



WAVERLY COMMUNITY SCHOOLS
Administrative Center
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Continuity of Learning Plan-December 2022 update

There are various 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

Continuity of Learning and Response Plan ("Plan") 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 and 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 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 partner. 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 translation as necessary.

Continuity of Learning and Response Plan ("Plan") Assurances

Date Submitted: November 2022, (originally submitted on April 15, 2020)

Name of District: Waverly Community Schools

Address of District: 515 Snow Road, Lansing, MI 48917

District Code Number: 33215

Email Address of the District: kblake@waverlyk12.net

Name of Intermediate School District: Ingham Intermediate School District

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 2019-20 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 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and Response Plan ("Plan")

The goal of a Continuity of Learning and 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: April 15, 2020

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

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and

the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

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

Waverly Community Schools is committed to providing learning from a distance for all students including eligible students in applicable programs, including Early on Service, preK12 students with IEPs, students with 504 plans and students (18-26) in post-secondary transition programs. Learning may be provided in coordination with partner programs (e.g. GSRP, Wilson Talent Center, The Early College, HSDCI, Graduation Alliance, E2020, MVU...). The District is committed to making a best faith effort to provide support for those students with specialized needs. The District will not penalize a pupil for the pupil's inability to fully participate.

Waverly Community Schools plans to use a hybrid model of instruction, first using on-line learning platforms, and if needed hard copy instructional learning packets. For those students that have internet access, but do not have a device, we will provide a device (either by pick-up or delivery). Students without internet access, or for students who on-line learning isn't functional, will have access to instructional material through paper instructional learning packets that will be picked up by parent/guardian or delivered/mailed to the home of the students.

Student's Individualized Education Plans (IEP) will be implemented by the Waverly Special Education Department as part of our “Continuity of Learning Plan” during this public health emergency. The IEP will be followed in good faith and to the extent that it is safe, practicable, and within state and federal guidance and restrictions.

Each student with an IEP will have an “Individualized Contingency Learning Plan,” which is the district's temporary plan to help provide access to appropriate educational materials and provider(s) during the closure of traditional school. The Contingency Learning Plans are being developed by students' case managers or providers in consultation with each student's support team. These plans will take into consideration public health recommendations, the District's Continuity of Learning Plan, the student's IEP, availability of technology, student needs under the current circumstances, and parent comments and concerns.

Waverly Community Schools General Guidelines:

- Intentional outreach to continue building relationships and maintain connections
- Encourage ongoing two-way communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students' current situation and context

-Utilize social emotional learning practices and provide mental health supports

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

Teachers will be expected to attempt contact with every student (in homeroom/pride/classroom) at least once per week. This may be accomplished through the use of technology platforms, email, texts, or phone calls. If the student isn't available through those means, teachers will include notes to the students in their instructional learning packets. This communication will focus on maintaining connections and building relationships with students.

For students who are consistently not responding to teacher communication and/or are not consistently completing content assignments, a building/program support person (ex: social worker, counselor) will reach out to ensure student safety and well-being. This will occur by the teacher sharing the student name with an administrator so that the administrator can assign the student to a support person for contact. A feedback loop will occur back to the administrator and teacher, to ensure that the student is safe.

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

Waverly Community Schools will offer an online learning option, a learning packet model or a hybrid of the two.

For students with access to technology, content will be delivered through an online platform, email, and other social media sites (Google Hangouts Meet, Facebook, Remind, etc.) or asynchronous instruction (screencasts, linked videos, virtual field trips, electronic documents...) each week.

1. All student materials for the week will be uploaded and available every Monday.
2. Grade level/department teams have collaborated to work on common learning targets/standards to present for each week. Each grade level/department team will include a Special Education teacher.
3. Teachers will provide either on synchronous meeting each week or weekly offices hours in order to connect with students.

For students without technology, or for students who on-line learning isn't functional, the main mode of delivery will be through hard copy instructional learning packets.

1. The learning opportunities in these packets will be supplemented with phone conferencing to provide feedback and support student learning.

2. Feedback to students may be provided through the weekly phone conference, emails, or through notes included in the following week's packet.
3. The instructional learning packets will be picked up by parents/guardians, dropped off to their homes, or delivered via the US mail to Waverly students.

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

For students who have access to technology, teachers will monitor student access and assignment completion within the instructional platform. Teachers will provide feedback to students through virtual meetings, a digital platform, email or phone calls.

For students without technology access, or for students who on-line learning isn't functional, learning packets will be completed by students. Teachers will contact the students via phone call or written note to provide feedback and instructional assistance and monitoring.

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

Budget would include:

- Purchase of learning supplies such as paper, pencils, crayons, etc.
- Printing costs (paper, printer ink and machine copy cost)
- Mailing costs (envelopes, postage)
- Personnel time for printing, preparing and delivering both electronic devices and hard -- copy instructional packets
- Fuel cost- mileage for bus delivery of devices and hard-copy instructional packets
- Cost of on-line instructional platforms and any related software/websites if applicable
- Cost of devices/device replacement and repair
- Instructional materials

Sources:

- General funds
- Title I
- 31a

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

- The initial closure instruction was to provide students and families with lessons, books, or instructional packets of practice material to keep their minds engaged in learning.
- When the closure became long term, district administrators, teachers and support staff reached out to students/families to continue connecting with students and building relationships.
- Teachers conducted a survey with families to determine their access to the internet and electronic devices.
- The cabinet team discussed, collaborated, and shared plans with administrators, the leadership team and the Waverly Board of Education.

- A representative from each union/membership group was contacted by phone or a virtual meeting to gain insight and give feedback regarding the closure plan.
- A survey was sent to instructional staff to assess their access to the internet, devices and familiarity with digital platforms.
- In the week prior to implementing continuous learning, staff will virtually meet to determine critical content, and/or critical IFSP/IEP goals, for the remainder of the year. They will also collaborate to determine methods, instructional activities, and resources for students.
- The Waverly Community Schools Leadership team will continue to meet regularly to collaborate, review ongoing feedback and input, adjust the plan as needed and support our internal programs throughout the remainder of the school-year.
- Principals will hold weekly staff meetings to continue collaboration efforts and plan adjustments when necessary.
- WCS Leadership team will hold weekly meetings to continue collaboration efforts and plan adjustments when necessary.

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

Waverly Community Schools COL plan will be communicated to our families, students and community by:

- Sending SchoolMessenger emails
- Sending SchoolMessenger robocalls
- Posting to the district website
- Posting on various social media platforms
- Shared by staff as they reach out to each family

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, in the event that continuation of learning needs to occur

Waverly Community School staff began reaching out to families as soon as the closure was announced.

Principals and staff will meet at least once per week.

WCS Leadership team will meet each week.

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

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses.

We will seek guidance and communication from Ingham ISD regarding students who participate in certification programs.

We continue to provide staff support for our students who are currently enrolled in Michigan Virtual and Edgenuity coursework.

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

Meal Distribution Plan:

All Waverly students will be eligible for 7 breakfast and lunch meals each week.

- Meals will be distributed each Monday, at Waverly High School. At this time, families will pick up meals for 7 days.
- Meals will be distributed through a drive-thru model. To reduce person-to-person contact, families will be asked to open their trunks so that food service staff and volunteers can load the food.
- All food service staff and other staff helping with distribution will be expected to wear personal protective equipment.
- Meals will be delivered to our families who don't have available transportation.
- Food distribution information is communicated to families through SchoolMessenger emails and robocalls, social media platforms, and the district website.

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.

In agreement with the assurances, our District is committed to keeping all staff employed if the State of Michigan continues with State Aid payments.

Expenses associated for programs such as tuition-based daycare or preschool programs will be documented for potential future reimbursement. We are in the process of determining how roles and responsibilities will change for all staff, as we make this transition.

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

- Teachers will keep a log each week of:
 - Communication with students
 - Student engagement in lessons/instructional sessions
- If a student has access to technology, teachers will use the instructional platform to monitor student progress, engagement, completion of instructional activities and overall wellness.
- If a student does not have access to technology, or for students who on-line learning isn't functional, teachers will keep track of student progress and/or completion of instructional activities through phone calls and monitoring of their work.

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

Waverly Community Schools has put together a team to focus on and support the mental health needs of our students. A repertoire of social emotional lessons will be made available for students in need of these supports. If a specific student need is identified, a teacher will communicate this need to the building administrator, who will then assign that student to support staff to conduct a follow-up communication with the student. The support staff will report back to the administrator and staff member once contact /support was given to ensure a feedback loop of information.

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

Waverly Community School's child care program would generally close in a state of emergency. We are more than willing to re-consider this closure if the ISD needs additional sites open for essential worker child- care.

Optional Question:

15. Does the District plan to adopt a balanced calendar instructional program?

Waverly Community Schools will not adopt a balanced calendar.

Name of District Leader Submitting Application: Kelly Blake, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA webs