

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

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections.

Help students feel safe and valued. At minimum, plan to do the following:

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

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

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

Assess Student Learning

Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

Assurances

Date Submitted: **4-8-**

2020

Name of District: **Waterford School District**

Address of District: **501 N. Cass Lake Rd., Waterford, MI 48328**

Code Number: **63300**

Email Address of the District Superintendent: **lindbs01@wsdmi.org**

Name of Intermediate School District: **Oakland Schools**

Name of Authorizing Body (if applicable): **N/A**

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the

District's/PSA's website.

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

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

Date Submitted: **4-8-2020**

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District Code Number: **63300**

Email Address of the District Superintendent: **lindbs01@wsdmi.org**

Name of Intermediate School District: **Oakland Schools**

Name of Authorizing Body (if applicable): **N/A**

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

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

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

District/ PSA Response:

The Waterford School District has secured 500 devices for distribution to students without access. We will begin distribution for students in high school, then middle school, and finally, elementary school until we run out of devices. A survey was sent to families to determine the need. At this time, we anticipate that we will be able to provide devices for all secondary students who currently do not have a device. Those devices will be delivered to student homes during the week of April 20, 2020.

At the high school level, students will engage in online learning via Google Classroom. High schools have developed a schedule for courses to set a time when teachers are available multiple times per week for instruction and support. This schedule will include core classes as well as electives.

At the middle school level, students will engage in online learning via Google Classroom. Middle schools have developed a schedule for courses to set a time when teachers are available multiple times per week for instruction and support. This schedule will include core classes as well as electives. Students at the middle school level also have access to Edgenuity for support in ELA and math.

If there are students for whom we cannot provide a device at the middle school level, we will have hard copy packets, created by teachers to move students forward in essential content objectives.

At the elementary level, students will engage in online learning via Google Classroom, Weebly or another familiar online website tool. Elementary teachers will meet with their students multiple times a week for instruction and support. Instruction will be targeted in the areas of reading, writing, and mathematics. Elementary students will also have access to Dreambox and Lexia for support in math and ELA, respectively.

If there are students for whom we cannot provide a device at the elementary level, we will have hard copy packets, created by teachers to move students forward in essential content areas. Those packets will be delivered to homes during the week of April 20, 2020.

The Waterford School District intends to follow the recommendations of the MDE and MAISA in terms of the amount of engagement time required. Teachers will document contacts with students through Google Classroom and will also log contacts through phone and email. Every effort will be made to ensure all students participate in active learning through the end of the school year.

Students with Disabilities:

- **All students will receive FAPE, which will include specially designed instruction based on individual needs to ensure that the student is making progress in the general education curriculum and toward the meeting of their IEP goals.**
- **The technology needs of each student with an IEP will be considered in order to provide access to general and special education services.**
- **For students with severe and profound needs, special education personnel will work individually with families to identify creative and student-specific ways for the student to ensure that they are provided educational benefit with uniquely designed instruction.**
- **Best efforts will be made by special education and general education personnel to ensure that students with disabilities receive instruction that is consistent with their**

IEPs (or Section 504 plans), including, as necessary, the provision of any related services.

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

District/ PSA Response:

The Waterford School District staff has been in contact with students and families from the first day of the original shutdown. Teachers and support staff communicate through multiple platforms as well as by email, phone calls, and text with parents and students. In most cases, staff are holding Google meets in order to see their students and allow them to see each other in an effort to maintain friendships and connections.

Teachers will continue communication and will log contacts so they can continue to be aware of how students and families are adjusting during this difficult time. Staff will emphasize compassion over compliance as we move forward in this process. We will continue to provide emotional support to students through our teachers, administrators, school social workers, counselors, and behavior interventionists. Teachers are also referring students and families who appear to need additional support during this time, and support staff is working with them to provide assistance.

Students with Disabilities:

- **Reasonable efforts will be made to provide appropriate access for students with disabilities to the best extent possible.**
- **Clarity of written instructions will be provided.**
- **Reading and math levels for SWDs will be accommodated as deemed necessary.**
- **Shortened assignments will be provided to SWDs to account for attention issues.**
- **Focused work for specific classes for SWDs will be provided versus everyone in the same grade level receiving the same work.**
- **Heightened efforts will be provided to provide meaningful, equal access for SWDs to the best extent possible.**
- **Virtual behavioral consultation with parents to support work completion will be provided.**
- **Consideration for related services will take place.**
- **Delivering all special education programs and related services in a reasonably and individually-appropriate manner will be given under the circumstances.**
- **Meticulous documentation of the best efforts made by special education services and classroom personnel of the best efforts that are made to support students with IEPs.**

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

District/ PSA Response:

At the high school level, students will engage in online learning via Google Classroom. High schools have developed a schedule for courses. Teachers will be available multiple times per week for instruction and support. This schedule will include core classes as well as electives.

At the middle school level, students will engage in online learning via Google Classroom. Middle schools have developed a schedule for courses. Teachers will be available multiple times per week for instruction and support. This schedule will include core classes as well as electives. Students at the middle school level also have access to Edgenuity for support in ELA and math.

If there are students for whom we cannot provide a device at the middle school level, we will have hard copy packets, created by teachers to move students forward in essential content objectives.

