



## 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

## **Continuity of Learning and COVID-19 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 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.

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

**Date Submitted:** Tuesday, April 14, 2020

**Name of District:** Wayne-Westland Community Schools

**Address of District:** 36745 Marquette, Westland, Michigan 48185

**District Code Number:** 82160

**Email Address of the District:** SimmonsJ@wwcsd.net

**Name of Intermediate School District:** Wayne Resa

**Name of Authorizing Body (if applicable):**

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.

### **Continuity of Learning and COVID-19 Response Plan ("Plan")**

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each 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:** Tuesday, April 14th, 2020

**Name of District:** Wayne Westland Community School District

**Address of District:** 36745 Marquette, Westland, Michigan 48185

**District Code Number:** 82160

**Email Address of the District:** SimmonsJ@wwcsd.net

**Superintendent: Name of Intermediate School District:** Dr. Randy Liepa

**Name of Authorizing Body (if applicable):**

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 district plans to use a hybrid model of instruction using hard copy instructional packets and providing learning materials online. Students without internet access will have access to instructional materials through instructional packets. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to content specific learning documents. They may be accessed through instructional packets or be viewable on a device and completed in a notebook.

All of the instructional packets will be housed on our district Learning Hub for students and families to access. Details of the plan and expectations for teachers can be found in our [Instructional Plan](#).

Our district has also developed an extensive plan to support special education. [Special Education Guidance](#)

Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable/do not complete the content specific work or participate in remote learning for any reason.

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

**District/ PSA Response:**

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

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

- Plan for Student Learning: Building on individual strengths, interests, and needs and using this knowledge to positively affect learning in every area, both academically and behaviorally.
- Homeless Students & Foster Care Students: Offer continuous support to the district's homeless and foster care population. Have the Family Resource Center make contact with homeless and foster care families. At least once a week, reach out to families to provide basic needs assistance. Distribute flyers regarding available resources during food distributions. Packets will also be delivered to the shelters.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access and keeping student privacy in mind at all times, and may be done through the use of such platforms as Google Hangout for visual communication, [EduGuide](#) for written communication (or other forms of virtual meeting) or through weekly phone calls. For students with technology access, 4th-12th grade teachers may opt to communicate at least once a week through the EduGuide platform with an emphasis on continuing to build relationships and maintain connections. The optional EduGuide platform lends itself to building student-to-student relationships by helping students learn how to mentor their friends and family, fostering a positive ripple effect in school culture and climate, even virtually.

If students do not have access to technology, teachers will make weekly phone calls to students in order to maintain relationships and connections.

We are working to support our students socio-emotional needs and have detailed this out in question 13.

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

**District/ PSA Response:**

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered during food distribution. Packets will be mailed to the student if they do not have transportation.

For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, Class Dojo, etc.). Teachers will be accessible through synchronous and asynchronous instruction, as needed by their students.

**SPECIAL EDUCATION**

To the extent practicable, we will, in good faith, provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.

[Special Education Guidance](#)

**SECTION 504**

Every effort will be made to accommodate students with a 504 Plan (if still applicable and possible through distance learning).

**ENGLISH LEARNERS**

We will provide translations as necessary and Wayne RESA EL Facilitators will make every effort to communicate with the students on their caseload in order to support their individual needs.

The [MDE Covid19 Site](#) includes translation resources, etc. on the gold tab. The green (Literacy) tab is also good for EL students because the second resource on this link has a variety of books in multiple languages.

[RESA Remote Learning Portal](#) has EL Resources located both at the bottom of the Content Tab and in the Parent Portal tab.

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

**by pupils. District/ PSA Response:**

For students without technology access, teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. We will also monitor students through an adjusted grading system outlined in our Instructional Plan link above.

For students with technology, teachers can monitor student access and assignment completion on a daily basis within the technology platform that works for them (email, Google Classroom, etc.). Teachers will provide feedback to students on assignments as they are completed and as requested. Teachers will differentiate instruction within the platform to meet each student's needs.

**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:**

The District has printed packets of educational resources for students who are not able to access the material online.

[Cost of printing educational packets for students March 13- April 6, 2020.](#)

[Cost of printing educational packets for students April 13-17, 2020.](#)

The costs identified above are through April 17th. This cost will continue throughout the year and it is estimated to be \$6000.00

**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:**

Wayne-Westland Community Schools is committed to providing engaging learning experiences for students during Michigan's State Wide School Shutdown. The Curriculum and Instruction Department led the development of the Continuity of



Learning Plan to ensure the continuation of learning experiences at home. The Department worked collaboratively with other Central Office Departments including Human Resources, Support Services and Pupil Accounting to develop each portion of the plan. School Board Members, building administrators, counselors, food service employees, content team leaders, instructional coaches, classroom teachers and union leaders played a key role in reviewing, providing input, and giving direction on student learning, teacher needs and the overall plan.

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

District/ PSA Response:

We will send every family, in the District, an email, have principals include the information in their weekly communications, post on our District homepage, each school's homepage, and share on social media. If principals have families, who they know do not have access to any of the above, we can mail them a letter or have a staff member call them.

**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:

The plan will be implemented Friday April 17th 2020.

**9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1912, in completing the courses during the 2019-2020 school year.**

District/ PSA Response:

For the **dual enrolled students**, most of the college websites have a [COVID-19 Update](#) or [Coronavirus](#) link. The following information is available:

- All Student Services and Support will be provided remotely.
- Most colleges are providing services Monday - Friday, 8:30 to 4:30.
- A Student Services Directory with phone numbers and email addresses are available.

- Students are asked to check their college email daily for updated information and communications sent directly to them.
- One college has directions for preparing to work remotely.
- Clinicals and labs have been postponed until a later date.
- For each college, I have compiled the website address, a main contact number, and where to navigate on the college website for Student Services and Support.

**Career Technical Students** will follow the Secondary guidelines for course completion found in the instructional plan under question #1.

**For CT certifications**, Precision exams have closed their online content since a proctor is required. As updates from Precision are released, communication and process will be shared with instructors and students, and accommodations will be made for students to complete exams for vocational certifications.

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

**District/ PSA Response:**

We will continue to provide meals using the drive through distribution system at John Glenn High School. We will submit the SFSP application to MDE by the May 1st deadline so that once the “stay at home” mandate ends we will be able to begin the “Meet Up & Eat UP” summer feeding campaign. The sites for SFSP feeding are: Adams, Elliott, Franklin, Schweitzer and Taft.

**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:**

All District employees will continue to receive their standard wages, as outlined in the collective bargaining agreements, while the District is shut down.

**12. Provide a description of how the district will evaluate the participation of pupils in the Plan.**

**District/ PSA Response:**

If a student does not have access to technology, teachers will track which students are receiving the instructional packets through food/packet distributions or need packets mailed. They will also keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and provide support and feedback for assignments. Weekly office hours will provide students, without technology

access, to receive instructional support and feedback. The use of office hours will also be tracked by teacher logs. Inconsistent communication with a parent or student will be reported to the principal, SSW, or counselor to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

**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:

Wayne Westland Community Schools is committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used to help explain and maneuver through our current reality through our social media platforms, website, Edulink communication system, and internal communications (i.e TWIWW, email).

Other means of supporting students will include, but will not be limited to, the following:

[WWCSD Needs Survey](#) – The district will offer a survey to all parents to determine their current mental health, academic, and basic needs. The survey will be housed on the district’s website and social media platforms that will filter out social-emotional needs. Designated district-level personnel from each area (social-emotional, academic, and basic needs) will monitor the feedback and direct the need to the appropriate building or department that will strive to meet the need.

Regular check-ins with students (telephone calls/virtual conferences by teachers, social workers, counselors, administrators, etc.)

- The regular check-in mechanism will be determined at each building and will be consistent throughout that building.
- Buildings will put in place a process to determine which school personnel should check-in to provide support vs. check-in to build relationships.
  - Step 1: The classroom teacher, case manager and/or social worker as the first point of contact, will conduct the initial screening. If a mental health concern is detected, then the teacher will forward the concern to the administrator.
  - Step 2: The school administrator will perform a [deeper wellness check](#). Based on the results of the wellness check, the administrator would identify the support person(s) (counselor/social worker/one-on-one paraprofessional/climate and culture coach) to contact the family and address the specific need.
- If an outside agency is needed to help meet the student’s needs, the school

- counselor or social worker will help connect the family to the outside agency.
- While teachers are making weekly contacts (phone calls, EduGuide...) they will monitor and assess the needs of students and families. If a need surfaces, the teacher will follow the steps outlined above.
  - The principal will monitor progress towards the school's efforts through weekly check-ins with teachers.

Schools have Climate and Culture Coaches who may host groups with students (virtual circles to allow opportunities for students to have voice with a trained professional and/or facilitator weekly). If necessary, Climate and Culture Coaches will be allowed to enter the building during office hours to utilize equipment that is necessary to connect with students.

- [COVID-19 Resources for School Staff and Parents](#)
- [MDE COVID-19 Educator's Guide](#)

Schools with community health partnerships (Guidance Center, Detroit Wayne Mental Health Authority, Starfish Family Services) are encouraged to connect with those partners regarding ways to continue to support students virtually or by phone. Tele-health may be used to provide services when available for students that have technology.

Other Resources

- [Meditation Apps and Tools for Lifting Pandemic Anxiety](#)

**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.**

**District/ PSA Response:**

Champions is eager to provide support and offer childcare. They are currently providing care through Faith Community Church in Wayne. They are serving 18 WW families (all first responders) at this time. This is a temporary location for childcare, as the church is going week-to-week. We will explore opening Marshall to accommodate child care needs for our first responders, as this location is already licensed and houses the Champions program. They would continue to only serve WW families who are first responders. Champions is open to covering the costs for paying custodian overtime charges. Wayne Resa is coordinating child care support under this Executive Order and we are working with them to meet any identified child care needs.

Optional question:

**15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-20 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-21 school year?**

**District/ PSA Response:**

We will be using the calendar that was negotiated with the Union (pre-Labor Day start).

**Name of District Leader Submitting Application:** Jennifer Curry

**Date Approved:**

**Name of ISD Superintendent/Authorizer**

**Designee: Date Submitted to Superintendent and**

**State Treasurer:**

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



