members will create a mental-health screening process to be implemented by the school social worker. This process will be in place when students return in September. The school employs a general education social worker who can provide the screening. The screening tool we use is compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

Identification Guidelines

In Spring 2020, the District set up an Intensive Student Support Network (ISSN) referral process, which will connect through a form linked on the staff website. While teachers are connecting with students over academics they will also monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to ISSN through the referral to ensure the necessary follow-up. These referrals will be forwarded to one of the district social workers, Student Deans, Student Services Coordinator, or other ISSN team members who will then provide guidance on the question at hand. The school leaders will hold weekly meetings with teachers to identify any additional students or families in need. This system is actively in place.

Professional Development

Please see the professional learning table outlined in the Instruction section.

All staff will receive training prior to school starting for identification and rapid referral of at risk students using the existing ISSN team. In addition, staff will receive self-care for educators training August 25. Staff will receive social-emotional training utilizing the MDE resources during the back to school staff professional development sessions. Cornerstone social work staff will provide social-emotional training to all staff using mindfulness or conscious discipline.

Crisis Management Plan

Cornerstone will establish a comprehensive crisis management team that will write the 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 will be enacted by the ISSN. Selected staff will attend CISM (Critical Incident Stress Management) training at Wayne RESA in December or February. Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website

Wellness Resources

Cornerstone employees who are enrolled in company-sponsored benefits plans have access to mental health resources via Blue Cross/Blue Shield. Additionally, all staff, covered under our plans or not, can take advantage of our Employee Assistance program (EAP) at no cost to them. Staff are encouraged to utilize the staff portal on our website to access the most up to date information.

Reporting Protocols

Staff are encouraged to contact the Human Resources Department should they have physical and/or mental health concerns and are seeking guidance on resources. They would partner directly with our Benefits Administrator to learn specific information surrounding medically necessary leaves. For staff requiring a medically necessary leave of absence, it is the joint responsibility of staff and HR to ensure that supporting documentation is recorded and that staff have been medically evaluated and cleared prior to returning to work. Additionally, HR partners with the building leaders to ensure that information is shared on a need to know basis.

Staff Self Care

HR provides periodic health and wellness communication via email to all staff entitled Health Corner. This communication highlights various methods for staff self-care including physical fitness and mindfulness tips, ways to stay safe during covid, decompression techniques, and coping mechanisms. Additionally, information on Cornerstone's Employee Assistance Plan (EAP) is frequently provided as part of the Health Corner communications.

Mental Health Liaison

Cornerstone has identified the school social worker as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

Communication Channels

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19 through the ISSN referral process. The district will have an email address that families can use to alert staff to mental health concerns of any student within the district. In addition, the district has activated a system-wide helpline for additional support. The helpline operators will submit ISSN referrals.

Cornerstone will communicate with parents and guardians, via a emails, newsletters, town hall meetings, text messages, and phone calls, return to school transition information including:

- De-stigmatization of COVID-19.
- Understanding normal behavioral response to crises.
- General best practices of talking through trauma with children.
- Positive self-care strategies that promote health and wellness

Phase 5 Instruction

Cornerstone will continue with the instructional plans outlined in Phase 4.

Teachers in grades K-6 will create an Individualized Student Learning Plan (ISLP) for every student. Teachers in 7-12 will support EDPs (Educational Development Plan). The purpose of the plans to continue growth by working on foundational skills. These plans are made to reflect the individual needs of students and help them master standards. Staff members will be monitoring these plans and progress towards the mastery of standards.. Students will work on regular class assignments while being provided with other enrichment activities to help build these skills. We are working through what we learned in Spring 2020 to create a more usable high school ISLP process that incorporates the requirements of the EDP. The components

include basic student information, recent test scores, skills to be addressed in each content area, activities to support that learning, and documentation to track evidence of mastery of that skill. There is also an area for listing social-emotional supports and credit recovery needs (if needed for high school students). The plans will be updated on an ongoing basis throughout the year.

The District has outlined the main online learning resources that will be used to deliver content

- Online current curriculum and textbook material resources
- Google Classroom/SeeSaw/Blackboard
- iReady
- Illuminate
- IXL
- Zoom
- BookNook

School staff will provide feedback and grades on student work through Google Classroom and SeeSaw. Staff will be available for student calls and emails during regular office hours, specified during scheduled times, with calls being routed through district digital phones (Jive), thus providing protection to staff who do not wish to use personal devices. Classroom phones will be redirected to staff computers in order to receive student calls. Teachers will have designated hours in which they will be accessible online. Teachers will also be equipped (to the extent possible) with webcams, software and training to record instructional videos and post those so students are able to listen and learn, should they be absent from a live, remote session, despite the phase we are in. The District will continue to use existing communication sources like ClassDojo, MISTAR, Facebook, website, and parent emails.

The District will anticipate more students returning for in-person learning. For those who are still electing to complete the year with remote learning, the Phase 4 plan will be in place. At each level, teachers will include grade-level instruction and high quality, standards-aligned instructional materials for online and off-line learning activities for each day of the week. Special Education staff will modify daily schedules to accommodate students who are in the building, versus remote to ensure IEP requirements are being met. Students choosing to join remotely will continue to log into a scheduled, remote teacher session, broadcasted through a robot teacher in the classroom. A supplemental staff member will continue to partner with the teacher to moderate the chat feature and incorporate students who are asking questions or needing further assistance, and aid in intervention with students in the classroom. Students who are in the building will work in small groups with the teacher, determined by data for each grouping. Students working remotely will continue work on assignments assigned in Google Classroom, Seesaw and assignments off-line. A student's daily schedule will remain the same as their choice of modality (remote/in person) as in phase 4.

The District is acquiring adequate devices for scheduled device pick up for families who do not have device access at home. This will allow students to have access to use of online platforms. As an option for students who do not have internet access, we will provide families with Internet access through our facilities in our parking lots, where they will be able to view the recorded live sessions. For families unable to connect at all or unable to access parking lot internet sites, the

District will create paper packets, which will be available for pick up/drop off in front of the school on a weekly basis. Delivery of packets or transportation to the school for internet access for homeless students will be coordinated by the school's homeless liaison.

Resources

The district has purchased i-Ready and IXL, both which are aligned to state standards to support differentiated instruction and intervention. The district teachers also have access to Illuminate, where preloaded items banks allow for teachers to create online assessments that are aligned to state standards across all core disciplines. All tools can be used with students who are fully remote or in person. The district has partnered with SpringBoard, BookNook and SOAR through community grants to provide additional one on one or small group literacy support.

Phase 5 Operations

During Phase 5, Cornerstone will continue to enact many of the base-level concepts and procedures that were in Phase 4 but strict requirements will be relaxed and based more on the pulse of the staff, students and community. During Phase 5, the number of active cases will have reached a point where infection from other members of the community is less common and widespread testing, contact tracing and containment strategies will be in place.

Cornerstone will remain prepared to implement social distancing measures and safety protocols to continue active mitigation of the virus. PPE will continue to be required, safety and sanitation equipment will remain in place and spacing and movement in the building will continue to be enforced.

Staff, students and visitors will continue to be screened, testing protocols in place and procedures for responding to confirmed positive test results still in compliance with CDC recommendations.

During Phase 5, we will consider loosening up restrictions in our food service program-- we may choose to move from eating in the classrooms to the cafeteria. We will also revisit after-school activities, athletics and cohort management during school hours and non-school hours.

Cleaning and sanitation will remain a top priority as we continue to partner with local health officials and governing entities.

Strongly recommended actions and policies from the Return To School roadmap will be followed throughout Phase 5. This includes strong recommendations around:

- Screening students, staff and guests,
- Testing protocols for students and staff responding to confirmed positive cases
- Responding to confirmed positive tests among staff and students
- Food service, gathering and extracurricular activities
- Athletics
- Cleaning
- Transportation



If Cornerstone transitions to Phase 5 prior to the return to on-site instruction, we will follow all recommendations for School Operations on page 49 - 52 of the MI Safe Schools Roadmap. If Cornerstone remains in Phase 4 prior to the return to on-site instruction, we will adhere to the recommendations for School Operations on page 33 - 36 of the MI Safe Schools Roadmap and policies on page 52-54 of the CEG COVID-19 Preparedness & Response Plan.



WORKPLACE REOPENING PREPAREDNESS GUIDELINES

CEG 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 that all staff must follow. These expectations are based upon current requirements and recommendations from our state government along with the Centers for Disease Control (CDC). Due to the severity of this matter, failure for staff to comply with these mandates will result in disciplinary action which may include separation from employment with CEG.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

1. CEG will provide each staff member with initial PPE (to include 1 washable mask and 1 face shield)
2. Staff must provide their own supplemental PPE
3. All staff are required to wear a mask or protective face covering while inside of any CEG building at all times (with the exception of meal breaks).

HYGEINE

1. Staff must take all necessary precautions to minimize Covid exposure through the transfer of germs by frequently washing their hands. When this is not feasible, staff must utilize hand sanitizer.
2. Staff must take steps to ensure that their immediate work areas are maintained in a clean and orderly fashion. This can be accomplished by utilizing CDC-approved cleaning materials which are provided by the organization (to disinfect their individual workstations, student desks, and other high touch-point areas in their custody)

MOVEMENT AND ACCESS

1. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
2. Staff will submit to daily temperature checks upon entry into a CEG building. Should a staff have a temperature of 100.4 or greater, steps will be taken for them to return home or to their medical provider (for testing, in cases where additional Covid symptoms are present).
3. Staff must maintain 6 feet of social distance space between them and other individuals (in cases where this is not always feasible, the organization has installed protective partitions and other safety measures to minimize exposure).

PROTOCOLS FOR PERCEIVED AND CONFIRMED COVID CASES

1. Staff who become ill at school should be transported off-site for monitoring and testing.
2. Symptomatic staff should remain home until they have tested negative for COVID-19 or released from isolation according to CDC guidelines.
3. In the event of a diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the staff member) so that they can be quarantined for 14 days at home. Staff should closely self-monitor for any symptoms of COVID-19. Empiric testing of staff members is NOT recommended. Testing is required only for those staff who develop COVID symptoms.
4. CEG will cooperate with the local public health department if a confirmed case of COVID-19 is identified. Contact information for any close contacts of the affected individual will be provided to assist in contact tracing efforts.
5. CEG will notify local health officials, staff and students of confirmed positive cases of COVID-19 at the building level, while maintaining confidentiality, consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
6. Staff will be encouraged to assist in the Local Health Department's efforts to contact trace and to follow their guidance to self-quarantine for up to 14 days after the exposure.
7. CEG will provide instruction about return to work for staff using the most current guidelines from the CDC.
8. Facilities Maintenance staff: must wear mask, gloves, and a face shield when performing cleaning of confirmed exposed areas. Wherever possible, confirmed exposed areas should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

TRAINING

1. All staff are required to complete the following COVID related trainings via the Global Compliance Network (GCN) online training portal (<https://site.gcntraining.com/>):
 - COVID-19 Plan, Prepare and Respond (Educational Institutions)
 - COVID-19:How to Wear a Mask (OSHA)
 - COVID-19: Proper Handwashing
 - COVID-19 Workplace GuidelinesThese trainings will be assigned to staff by Human Resources before the start of the fall semester. Once complete, staff will download their completion certificates and submit them to the HR Department. CEG will track to ensure compliance from every staff. Please note that as health guidelines change, CEG may assign additional training to ensure awareness and preparedness.