

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

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: April 8, 2020

Name of District: Washtenaw Education Options Consortium (WEOC)

Address of District: WEOC, 301 West Michigan Ave, Suite 401, Ypsilanti, MI 48197

District Code Number: WEOC operates under WISD 81000

Email Address of the District: muzelac@weocflex.org, nhu.do@wihi.org,
fisher@earlycollegealliance.info, dugger.eca@gmail.com

Name of Intermediate School District: Washtenaw Intermediate School District

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.

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:

WEOC MISSION:

Vision: At WEOC we aspire to create a socially just, equitable, and inclusive educational environment. We strive to empower our community members to think and advocate for themselves and others.

Mission: At WEOC, we provide a variety of high-quality public education options to a broad range of learners. We intentionally build meaningful relationships with all learners while supporting them both academically and emotionally.

We plan to live and implement this vision and mission throughout the COVID-19 continuity of learning plan.

Access to Technology Tools:

All WEOC programs have provided students with access to a device and internet connectivity in order to access virtual instruction during the COVID-19 school closure.

Access, Equity and Inclusion:

All WEOC programs engage in the following to ensure access for students to promote equity:

- **Ongoing stakeholder surveys to assess student needs for technology devices and internet access to ensure all students have the necessary technology and access throughout the school closure**
- **Device drop off and pick up based on student needs**

- Technology support staff available during school hours to troubleshoot, support, and replace necessary devices
- Ongoing professional learning for staff to deliver and engage in remote learning
- Parent/guardian resources to support student learning online
- Student resources and options for engaging in remote learning
- Accommodations and support for students impacted by the COVID-19 crisis (or any other extenuating circumstances) including opportunities to demonstrate learning when school resumes.
- Student Support Team resources and other mental health support
- Ongoing needs assessment for social, emotional, health, financial, and academic needs based on the MAISA guidance

Alternative Modes of Instruction:

All modes of successful community at WEOC are founded on strong relationships with students and families. The modes of instruction below enable continuation of our deep commitment to our families and students to support individualized needs for all. Increasing the reach of instruction will use teacher communication and multiple learning options provided via Google Classroom, PowerSchool Learning, Canvas, Telephone communication, Video Chat, Project-Based Learning, and instructional course packs and other printed materials.

WEOC programs will also continue to use partnerships with EMU and WCC for dual enrollment and early college access to college classes for students enrolled in college courses. Communications and virtual instruction will include email, telephone communication both voice and text, as well as the online instructional resources already mentioned.

Students who are impacted by the COVID-19 crisis will not be penalized for their inability to participate with a failing grade, but will be offered the opportunity to demonstrate learning when school resumes. WEOC programs will provide support where this is the case to ensure family needs are being supported and student progress is a priority.

Summary of Materials Needed to Access Instruction:

- Internet access and a computer or tablet device - provided by WEOC unless the family prefers their own device
- Phone number and phone access - updated in PowerSchool SIS per usual school process
- Email - provided by WEOC
- Video chat - provided by WEOC
- Account on learning platform - provided by WEOC and partner institutions of higher education Ex. Google Classroom, PowerSchool Learning, Canvas, etc.

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:

All WEOC programs are committed to proactive reach out through phone calls, texts, email and video chat to each student and family to build and maintain strong relationships and understand students' needs. WEOC will ensure teachers, counselors, school social workers, and administrators are available for office hours to continue to build relationships and maintain connections via video chat, telephone communication, and email. The Student Support Team (Advisors, Counselors, School Social Workers, Administrators, Teacher Consultants and Teachers) have a system to reach out to students who are most vulnerable in order to help students feel safe and valued.

Plan to keep students at the center of educational activities:

All WEOC program remote learning instructional and curriculum plans include:

- Curriculum is developed with students' strengths and interest at the center of learning
- Students have daily learning opportunities posted and receive ongoing feedback from teachers
- Staff office hours to connect with students via video chat, telephone, or email
- WEOC programs offer either an advisory program or student support team model to ensure students are at the center of a web of multiple adults offering instructional and social emotional support. These models will continue in the virtual environment using all methods of communication other than face to face.
- WEOC programs will continue to provide special education services via online methods of communications. WEOC staff and WISD TC staff assigned to WEOC programs will work with either local district ancillary staff or contracted service providers to ensure student service based on IEP needs.
- Students impacted by the COVID-19 crisis (or any other extenuating circumstances) will receive accommodations and support including opportunities to demonstrate learning when school resumes.

Plan for outreach to build relationships and maintain connections with students:

WEOC Programs have administered a needs assessment survey to all families. Staff have a plan to follow up to connect families to outside resources as needed. WEOC staff are also in contact with families via phone, text, and online methods to support individual learning needs, maintain relationships, and offer academic and community resources.

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

District/ PSA Response:

WEOC programs will deliver content in multiple ways so that all students can access learning including Google Classroom, PowerSchool Learning, Canvas, Telephone communication, Video Chat, Project-Based Learning, and instructional course packs and other printed materials.

Plan to deliver content in multiple ways including:

- WEOC programs will continue to provide special education services via online methods of communications. WEOC staff and WISD TC staff assigned to WEOC programs will work with either local district ancillary staff or contracted service providers to ensure student service based on IEP needs.
- WEOC programs will continue to provide english language learner services by working with local district ELL staff and making individual plans based on student needs.
- WEOC programs will use the following to engage students in learning: Google Classroom, PowerSchool Learning, Canvas, Telephone communication, Video Chat, Project-Based Learning, and instructional course packs and other printed materials as needed

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

District/ PSA Response:

All WEOC programs will utilize existing student information systems (PowerSchool, Google Classroom, PowerSchool Learning, Canvas, Video conferencing tools, and Student Trackers) to track student engagement, effort, and growth. Each program has a mechanism to record the extent to which each student engages in learning.

WEOC programs will use the following measures to manage and monitor learning:

- Multiple spreadsheets tracking communications between students and staff members, including notes on any needed interventions and supports.
- Student information system logins and work completion by student and class.
- Teacher feedback and student resubmission based on feedback.
- Attendance measured via communications with teachers, advisors, and counselors.

Attached are the Graduation/Assessment/Academic Progression Plans per WEOC program. All plans consider the impact of COVID-19 crisis and do not penalize students who are unable to engage in learning as a result of hardships.

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:

No additional expenditures are required for this Plan.

*See attached and please note: existing WEOC budgets without amendment are sufficient to cover the COVID-19 related activities.

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:

School community stakeholder participation:

WEOC programs employ a distributed leadership model. Each program's staff worked closely and collaboratively, through Zoom faculty meetings, on the specific plan for providing distance learning during this time. The WEOC Joint Steering Committee, which serves as the Board of WEOC, consulted with WEOC leadership on plans for continuity of learning. WEOC administrators have been actively involved in county-wide leadership meetings for decision-making around this implementation with our partner district administrators and curriculum leaders. Ongoing communication and input from stakeholders include:

- Surveys
- Email
- Telephone
- Online learning platforms

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

District/ PSA Response:

WEOC will notify all students and parents/guardians of the Continuity of Learning Plan via email, website, and/or telephone communication.

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:

WEOC will begin implementation of the Plan on or before April 13th once the plan is approved by Washtenaw Intermediate School District.

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 school year.

District/ PSA Response:

WEOC dual-enrollees take college coursework at Washtenaw Community College and Eastern Michigan University. WEOC program advisors, counselors, and administrators are in close contact with students involved in dual-enrollment to ensure that they are supported and successful, or are able to utilize extensions in post-secondary policy for course withdrawals if necessary.

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

District/ PSA Response:

WEOC will provide for continuation of food distribution to eligible pupils through each consortium district's plan for food distribution. Consortium districts include Ann Arbor, Chelsea, Dexter, Manchester, Milan, Lincoln, Saline, Whitmore Lake, Ypsilanti, and Washtenaw Intermediate School District.

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:

WEOC will continue to pay school employees while redeploying staff to provide meaningful work in the context of this Plan.

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

District/ PSA Response:

WEOC programs will evaluate the participation of students based on completion of work and mastery of skills with multiple opportunities for students to reassess and reach mastery through a standards based learning approach. Students with extenuating circumstances related to the COVID-19 crisis will not be penalized, and will be offered social, emotional, and academic support.

WEOC programs will use the following measures to manage and monitor learning:

- Multiple spreadsheets tracking communications between students and staff members, including notes on any needed interventions and supports.
- Student information system logins and work completion by student and class.
- Teacher feedback and student resubmission based on feedback.
- Attendance measured via communications with teachers, advisors, and counselors.

Attached are the Graduation/Assessment/Academic Progression Plans per WEOC program. All plans consider the impact of COVID-19 crisis and do not penalize students who are unable to engage in learning as a result of hardships.

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:

All WEOC programs employ counselors and social work staff, who are mobilized to provide online and/or telephone-based mental health support for students who are impacted by the state of disaster prompted by COVID-19.

WEOC Programs administer ongoing needs assessment surveys based on MAISA guidelines to all students, staff, and families. Staff have a systemic plan in coordination with TRAILS, CMH, Local Hospitals, and other local resources to follow up to connect students and families to outside resources as needed including access to:

- Food
- Shelter
- Healthcare
- Childcare
- Financial assistance
- Mental health support
- Other needs

WEOC staff are also in contact with families via phone, text, and online methods to support individual mental health needs. Program mental health and counseling staff will help families access community resources and support as part of providing help.

WEOC staff have been trained in trauma informed practices. These practices will be in place and continue to support needs of students for grief and mental health support.

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:

WEOC will publicize and offer support to any efforts of Washtenaw ISD to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any following executive order.

15. Optional question:

Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

WEOC programs currently do and will continue to educate students using a variety of school calendars (depending on program) including year-round, August start, and college calendars.

Name of District Leader Submitting Application: David Dugger, Monique Uzelac, Nhu Do, Ellen Fischer

Date Approved: 4-10-2020

Name of ISD Superintendent/Authorizer Designee: Scott Menzel

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: