

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

Date Submitted: 4/14/2020

Name of District: Washtenaw Intermediate School District

Address of District: 1819 S Wagner Rd, Ann Arbor, MI 48106

District Code Number: 81000

Email Address of the District Superintendent: smenzel@washtenawisd.org

Name of Intermediate School District: Washtenaw 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 2019-2020 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 childcare centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEP/IFSPs 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.
8. Washtenaw ISD is the fiscal agent for the Washtenaw Educational Options Consortium (WEOC). This consortium, working with the 10 member districts, has developed a [Continuity of Learning Plan](#) for its programs. We are including it in our assurances to acknowledge the careful attention the WEOC programs have made to transition to a remote learning environment. [Their plan is available here.](#)

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.

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Washtenaw Intermediate School District Continuity of Learning and COVID-19 Response Plan April 14, 2020

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.

The Governor’s Executive Order (EO 2020-35) requires all schools to begin providing distance learning opportunities for all students no later than April 28, 2020.

Mission and Vision Statements

The mission of Washtenaw Intermediate School District is to promote the continuous improvement of achievement for every student while providing high-quality service to our customers through leadership, innovation, and collaboration.

WISD's vision is to be the leader in empowering, facilitating, and delivering a high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.

Introduction

During this Covid-19 pandemic, our school community has come together to support one another, with particular emphasis on our children and young adults with disabilities. The community and WISD have provided multiple resources to ensure families* have food, personal hygiene items and mental health supports. The depth of care, strength, and creativity expressed by our WISD family is inspiring and this extends to our desire and intent to meet the learning needs of our students. We recognize families and caregivers have been thrust into new territory and are working to balance the demand of day-to-day life with the added expectation of supporting student** learning. Beginning with the mandated school closure on March 16, 2020, WISD staff worked intently to stay connected with students, ensure student and family needs were met, and provided enrichment activities through digital platforms. The clear focus during this time was keeping connected and tending to student wellbeing socially, emotionally, and physically. That strong focus will persist moving forward during our school closure period with an additional focus on academic learning. In accordance with the Executive Order issued by Governor Whitmer on April 2, 2020, WISD staff will begin implementing the WISD Continuity of Learning Plan on April 20, 2020. The Plan will continue through the different program calendars’ end dates within our District. The Executive Order states that public schools must provide academically focused remote learning experiences for all students that are appropriate, equitable, and accessible for students and families. WISD is committed to maintaining our level of excellence by providing these learning experiences in the most meaningful, engaging, and inspiring way possible to maximize student learning and growth, while still maintaining a deep and consistent focus on student mental health and overall wellbeing. This Continuity of Learning Plan provides the overarching framework and expectations for our staff, students, and families.

The key outcomes of this plan are:

- Emphasize care, safety, health, and overall well-being of all students, families, and staff
- Ensure continuity of essential learning through the end of the school year
- Provide consistent, meaningful, engaging, high-quality experiences that promote learning and growth
- Provide the most equitable and accessible learning experiences possible for all students.

Creating the right balance between the highest level of educational opportunity and personal wellbeing may take time during the first few weeks of learning. WISD acknowledges that not all students and families may have the ability during this school closure period to fully engage in learning. We expect families to prioritize safety and health during this time. 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. WISD programs will provide support where this is the case to ensure family needs are being supported and student progress is a priority. Where, due to the global pandemic and resulting closures of schools, there has been an inevitable delay in providing services by the WISD – or even making decisions about how to provide services - IEP teams will make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations.

We will ask that families stay in communication with teachers/service providers about their student’s status, particularly if there are needs. Flexibility, patience, and grace will be needed more than ever as we adjust to the new information available and as this situation continues to evolve for our community as a whole and for individual families. Feedback is valued, and we will encourage communication so we can together make adjustments and improvements.

*Any reference to “family” in this document is intended to include parents, guardians, caregivers, and others supporting the student, as appropriate.

**Any reference to “student” in this document is in reference to all children in WISD programs between the ages of 0 - 26.

Distance Learning

The following shared instructional principles have been considered in the development of WISD’s Continuity of Learning Plan and Administrative Guidelines for Implementation of the Continuity of Learning Plan.

- a) Embrace [culturally responsive and sustaining](#) practices ([From NYU Metro Center document](#))
- b) Provide Individualized Instruction ([from IDRA document](#))
- c) Focus on Active Learning ([from IDRA document](#))
- d) Build Genuine Relationships with Students & their Communities ([from IDRA document](#))

In addition, we considered and implemented [recommendations of Social Justice Educators](#).

We acknowledge distance learning cannot substitute for daily in-person instructional programs; we are not trying to replicate the regular school day experience. While our educators are eager to engage with students and families and help advance their academic and social-emotional learning, we recognize that student-teacher and student-student interactions at a distance are not equivalent to the invaluable social interactions that foster learning within our normal school setting. Still, we are committed to partnering with our families and community to make the best possible learning experiences under our current circumstances of forced separation. WISD intentionally uses the term “distance learning” to describe our plan rather than “virtual learning” or “online learning.” This choice is based on two core ideas. First, we recognize that across programs, grade levels and across our county’s geography, students have differing levels of familiarity, skills, and access to reliable technology devices and the internet as a learning tool. Second, we assert that quality learning can and does happen remotely with and without computers. That said, we have seen that technology can be a powerful learning tool and that virtual collaboration platforms help maintain a degree of the connections felt among students within a traditional classroom. Training and preparation time for teachers prior to and throughout distance learning will emphasize effective ways to utilize both digital and non-digital learning resources and techniques that meet the needs of our students.

WISD Continuity of Learning and COVID-19 Response Plan

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

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.

The WISD will:

1. Use all available tools to connect with **every** student and family, including digital or paper, synchronous or asynchronous, telephone or computer-based as required to meet student needs.
2. Commit to specifically teaching students and families how to work in a remote learning platform.
3. Provide office hours and/or commit to individual student check-ins (at least once weekly, or as required, to meet student needs) to answer student/family questions and to ensure that students are supported with the academic activities or social-emotional needs/developmental learning.
4. Flexibility: Understand that the mode of delivery may be different based on what students have access to and their individual academic/social-emotional needs. It may change or be adapted over time.

Tools and Materials for Distance Learning at WISD				
Tool or Resource	Audience	Description + Use of Tool	Training Available for Staff, Student, Families	Materials Needed + How to Access
Instructional Packets & Activity Boxes	Families Caregivers Students	Individualized student packets and activity boxes will be accessible to families with limited access or knowledge of technology systems and for students who may require more hands-on learning activity.	<ul style="list-style-type: none"> • Staff will call during office hours or set meeting time to explain instructional packets and activity boxes to the families and students. • Staff will be available for questions, comments and concerns to each family. 	Ability to receive mail/packages at home. Ability to pick up packets/boxes at designated community sites or, if no access to transportation, packets/boxes will be delivered to the home.
Email	Families, Students, Staff	Email will be used for all major communications and announcements,	<ul style="list-style-type: none"> • Student Gmail Accounts: • Staff WISD GSuite Accounts • Staff WISD email Accounts. 	Device with internet connection e.g.

		including those from principals and the superintendent. Teachers and other instructional personnel will also use email to communicate, although they will use other platforms to interact with their students as well.	<ul style="list-style-type: none"> • Student/Family will be supported in understanding basic email skills and accessing their Gmail account by staff members. 	smart phone, tablet, chromebook, laptop, some gaming systems.
School Messenger	Families, Students, Staff	School Messenger's phone call, SMS text, and email will be used for all major announcements from the district and the superintendent.	<ul style="list-style-type: none"> • No training needed for one-way communication. All families and staff are in the School Messenger system based on existing PowerSchool contact information. 	Device with telephone access and/or internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems
Google G Suite	Families, Students, Staff	G Suite for Education will be used as the tool for students to create and collaborate. Tools in the suite include Gmail, Google Classroom, Hangouts, Docs, Sheets, Slides, Calendar, Chat, Meet, Forms, etc. See below for information on specific tools.		See below
Google Drive	Families, Students, Staff	The staff will use Google Drive to organize team files for curriculum, instruction, assessment and documentation	<ul style="list-style-type: none"> • Staff Training 'Google Drive Overview' Kalpa#1044212 	Device with internet connection e.g. smart phone, tablet, chromebook, laptop, some gaming systems.
Google Classroom	Families, Students, Staff	Teachers may post assignments, collaborative projects, videos etc. in Google Classroom and students may complete assignments there. Parents are granted access to their student's Google Classroom	<ul style="list-style-type: none"> • Staff Training 'Setting Up Google Classroom for Remote Learning' Kalpa # • Staff Training 'Setting Up Your First Assignment' Kalpa # • Staff Training 'Feedback With Google Classroom' Kalpa #1044218 • Parent Resource Guide to Google Classrooms sent to parents and reviewed with them by staff. • Student/Family will receive login instructions from the teacher. These instructions will be presented in written and verbal communication. • Families will have ongoing support in accessing the classroom from the staff. 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.
Google Meet/Hangouts	Families, Students, Staff	Free video-conferencing and messaging tools. Live stream connection provide collaborative learning activities	<ul style="list-style-type: none"> • Online training http://hangouts.google.com/ and in-district training and supports through Zoom • Families will have ongoing support in accessing Zoom from the staff. 	Device with internet connection. Download app

		Accessible and compatible.		
Zoom	Families, Students, Staff	An online, cloud-based video conferencing service that will allow group and individual instruction and support and screen sharing.	<ul style="list-style-type: none"> Staff Training Running A Zoom Meeting Kalpa #1044207 Families will have ongoing support in accessing Zoom from the staff. 	Device with internet connection e.g. smart phone, tablet, chromebook, laptop, some gaming systems.
Telephone	Families, Students, Staff			
Edgenuity E 20/20 and	Families, Students, Staff	Edgenuity offers a full suite of K–12 online learning solutions for schools and districts that are backed by intuitive technology that gives educators the resources they need to plan lessons, execute goals, measure success, and intervene when necessary. With courses available for core curriculum and solutions for intervention, and test readiness.	<ul style="list-style-type: none"> We will be continuing with students that already have access to and have engaged with E 20/20. Staff will work with parents and students to ensure that the student has access at home and that parents have an understanding of the expectations of the program. 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.
Loom	Families, Students, Staff	Capture device screen, user voice, and face and share your video. Resource for asynchronous teaching.	<ul style="list-style-type: none"> Staff Training ‘How to Create Videos for Virtual Learning’ Kalpa #1044227 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.
Flipgrid	Families, Students, Staff	Capture device screen, user voice, and face and share your video. Create Videos to demonstrate learning.	<ul style="list-style-type: none"> Staff Training ‘How to Create Videos for Virtual Learning’ Kalpa#1044227 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.
Universal Design Resources	Staff	Designing instruction to meet all students' needs.	<ul style="list-style-type: none"> Staff Training ‘Supporting All Learners’ Kalpa # Staff Training ‘REMC Google Classroom Self Paced Course’- https://www.remc.org/professionallearning/learn-at-your Staff Training ‘Accessible Materials Made Right’ 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.

			https://www.edupaths.org/Pathways/Courses/47	
Screencastify	Staff	Sharing your screen and creating narratives to overlay Power Points, other slides, worksheets etc. Resource for asynchronous teaching.	<ul style="list-style-type: none"> Staff Training ‘Save Time + Develop Better Lessons by Screencasting’ Kalpa #1044223 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.
EduPath	Staff	How to create and engage students in e-learning.	<ul style="list-style-type: none"> Professional development portal for ALL Michigan Educators multiple topics including elearning- Staff Training https://www.edupaths.org/ 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.
Free Digital Books and eLearning Resources	Families, Students, Staff	Free books and eResources that support teaching and learning- Michigan eLibrary (MEL)	<ul style="list-style-type: none"> Staff Training ‘MEL What Every Educator Should Know’ https://www.edupaths.org/Pathways/Details/1517 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.
Other tools and resources as needed	Families, Students, Staff	Educational Technology is a rapidly evolving field. New tools will be added to those available to teachers as they become available and appropriate for school use.	<ul style="list-style-type: none"> WISD Technology Department will work with Staff, Students and Families to develop and provide training, as it is needed. 	Device with internet connection e.g. smart phone, tablet, Chromebook, laptop, some gaming systems.

1B. Describe materials each Pupil and Parent/Guardian will need to access each alternate mode

Teachers will communicate with students and families regularly to evaluate each family’s technology needs for continuing with distance learning, understanding that these needs may change over time. The WISD will request families complete a Distance Learning Activities and Intervention Services Agreement to ensure students, parents, guardians, and caregivers acknowledge the benefits and cautions of digital connectivity. WISD will communicate with students and families the resources available for hardware, software and internet access. Teachers will also keep inventory of students’ low-tech needs (i.e. paper, pencils, markers, etc.)

1C. Describe how District will ENSURE pupils HAVE ACCESS to a connected device if providing electronic instruction

WISD administrators will audit access to instruction via regular and individual contact between WISD staff and families. This information will be recorded on Individual Program spreadsheets in order to determine what access exists or doesn't exist for each student across the district. These responses will roll up to a Master Spreadsheet that can be viewed by the Pandemic Response Team and Program Supervisors.

Access Audit Method:

WISD staff will regularly contact each student and his/her family to determine availability of a device and access to the internet (as well as health, safety, food ...survey). Contact will continue regularly throughout the duration of school closure to determine if there have been any changes. If we are unable to reach a family or other emergency contacts, we will continue varied methods of communication including text, phone, mail, up to and including a home visit or referral for a welfare check to authorities (as allowed by the Governor's executive order).

The Access Audit information and information regarding signed agreements will be maintained to ensure reporting is available.

Analyzing the results and follow-up:

The program Supervisors in conjunction with the Technology department will follow up with students to reallocate available Agency devices (Chromebooks and iPads) and connect students to the internet, when service is available. For students without service the following options are being explored:

- [Available Options for Internet Access](#)
- County WIFI spots (WISD Teaching and Learning Center, Local School Parking lots, Libraries)
- Cellular hotspots as funding and procurement allow

Alternate delivery methods to support instruction:

- Phone calls
- Individual work and/or activities will be developed and delivered via mail or drop off. (We will follow the Washtenaw County Health Department recommended use of CDC Critical Workers' Implementing Safety Practices for delivery of materials to families.)
- Picture sharing of completed assignments
- Via a translator or interpreter
- Video / DVD

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.

Supporting the educational needs and well-being of students and families remains at the forefront of our efforts - the physical, mental and emotional health of our students, families, and

community remain our top priority. WISD will utilize culturally responsive good faith efforts, regular student and parent communication and thorough documentation to facilitate implementation of educational services and to help our students feel safe and valued during these unprecedented circumstances.

WISD will collaborate with students and families to design and provide student-centered distance learning based on knowledge of each student, Michigan Merit Curriculum, other curricular, transition, IEP/ IFSP, and family/student goals and priorities. WISD will carefully consider factors such as basic needs (food, housing, transportation etc.), academic needs, social emotional needs, developmental needs, student and family physical and mental health, cultural and language needs, family structure and dynamics, ability to support home learning, schedules, motivation, technological and literacy skills, access to materials, devices, technology, and internet connectivity.

WISD will personalize distance learning in multiple ways to meet diverse student needs and access. Learning supports may include a mix of activities completed online and off the computer, synchronous or asynchronous. Alternative modes of instruction (as noted above) may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets/activities or a combination to meet individual student needs.

2A. Describe outreach activities

Working and learning in an altogether new way can be overwhelming. WISD will provide outreach and support to families to continue building relationships, maintaining connections, helping students feel safe and valued. Teachers/case managers/Primary Service Providers or other WISD staff will hold a minimum of once weekly check-ins with all students and his/her family. Translation services or sign language interpreter services will be provided as needed. Questions will be asked of the family in regard to food needs, mental health, instruction and other salient factors. Teachers will share learning activities to support students in processing the impact of the pandemic as appropriate for their students/families. Resources and services may include, but are not limited to, grief counseling, mental health resources and social work services. Referrals to crisis staff and/or school psychologists and social workers will be made, if needed, by staff.

Many WISD students will need the support of their family to complete their learning activities. Teachers will prioritize the most essential learning concepts and pacing for distance learning based on student/family collaboration. Teachers will assist students and families to develop a weekly plan and schedule that offers routines and structures for consistency and for the balancing of family time, work time, and free time for health and well-being. Teachers will support families to successfully facilitate learning (for example, modeling prompting methods, aided language stimulation). These measures can help to prevent frustration and stress on the part of families and students.

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

Washtenaw Intermediate School District will deliver education content to our student population using various modalities to meet every student's individualized needs. Teachers will utilize

online platforms i.e., Zoom, Google classroom etc. to educate virtually with students that have WIFI capabilities and devices. WISD and their staff understand that not every family has access to virtual capabilities, therefore we will adapt to the emerging needs of the family. This can range from the delivery of paper/pencil lessons to the student’s home, phone calls to the home, pre-made videos, voice recordings, and other supplemental educational materials. Staff will be sure to provide necessary accommodations such as translator, sign language interpreter or lesson script. All content delivery will be targeted, with clear expectations, simple instructions and an appropriate amount of work required to not overwhelm students and families.

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

Washtenaw Intermediate School District has a continued focus of ensuring education success for all students. In any learning environment, growth-producing feedback is essential to helping a learner move to their next level. In a distance learning setting with the loss of many nonverbal clues, articulated feedback can become even more critical to make clear to a learner what strengths and opportunities you see in their work. Managing and monitoring learning may take the form of multiple modalities i.e., formal and informal assessments, adhering to IEP/IFSPs, quarterly progress reports, student, family and staff feedback, teacher observations, assignment submissions, journaling, phone calls and video chats.

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

COLP Added Costs Budget

April 14, 2020		Additional Costs
Personnel		
Mileage for packet delivery	3600 x \$.575	\$2,070.00
Additional Professional Development		\$5,000.00
Technology		
Hotspots – Early Head Start	9 x \$400	\$3,600.00
	9 x 39.99 month x 3 months	\$1,080.00
Tablets – Early Head Start (open any kind)	10 x \$300	\$3,000.00
Hotspots – Part C and MMSE	11 x \$400	\$4,400.00
	11 x 39.99 month x 3 months	\$1,320.00

Tablets – Part C and MMSE (open any kind)	10 x \$300	\$3,000.00
Docusign – Part C and MMSE	6 x 25.00 month x 3 months	\$450.00
Purchase of laptops for staff	30 x \$800	\$24,000.00
Purchase of hotspots	10 x \$500.	\$5,000.00
	10 x 39.99 x 3 months	\$1,200.00
Efax solution	1 year	\$6,000.00
Zoom licenses		\$4,000.00
Devices for students	300 x \$300.	\$90,000.00
Hotspots for students	60 x \$400	\$24,000.00
Supplies/Materials		
Unique Learning Systems	8 x \$308.00/user	\$2,464.00
Starfall subscription		\$25.00
Ages and Stages Questionnaire-3-online screenings	250 x .50	\$125.00
Tablet protective case – Early Head Start	10 x \$60	\$600.00
Tablet protective case – Part C and MMSE	10 x \$60	\$600.00
Total		\$181,954

This budget represents costs needed to deliver education content to the WISD student population using various modalities to meet every student’s individualized needs, including low and high technology solutions. Sources of funding include, Act 18, IDEA, Head Start/Early Head Start, and WISD general fund.

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

A Continuity of Learning Workgroup was created and met multiple times per week to focus on supporting students and families with both instruction and social-emotional health resources. Members of the group included administrators, teachers, teacher consultants, related service providers, teaching assistants and union representatives from each WISD special education program. In addition, it also included members from multiple other WISD departments (Technology, Achievement Initiatives, and Early Childhood.) A draft of the plan was sent to the Parent Advisory Committee for review, as well as reviewed by the Board of Education on April 14, 2020.

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

WISD will send out the plan to families via email accompanied by an all-call phone call to students, family and staff with a notification that the document has been sent and is available in their email. Additionally, staff members will make direct contact with families to review the plan, if needed. WISD will translate the plan as needed into other languages. The plan will be posted to the WISD webpage.

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, 2008.

The plan will begin 4/20/2020.

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 388.1913, in completing the courses during the 2019-2020 school year.

Currently not applicable. There are no students in the WISD program who are dually enrolled at postsecondary level.

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

Under a joint operating agreement with Dexter Community Schools, the Washtenaw Intermediate School District will provide meal kits containing all components for school breakfast meals and school lunch according to the Unanticipated School Closure/Summer Feeding Program to eligible students on an ongoing basis throughout the remainder of the 2019-2020 school year. The meal kits will be prepared and packaged, onsite, in a Dexter Community Schools production kitchen supervised by at least one individual, at all times, that holds a ServSafe Certification.

In addition to all components of each meal type, the kits will include written instructions for student families/guardians relative to proper food handling and food sanitation practices. The kits will provide for a week's worth of meals (7 school breakfasts and 7 school lunches). The kits will be delivered once weekly (Thursdays) to doorsteps of homes. Families will be notified via a "robocall" method each week of the scheduled delivery window of food.

Meal Benefit Applications will continue to be circulated to families and families will be encouraged to apply or reapply for Meal Benefits throughout the remainder of the 2019- 2020 school year. Meal Benefit Applications will continue to be processed on a timely basis with benefit status notifications going out to families in response. Roster eligibility will also be correspondingly updated to include any status changes.

The Washtenaw Intermediate School District will not be processing any further claims for reimbursement of school meals. All claims will be processed through the Dexter Community Schools for the duration of the 2019-2020 school year.

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.

The Washtenaw Intermediate School District confirms that the District will compensate employees to provide meaningful work in the context of the Continuity of Learning Plan, subject to terms set forth in applicable Collective Bargaining Agreements and employment manuals.

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

Connecting with and caring for our students is Washtenaw Intermediate School District's first priority. Teachers will document all family contacts and service logs regardless of the family's use of high or low/no tech participation in the Plan. All families will be contacted to inquire about family health & wellness, engagement in the Plan, and possible basic needs such as food and hygiene items. WISD staff will evaluate all students by keeping data which will include but not be limited to:

- participation (completion of activities sent home or online)
- parent feedback
- attendance (meetings by phone, email, online platform)

Case managers/service providers will communicate with their supervisors regularly to update them of all of their families' level of participation in the Plan and any needs that families may have regarding the Plan.

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

Mental health support has been continuous during the current pandemic and school buildings/programs closure. Students and families have been contacted via text, email and phone and offered resources, including basic needs, as needed. Current caseloads for School Social Workers are being followed and new referrals are received from teachers and lead administrators. The district will establish a hotline to share with all students and families to serve as a single point of contact to reach out for mental health or other urgent needs. Referrals and other student related concerns will be discussed with the internal mental health team, including administrators, psychologists & social workers, at weekly online meetings to assure that mental health needs of students are being sufficiently addressed. Crisis support resources have been provided to students, families and WISD staff for after-hours mental health emergencies.

All educators will be offered the opportunity to take the online class, Trauma-Informed Resilient Schools, by Starr Commonwealth. Trauma-Informed Resilient Schools teaches school professionals how to create trauma informed schools and classrooms. The training focuses on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts a student's school experience. Additionally, the Educator's Guide to Supporting the Social and Emotional Needs of Learners, published by MDE & DHHS, will be shared with staff and relevant sections will be shared with parents as appropriate. Given the significant impact of this pandemic on our families of color, particular support, attention, and close monitoring will be established to address their disproportionate grief and loss experiences.

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

Washtenaw ISD has established an ongoing partnership with the local Great Start Regional Resource Center to receive and process all intake requests from Washtenaw County essential workers as defined in Executive Order 2020-16. Workers who submit intakes are immediately contacted and matched with licensed childcare providers who are open and providing services under the Executive Order. The WISD Executive Director of Early Childhood Programs receives a daily report (7 days a week) from the Resource Center on the number of intakes received.

The Resource Center is also conducting regular surveys and contacts with local licensed providers to maintain an up to date list of providers open to support the childcare needs of essential workers.

WISD has prepared two Head Start preschool centers within the county that have been placed on standby to be opened if the need for emergency childcare exceeds the capacity of the existing licensed community. If there is a need to open either or both of these Head Start centers, they will be managed and staffed by WISD staff and volunteers from the local childcare community.

Name of District Leader Submitting Application: Cherie Vannatter

Date Approved: April 16, 2020

Name of ISD Superintendent/Authorizer Designee: Scott A. Menzel, PhD

Date Submitted to Superintendent and State Treasurer: April 16, 2020

Confirmation Approved Plan is posted on District/PSA website: www.washtenawisd.org

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.

Resources / Reference Citations

[MAISA Guidance Document](#)

https://www.michigan.gov/documents/mde/LearningDistanceGuidance_686455_7.pdf

<https://www.fcps.edu/sites/default/files/media/forms/FCPS%20Distance%20Learning%20Plan.pdf>

[NYU Metro Center Guidance on Culturally Responsive-Sustaining Remote Education](#)
[Ottawa Area ISD Remote Learning Framework](#)

[Intercultural Development Research Association \(IDRA\): Best Practices for Online Instruction in the Wake of COVID-19](#)