At the elementary level, students will engage in online learning via Google Classroom, Weebly or another familiar online website tool. Elementary teachers will meet with their students multiple times a week for instruction and support. Instruction will be targeted in the areas of reading, writing, and mathematics. Elementary students will also have access to Dreambox and Lexia for support in math and ELA, respectively.

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

District/ PSA Response:

The Waterford School District staff has been in contact with students and families from the first day of the original shutdown. Teachers and support staff communicate through multiple platforms as well as by email, phone call, and text with parents and students. In most cases, staff are holding Google meets in order to see their students and allow them to see each other in an effort to maintain friendships and connections.

Teachers continue to monitor progress through Google meets and other platforms such as Weebly, Bloomz, Remind, etc., phone conversations, emailing paperwork/assignments, and student completion of assignments through Google Classroom and student progress in online programs like Edgenuity, Lexia and Dreambox. Teachers will keep documentation of interactions with students and will exhaust every means possible to encourage participation.

In the fall, students will be assessed using NWEA. We will use those results to adjust curriculum pacing and essentials for each course/grade level to ensure we are addressing essential objectives from this year and next.

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

District/ PSA Response:

Devices Title IV	\$103,000.00
Shipping of devices to homes General Fund	\$12,000.00
Printing General Fund	\$15,000.00
Total:	\$130,000.00

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

District/ PSA Response:

We met with the Waterford Board of Education on the evening of April 2, 2020. As part of the meeting, we discussed our plan and took input from Board members. Our final plan was shared with Board members prior to the submission of this document.

Administrators and teachers worked collaboratively to develop the schedule, the plan, and the packets for elementary and middle schools. We also engaged the Waterford Educational Association in the discussion regarding our plans to ensure support for implementation.

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

District/ PSA Response:

The Waterford School District will send the plan for remote learning to all families using Blackboard Connect. It will also be shared via all social media platforms in order to reach all stakeholders. All information regarding the plan will be available on the district website, www.wsdmi.org.

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

District/ PSA Response:

It is our goal to have this plan ready for implementation the week of April 20, 2020. Devices will be delivered to student homes the week of April 20 to students who have been identified as not having a device. Packets for elementary and middle school students will also be sent home the week of April 20.

Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and

Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-20 school year.

District/ PSA Response:

Students enrolled in Dual Enrollment courses have the option to drop the course with no penalty as a result of this transition. Those that remain enrolled will transition to online platforms provided by the institutions in which they are enrolled.

Students participating in Work-Based learning programs are not able to participate in their program during this period. We are working with Oakland Schools Technical Campuses to continue to provide CTE programming to the extent permissible under the Executive Order and OCTE's guidance for students who typically participate in learning at our local ISD campuses.

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

District/ PSA Response:

Families have been and will continue to pick up food at one of our takeaway sites or through one of our bus deliveries. Currently, we have five active sites and three bus routes to provide food twice per week. On Tuesday, families receive enough breakfasts and lunches until Friday. On Friday, they receive meals to last through Monday. As of April 3, we have distributed over 100,000 meals to families in need and will continue to do so.

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

District/ PSA Response:

The District will continue to pay all staff throughout the remainder of the contract year.

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

District/ PSA Response:

Teachers will monitor student progress and provide feedback on their work. They will document contacts with students and all they are doing to ensure engagement. At high school, and for 8th graders taking high school courses, students will have the opportunity to earn credit. We are currently working with Oakland Schools and other Oakland County districts to determine how that will best be documented at the end of the year.

For seniors, those students who were on track for graduation on March 12 will be considered as having completed all requirements and will have earned their diploma. Students who were not on track will work closely with teachers/counselors to be supported in completing requirements in order to earn their diploma.

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

District/ PSA Response:

There are a variety of ways in which mental health supports will be provided to students while we are no longer in face-to-face session. These include:

- **School Social Workers will identify and implement strategies that support students and families dealing with COVID-19 social and emotional needs.**
- **School Social Workers will create and provide support to teachers in order for them to provide professional learning structures that ensure purposeful and planned SEL practices during the COVID-19 closure period.**
- **School Social Workers and teachers will communicate SEL practices through various modalities in a culturally responsive manner to families.**
- **School Social Workers and teachers will focus on relationships to ensure that the academic and the social-emotional development of students remains positive and responsive to the specific needs of students.**
- **School Social Workers will work in partnership with parents, teachers, and other identified stakeholders to ensure that emotional distress due to the COVID-19 health crisis is minimized.**
- **Classroom teachers will communicate any student concerns to the building counselors and social worker.**
- **The behavior intervention staff will continue to hold groups via Google meet to support our students and their families with mental health and social-emotional supports.**

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

District/ PSA Response:

Waterford School District values the work of our first responders and will help in any possible way to address their need for childcare. At this time, however, our child care staff is assisting with food distribution. So far, we have served over 100,000 meals, which requires the support of all available personnel. This would be a challenge to supplement if staff members were redirected back to childcare.

Optional question:

Does the District plan to adopt a balanced calendar instructional program for the remainder of the school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-21 school year?

District/ PSA Response:

The District is reviewing possibilities and will continue to revisit this option based on how the shelter-in-place order progresses.

Name of District Leader Submitting Application: **Lisa Eldredge**

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: