EMPOWERING STUDENTS, ENGAGING MINDS, EXPLORING POSSIBILITIES

2020-2021 Preparedness and Response and Learning Plan
MI Safe Start Plan and Governor’s Roadmap guidance - Emphasis on Safety
Michigan is currently in Phase 4.
Current COVID-19 Concerns

- **Rising Number of Cases**
  - Washtenaw County, Michigan, U.S.

- **Emerging Research and Data**
  - Rising % of Cases Among Children and Teens, Transmission, Asymptomatic Transmitters

- **Unknowns about COVID**
  - Short and Long Term Impacts

- **Still Unmet Needs**
  - Readily Available Testing and Timely Results, Contact Tracing, and PPE Supplies
CDC Guiding Principles for a Return to School

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.
- More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.
What We Can Learn from Other Countries

- Mixed international evidence of whether returning to school creates more outbreaks
- Evidence from other countries does show that reopening schools is safer when there is low community spread
- Avoid “apple to apples” comparisons between U.S. and other countries’ school systems because contexts can differ greatly:
  - Government policies and penalties for not following protocols
  - Culture that is more or less cooperative/compliant
  - Availability of rapid testing
  - Schools’ physical plant: size of classrooms and common areas; ventilation
- Scientists are watching closely to see practices that could work and pitfalls to avoid

*CDC's Latest Guidance for Schools*, presentation by Erin K. Sauber-Schatz PhD, MPH, during American School Health Assoc. “Return to Learning” Webinar, 7/13/2020
Criteria

- State Level Monitoring - Cases Per Million over Time - Medium High Risk
- Local Level Monitoring - WCHD Data - Currently Medium High Risk
- Local College and University Data
- CDC Information and Data
- Stakeholder Preference
- Ability to Implement Preparedness Plan
Stakeholder Survey Feedback

4 Formal Surveys

- District Task Force Scheduling Survey (127 responses) - mid-July
- Community Phase 4 & 5 Schedules Survey (1,829 responses) - mid-July
- District Employee Return to Work Form (301 responses) - early August
- Family Fall 2020 Digital Access Form (1,190 responses) - early August
Stakeholder Survey Feedback

- Mid-July - Combined District Task Force & Community
  - Phase 4 lean toward hybrid
  - Phase 5 lean toward full face to face
  - No all-virtual option given on survey at that time

- Early August - Trend swinging to all-virtual
  - Nearly 50% of families considering all-remote even if in-person instruction was offered
  - Over 50% of district staff rated comfort-level with in-person return at 3 or lower (5 was most comfortable)
  - Roughly 20% of families concerned with digital access issues

- Across all stakeholder surveys, importance of following health and safety guidelines was number one priority whatever the model.
COVID-19 Return to School Toolkit

The Michigan Association for Local Public Health workgroup has developed a toolkit to support safe reopening of school districts in Michigan. This toolkit provides guidance in the following areas:

- Screening
- Face Coverings
- Managing COVID in the School
- School Scenarios with Action Steps
- COVID Spread Information
- When a student should stay home and when they will be sent home
- Information for students who have symptoms
- Staff Information
- CDC Materials
- Videos - How to wear a face covering
**Preparedness Plan**

- Personal Protective Equipment
- Hygiene
- Spacing, Movement and Access
- Screening Students and Staff
- Testing Protocols for Students and Staff and Responding to Positive Cases
- Responding to Positive Tests among Staff and Students
- Food Service, Gatherings, and Extracurricular Activities
- Athletics
- Cleaning
- Busing and Student Transportation
- Medically Vulnerable Students and Staff
Personal Protective Equipment

Phase 1-3 - School Closed for in-person instruction

Phase 4 - Facial Coverings (Required)
- All Staff and Students wear Facial Coverings
- Cohorting at elementary will allow removal at desk

Phase 5 - Facial Coverings (Strongly Recommended) - CSD will Require

Phase 6 - No Facial Coverings
**Hygiene**

**Phase 1-3 - School Closed for in-person instruction**

**Phase 4 and 5 - (Required and Strongly Recommended)**

- Classroom supplies provided to support healthy hygiene
- Training
- Frequent hand washing breaks
- Limit sharing of supplies

**Phase 6 - Classroom supplies remain in tact, healthy hygiene promoted**
Spacing, Movement, and Access

Phase 1-3 - School Closed for in-person instruction

Phase 4 and 5 - (Not Required - Strongly Recommended)
- Hybrid classes spacing desks 4-6 ft apart (6 ft is strongly recommended).
- All desks faced forward, staggered passing
- Limited use of common areas and limited hallway movement

Phase 6 - No limitations on spacing, movement and access
Screening Students and Staff and Testing Protocols

Phase 1-3 - School Closed for in-person instruction

Phase 4 and 5

- Students/staff self-health checks and documentation from both
- Follow guidelines from Washtenaw County Health Department
- Designate quarantine area and trained staff for ill students/staff
- Communication plan with parents and health department for ill students/staff

Phase 6 - Normal illness protocols
Responding to Positive Tests Among Staff and Students

CSD will contact County Health Department

CSD will follow their guidance for contact tracing, room closures and cleaning and any necessary quarantines.

Communication will occur within the buildings, district and community according to the recommendations of the Health Department.
Food Service, Gatherings, and Extra Curricular

Phases 1-3
- Food distribution happens via pickup or delivery
- All inter-school & after-school activities suspended

Phase 4 & 5
- Meals will be served in classrooms and/or in common areas when space allows for proper distancing with staggered times and use of disposable utensils
- PPE - Face masks, shields, gloves & hand washing & hand sanitizing required of staff & students
- Cleaning/sanitizing/barrier protections will be used where necessary
- Extra curricular activities will be made on case by case basis
- Field trips that require transportation to indoor facility suspended
- Recesses held outside when possible in cohorts
- Extra curricular assessed on an individual basis

Phase 6 - Return to normal food service, inter-school and after-school activities
Athletics

Phase 1-3

All Athletics is suspended per MHSAA protocols.

Phase 4 AND 5:
- Limited to zero spectators per governor’s executive order
- All athletes and coaches must be health screened and recorded before each practice and competition
- Equipment is sanitized before each practice and competition
- Coaches wear masks at all times; athletes wear masks with the exception of during practice or competition
- All athletic programs will follow MHSAA and state guidelines for athletic competition
- All athletes and coaches will maintain social distancing when possible. Locker room use will be greatly restricted

Phase 6:

ALL ATHLETICS RETURN TO NORMAL WITH UNLIMITED SPECTATORS AT EVENTS
Cleaning

Phases 1-3 & Phase 4 & 5

- Cleaning/Disinfecting routines, frequently touched surfaces
- PPE / cleaning kits placed in each classroom
- Sanitizing stations
- Plexiglass shields / dividers
- Signage
- HVAC systems
- Training on cleaning materials and protocols

Phase 6 - Return to normal custodial services
**Busing and Student Transportation**

**Phases 1-3 - No transportation**

**Phase 4 & 5**
- **PPE** - Face masks & hand sanitizing required of drivers, monitors and students.
- **Cleaning/Sanitizing** - buses cleaned and disinfected before/after every route
- **Plans for students not allowed to ride bus due to illness or other**
- **Keep windows open, weather permitting, when vehicle is in motion**
- **Space students out as much as possible, no more than two to a seat**

**Phase 6 - Return to normal transportation**
Medically Vulnerable Students and Staff

Phases 1-3 - School Closed for in-person instruction

Phase 4 & 5
- Create process for students/staff to self-identify as to risk level
- PPE or other accommodations for medically vulnerable
- Consistently review all accommodation plans for students/staff with health care needs to decrease risk

Phase 6 - Continue to maintain normal procedures for students/staff with health care needs
Climbing out of COVID - Phased Approach

The 2020-2021 School year will begin in a virtual format with a phased in approach beginning with our elementary students and then moving to the secondary depending on safety and guidance from our public health officials. A full virtual option will remain throughout.
Families will have a choice of 2 CSD Models:

- CSD Phased-In Model
- CSD All-Virtual Model

Decision will be made by student and can be for the trimester (quarter at BMS) or for the year.
Virtual Plus - Most students virtual

- Regular weekly & daily schedules by building
- CSD teachers and curriculum adapted for virtual learning
- A mix of “live” and “on your own” instruction
- Focus on social-emotional support as well as academic growth at all levels
- Special populations may be in buildings for specific, targeted needs

Hybrid - Combination of face to face and virtual learning

- Students attend 2 days/week with a designated cohort group
- Instructional plans for both in person and at home days
- Staggered schedules to limit student exposure
- Adherence to healthy and safety protocols outlined in preparedness plan
- Special populations may be in buildings more frequently for specific, targeted needs
What about the All-Virtual Model?

- All-Virtual students will continue with virtual learning as other students phase in to the hybrid model
- All-Virtual plans look different by building, but will prioritize consistency in student schedules, teachers, and curriculum
- Most aspects of Virtual Plus in the previous model will be maintained for students continuing in the All-Virtual Model
- More details about building-specific plans will be shared at building meetings this week

Virtual Plus -

- Regular weekly & daily schedules by building
- CSD teachers and curriculum adapted for virtual learning
- A mix of “live” and “on your own” instruction
- Focus on social-emotional support as well as academic growth at all levels
- Special populations may be in buildings for specific, targeted needs
### What’s Included in Each Model

<table>
<thead>
<tr>
<th>Chelsea School District teachers &amp; support services</th>
<th>CSD All-Virtual Model</th>
<th>CSD Phased-In Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to CSD extra-curriculars &amp; athletics (when deemed safe &amp; following protocols)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>CSD technology and device support</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Transportation</td>
<td>N/A</td>
<td>✔</td>
</tr>
<tr>
<td>Food distribution &amp; pick-up for families in need</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
Instructional Planning - Examples from the Buildings

Our Journey

Overview of Virtual Instruction

Overview of Phase in Plan and Hybrid Instruction

Sample Schedules

Health and Safety building example
Our Journey

- These plans are a culmination of months-long information gathering, coordination with the MI Dept. of Education and Washtenaw County Health Dept., surveying of community and parent stakeholders, meeting with our district staff and administration team and a continuing focus on keeping our students and staff as safe as we possibly can.

- Frameworks provided by the “MI Safe Schools: Return to School Roadmap” and the Chelsea School District “COVID-19 Preparedness and Response Plan”
Overview of Virtual Learning Model

- Virtual Instruction will be provided through a variety of formats with accountability measures in place to ensure progress monitoring and academic growth.
- Virtual instruction will be led by your child’s classroom teacher and include a combination of live screen time, video lessons, digital content pieces and physical materials.
- Virtual support will be provided through a variety of formats such as telephone calls, emails and virtual platform meetings (Zoom, Google, Seesaw, Haiku-PowerSchool Learning).
- Social-emotional support will be provided through a variety of formats such as telephone calls, emails and virtual platform meetings.
Overview of Phase-In Plan and Hybrid Instruction

Hybrid learning is a combination of **Face-to Face and Virtual instruction**.

- All students will attend face-to-face instruction at school **TWO days per week** and engage in Virtual or Distance Learning another **THREE days per week**. Attendance is required for 5 days of instruction and learning.

- Every classroom will be split into two learning groups by alphabet. Balancing rooms in this way allows us to ensure families can attend on the same day.

- As always, specific requests for classroom placement cannot be honored; especially during this unprecedented time.
Overview of Phase-In Plan and Hybrid Instruction Con’t

Each group of students attending face-to-face together will be considered a classroom family.

- Families with last names A - L will attend school face-to-face on Mondays and Wednesdays
- Families with last names M - Z will attend school face-to-face on Tuesdays and Thursdays.
- Fridays will be all virtual and used for:
  - Whole class virtual check-in
  - Opportunities for virtual projects
  - Intervention and Small group pieces
  - Teacher Collaboration and Planning
## Beach Middle School Virtual Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Synchronous</strong></td>
<td><strong>Synchronous</strong></td>
<td><strong>Synchronous</strong></td>
<td><strong>Synchronous</strong></td>
<td><strong>Asynchronous</strong></td>
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<tr>
<td><strong>1st Hour</strong></td>
<td>8:30 – 9:00</td>
<td>8:30 – 9:00</td>
<td>8:30 – 9:00</td>
<td><strong>Virtual Office Hours</strong></td>
</tr>
<tr>
<td><strong>2nd Hour</strong></td>
<td>9:05 – 9:35</td>
<td>9:05 – 9:35</td>
<td>9:05 – 9:35</td>
<td>(8:30 – 10:00)</td>
</tr>
<tr>
<td><strong>3rd Hour</strong></td>
<td>9:40 – 10:10</td>
<td>9:40 – 10:10</td>
<td>9:40 – 10:10</td>
<td><strong>BREAK (10:00 – 10:30)</strong></td>
</tr>
<tr>
<td><strong>4th Hour</strong></td>
<td>10:10 – 10:30</td>
<td>10:10 – 10:30</td>
<td>10:10 – 10:30</td>
<td><strong>Virtual Office Hours</strong></td>
</tr>
<tr>
<td><strong>5th Hour</strong></td>
<td>11:05 – 11:35</td>
<td>11:05 – 11:35</td>
<td>11:05 – 11:35</td>
<td>(10:30 – 12:00)</td>
</tr>
<tr>
<td><strong>6th Hour</strong></td>
<td>11:40 – 12:10</td>
<td>11:40 – 12:10</td>
<td>11:40 – 12:10</td>
<td><strong>Professional learning</strong></td>
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<td></td>
<td></td>
<td><em>Dept meetings</em></td>
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<td></td>
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<td></td>
<td></td>
<td><em>Grade level content meetings</em></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><em>Team meetings</em></td>
</tr>
</tbody>
</table>

**Virtual Office Hours:**
- 8:30 – 10:00
- 10:30 – 12:00
## Sample Hybrid Schedule

<table>
<thead>
<tr>
<th>School Hour</th>
<th>Group A</th>
<th>Group B</th>
<th>Group A</th>
<th>Group B</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:10 - 9:10am (8 Gold/6 Gold hand wash)</td>
<td>8:10 - 9:10am (8 Gold/6 Gold hand wash)</td>
<td>8:10 - 9:10am (8 Gold/6 Gold hand wash)</td>
<td>8:10 - 9:10am (8 Gold/6 Gold hand wash)</td>
<td>Virtual/Check-Ins 1st: 8:10 - 8:40</td>
</tr>
<tr>
<td>2</td>
<td>9:14 - 10:14am (8 Blue/7 Blue hand wash)</td>
<td>9:14 - 10:14am (8 Blue/7 Blue hand wash)</td>
<td>9:14 - 10:14am (8 Blue/7 Blue hand wash)</td>
<td>9:14 - 10:14am (8 Blue/7 Blue hand wash)</td>
<td>2nd: 8:45 - 9:15</td>
</tr>
<tr>
<td>3</td>
<td>10:18 - 11:18am (7 Gold/5 Blue hand wash)</td>
<td>10:18 - 11:18am (7 Gold/5 Blue hand wash)</td>
<td>10:18 - 11:18am (7 Gold/5 Blue hand wash)</td>
<td>10:18 - 11:18am (7 Gold/5 Blue hand wash)</td>
<td>3rd: 9:20 - 9:50</td>
</tr>
<tr>
<td>4/Lunch</td>
<td>A - Lunch: 11:22 - 11:52am (4th: 11:54 - 12:54pm (8 Grade hand wash)</td>
<td>B - Lunch: 11:53 - 12:23pm (4th: 12:24 - 12:54pm (7 Grade hand wash)</td>
<td>A - Lunch: 11:22 - 11:52am (4th: 11:54 - 12:54pm (8 Grade hand wash)</td>
<td>B - Lunch: 11:53 - 12:23pm (4th: 12:24 - 12:54pm (7 Grade hand wash)</td>
<td>4th: 10:00 - 10:30</td>
</tr>
<tr>
<td></td>
<td>(Lunches held in classrooms or in cafeteria/gym)</td>
<td>B - Lunch: 11:53 - 12:23pm (7th Grade hand wash)</td>
<td>C - Lunch: 12:24 - 12:54pm (6th Grade hand wash)</td>
<td>C - Lunch: 12:24 - 12:54pm (6th Grade hand wash)</td>
<td>4th: 10:00 - 10:30</td>
</tr>
<tr>
<td>6</td>
<td>2:02 - 3:02</td>
<td>2:02 - 3:02</td>
<td>2:02 - 3:02</td>
<td>2:02 - 3:02</td>
<td>6th: 11:10 - 11:40</td>
</tr>
</tbody>
</table>

**Friday**
- Virtual/Check-Ins 8:10 - 8:40
- 2nd: 8:45 - 9:15
- 3rd: 9:20 - 9:50
- Break: 9:50 - 10:00
- 4th: 10:00 - 10:30
- 5th: 10:35 - 11:05
- 6th: 11:10 - 11:40
- Teacher Lunch 11:45 - 12:15
- Professional Development, Grade Level and Content Area Collaboration 12:30 - 3:02
<table>
<thead>
<tr>
<th>Time</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>7:30 - 8:30</td>
<td>Teacher Planning Time</td>
<td></td>
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<tr>
<td>8:30 - 9:00</td>
<td>Daily attendance and SEL Check-in or Lesson</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Readers’ Workshop Mini Lesson</td>
<td>Writing Mini-Lesson</td>
<td>Math Instructional Lesson</td>
<td>9:00 - 9:45 Intervention, Small group support, Specials, Science, Social Studies</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:45 Independent asynchronous work for students</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Movement/Outdoor Break</td>
<td></td>
<td></td>
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<tr>
<td>10:30 - 11:30</td>
<td>Math Instructional Lesson</td>
<td>Readers’ Workshop Mini Lesson</td>
<td>Writing Mini-Lesson</td>
<td></td>
</tr>
<tr>
<td>11:30 - 12:15</td>
<td>Lunch and Recess break</td>
<td></td>
<td></td>
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<tr>
<td>12:15 - 1:15</td>
<td>Writing Mini-Lesson</td>
<td>Math Instructional Lesson</td>
<td>Readers’ Workshop Mini Lesson</td>
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<tr>
<td>1:15 - 1:45</td>
<td></td>
<td></td>
<td>Read Aloud</td>
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<tr>
<td>1:45 - 2:15</td>
<td></td>
<td></td>
<td>Closing Meeting/Updates</td>
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<tr>
<td>Times</td>
<td>Day 1 - A</td>
<td>Day 1 - B</td>
<td>Day 2 - A</td>
<td>Day 2 - B</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>7:45 - 8:00</td>
<td>Staggered Arrival Times</td>
<td>Staggered Arrival Times</td>
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<tr>
<td>8:00 - 8:10</td>
<td>Attendance and Check In</td>
<td>Attendance and Check In</td>
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<tr>
<td>8:10 - 8:55</td>
<td>SEL or Special</td>
<td>SEL or Special</td>
<td></td>
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<tr>
<td>9:00 - 10:00</td>
<td>Reading or Math</td>
<td>Reading or Math</td>
<td></td>
<td></td>
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<tr>
<td>10:00 - 10:45</td>
<td>Recess or Special</td>
<td>Recess or Special</td>
<td></td>
<td></td>
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<tr>
<td>10:45 - 11:45</td>
<td>Reading or Math</td>
<td>Reading or Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45 - 12:30</td>
<td>Lunch and Break or Special</td>
<td>Lunch and Break or Special</td>
<td></td>
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<tr>
<td>12:30 - 1:15</td>
<td>Lunch or SEL or Special</td>
<td>Lunch or SEL or Special</td>
<td></td>
<td></td>
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<tr>
<td>1:15 - 2:00</td>
<td>Writing</td>
<td>Writing</td>
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<tr>
<td>2:00 - 2:20</td>
<td>Classroom Meeting and Virtual Prep</td>
<td>Classroom Meeting and Virtual Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:40-2:52</td>
<td>Staggered Dismissal Times</td>
<td>Staggered Dismissal Times</td>
<td></td>
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</tr>
</tbody>
</table>
Health and Safety Building Example

45 - 55 students in the cafeteria
45 - 55 students in the gymnasium

Social distancing parameters dictate
4 students per table
Students will have a desk separation between them, creating adequate social distance.
Special Populations - Phase 4 and 5

- Special populations of students with significant needs and/or who have IEP goals that make it challenging to achieve without some in person direct instruction, may qualify for some face to face instruction during Phase 4 and 5. These decisions will be made in collaboration with the family and school staff.

- Services provided for these students will target individual specific goals and objectives as well as support the general education curriculum. Instruction will be a combined approach of face to face and virtual.

- During virtual learning for the district, the goal will be to try to mirror the same days as the hybrid schedule for an ease in transition.

- IEP’s may need to be amended to reflect change in delivery of support
Technology

- Access for Families
  - No Internet
  - Inadequate internet access for family
- Updating iPads for South Students - iPad Exchange
  - Incoming 3rd graders
  - 4th and 5th graders
  - Incoming 6th graders to Beach
- Video equipment for synchronous and asynchronous learning
**Informational Meetings & Office Hours**

- **Tuesday, August 11 ~ Building Meetings - South Meadows & Beach Middle School**
  - South Meadows 6:00-7:00pm
    - Office Hours - Wednesday, August 12 @ 3:00-4:00pm
  - Beach Middle School 7:15-8:15pm
    - Office Hours - Wednesday, August 12 @ 4:00-5:00pm

- **Wednesday, August 12 ~ Building Meetings - North Creek & Chelsea High School**
  - North Creek 6:00-7:00pm
    - Office Hours - Thursday, August 13 @ 2:00-3:00pm (Y5 & K) @ 3:00-4:00pm (1st & 2nd)
  - Chelsea High School 7:15-8:15pm
    - Office Hours - Thursday, August 13 @ 4:00-5:00pm

- **Thursday, August 13 ~ Office Hours**
  - Special Education 5:00-6:00pm

**Family Commitment Form due by Monday, August 17, 2020**
District Team

Andrea Franco - EL/Equity Coordinator
Brandy Wales - District Instructional Technologist
Cathy Kotlarek - Elementary Instructional Specialist
Kimberly Gillow - North Creek Principal
Stacie Battaglia - South Meadows Principal
Nick Angel - Beach Middle School Principal
Matt Ceo - Beach Middle School Assistant Principal
Mike Kapolka - Chelsea High School Principal
Luman Strong - Chelsea High School Assistant Principal
Brad Bush - Chelsea High School Assistant Principal/Athletic Director
Jason Morris - Asst. Athletic Director/Dean

Heather Conklin - Director of Curriculum and Instruction
Scott Wooster - Technology Director
Lisa Nickel - Director of Special Education and Early Childhood
Tim Courtright - Director of Operations
Rick Boham - Transportation Director
Deb Over - Food Service Director
Michelle Cowhy - Assistant Superintendent of Finance and Admin Services
Marcus Kaemming - Assistant Superintendent of Human Resources and Community Ed
Julie Helber - Superintendent
Adam Schilt - CEA President
Ryann Skrypec - CEA Representative
Katy Steklac - CEA Representative

*Special Thank you to the Community Task Force and our Stakeholders for responding to multiple Surveys and Forms.

Chelsea School District Board of Education