

**Woodley Leadership Academy Continuity of Learning and COVID-19 Response Plan  
("Plan")  
Assurances**

Date Submitted: April 20,2020

Name of District: Woodley Leadership Academy

Address of District: 1300 Malzahn St. Saginaw, Michigan 48602

District Code Number: 73901

Email Address of the District: [www.woodleyacademy.org](http://www.woodleyacademy.org)

Name of Intermediate School District: Saginaw Intermediate School District

Name of Authorizing Body (if applicable): Eastern Michigan university

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 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.

#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.**

Woodley Leadership Academy completed a Readiness for Online Learning Survey to determine what type of structure was appropriate for full implementation. Our survey results showed that 73% of our students had internet access and 58% of our students had a device other than a smartphone. Woodley Leadership Academy has designed a structure that addresses the needs of those with/without internet access and those with/without a device other than a smartphone: Backpack Success Toolkits is a school bag which includes all of the learning materials students will need to complete lesson activities and assignments in addition to parent resources. The included lesson activities are aligned to CCSS and the major work of the grade band.

The focus of the Backpack Success Toolkits is two-fold: (1) a review of skills and concepts that have been previously taught during this school year; and, (2) scaffolding to introduce new concepts. We are utilizing virtual instruction; videos and slideshows for instruction; and implementing project-based learning opportunities. Our teachers are expected to utilize a blended mode of instruction which will include paper packets and virtual options to meet the needs of their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning. As a Leader In Me school, we have included lesson activities and parent resources to continue the practice of the 7-Habits and the school-to-home connection.

### **WLA Backpack Success Toolkits**

Paper/pencil work utilizing books/consumables from current curriculum resources sent home in the Backpack Success Toolkits is aligned to our core digital programs, iReady and Learning A-Z, as part of our instruction. Khan Academy, ABCYA, etc., are optional digital resources that teachers are using to supplement instruction.

Each of our scholars Kindergarten through Grade 7 have received a Backpack Success Toolkit. The Backpacks includes the following resources and materials:

- Parent Newsletter/Letter/ Outline
- Daily Remote Learning Schedule
- Listing of backpack resource contents
- Class Dojo and Remind 101 Parent Invitation
- iReady usernames and passwords
- Learning A-Z access information
- Learning A-Z (Reading, Writing and Vocabulary) Printed Books and Paper-Pencil Materials
- Current Curriculum Resources: Each student received workbooks for ELA (Journeys), Go Mathematics, Kid Discover Magazines (Into Social Studies), Science Dimension.

- “Student” Learning Plans
  - Developed around student interests, strengths and needs.
  - These lesson plans will include instruction for ELA, math, writing, science, social studies, and gym and Leader in Me Activities.
  - Monday – Friday Lesson Activities with the objective, lesson focus of the assignments, specific page numbers assigned to complete with goals to reach.
  - Description of Strategy or Method to be used (Reference Sheets, Samples/Examples, Video Tutorials, video clips, etc.)
  - Materials needed to be used with the lesson activity (provided for in the backpack resources)
- Leader in Me Paper-Pencil Activities for Parent and Child
- Leader in Me Family Connection Newsletter
- Supplies: sharpened pencils, lined paper, construction paper, crayons, glue stick, scissors, ruler, erasers, highlighters, bookmark, folder, binder, and a Woodley Leadership Academy drawstring bag to keep materials intact and organized

Each teacher prepares an educational packet for each student in their class on a weekly basis and distribute as necessary or asked for by parents. These packets contain Math, ELA/Reading, Social Study, Science, and Physical Education lessons that continue with the instruction engagement.

### **Additional Modes of Instruction/Support**

- 1) Videotaping of the teacher is done teaching and explaining the lesson/assignment and provided to the students for clarification of the lesson and so the student will have the opportunity to view as many times as they need to for understanding.
- 2) Contact is made to students and parents at least twice per week via email, phone, and Class Dojo to offer any assistance the student may need to complete the assignments they are given. Students and parents are also given the permission to call the teacher when needed for additional items or to discuss the assignment via teacher's virtual office hours.
- 3) K-7 teachers use the I-Ready program (students are able to access other academic areas outside of math and reading with teachers customizing), Learning A-Z (reading program), Kahn Academy, K-6 Think Central, Class Dojo, Canvas, newsletter, starfall.com (reading and math) to aid in instruction to maintain learning. Grades 6-7 also engage in Math-on-line and Literature on-line for continual instruction. Teachers also utilize ZOOM platform and other program to fashion visible contact with whole class and individual student, which gives the student the personal atmosphere with the teacher and communicating with the whole class.
- 4) Teachers share Virtual field trips ([www.virtualfieldtrip.org](http://www.virtualfieldtrip.org)) for students to have real world experience without leaving home. This is meant to give students that feel of real world experiences outside of the classroom and home environment.
- 5) Special Education teachers provide instruction that supports student’s learning, which aligns with the student's IEP. Effective lessons that meets each individual student needs are prepared weekly and distributed to students via email, postal mail, and packet pick-up. The Special Education teacher uses the same media components to ensure students

can access the assignments (I-Ready, video chat, self-instruction video, Learning A-Z, Khan Academy, Think Central.) They chat with student and parents concerning work and offer feedback to ensure the student maintain learning. Assignments sent home are managed by engaging student and parent via on-line instruction through the methods mentioned above.

- 6) Innovative navigation of the curriculum for the special education student is done through collaboration with both regular education and special education staff.
- 7) Teachers will maintain online presence with classes, small groups and individual students to provide feedback and instructional practices and connections with students through daily office hours/Zoom/Meets, formative assessments and video/phone conferences (1:1): reserved for students who has IEP's or students who require individualized support.

### **Continuum of Supports for Students with Special Needs/IEP's**

Woodley Leadership Academy will continue to work with students and families to ensure the unique needs of all students have been considered in the development and implementation of The District Continuity of Learning Plan.

In accordance with Federal, State, and Local guidance under IDEA the district will ensure, to the greatest extent possible Students with IEPs continue to receive the services necessary to support them in accessing The District Continuity of Learning Plan with their non- disabled peers to the maximum extent appropriate.

#### **➤ Continuum of Special Education Services, Compliance, Policy and Procedure:**

- The District will provide Special Education Programs and Services through a continuum of instruction opportunities delivered that may be provided through a variety of methods. (Virtual, Instructional Materials Sent Home; Telephonically, etc.)
- The District will ensure Special Education Programs and Services as it relates to Compliance, Procedure and Policies are maintained, continually reviewed, and implemented in accordance with the most current guidance issued by Michigan Department of Education Office of Special Education and Michigan Administrative Rules for Special Education as it relates to Executive Order 2020-35.
- The District will continue to seek direction and follow guidance put forth by the Saginaw Intermediate School District relative to the delivery of Special Education Services under the provisions of Executive Order 2020-35.

## **Continuum of Collaboration, Engagement, and Learning to Support All Students Including those with Special Needs/IEP's:**

District Special Education Team Leaders will work with District Principal, and District Regional Administrative Team Leaders in order to ensure ongoing collaboration of Special Education Staff, Related Services Providers, General Education Teachers, Intervention Teachers, and School Support Staff, Students and Families to support continued compliance, learning and engagement as it relates to Supporting all Students including those with Special Needs/IEP's

- Monthly Special Education Team Meetings
- Special Education Specific Professional Development Opportunities
- Weekly Collaborative Staff Meetings
- Ongoing Collaborative Planning Documents
- Shared Repository of Resources
- Weekly Newsletters and Alternate Methods to Support Families Awareness
- School Wide Professional Development Opportunities
- Special Education and General Education Shared Planning
- Collaborative Resources and Activities to Support the Health, Welfare, and Emotional Wellbeing of All Students.
- Collaboration and Shared Support in Implementation of Student and Family Engagement

## **Continuum of Special Education Services & The Development of Contingency of Learning Plans for Students with Special Needs:**

- IEP teams will be encouraged to develop an Individualized Contingency of Learning Plan for each student with an IEP, based on the special education and related services the district is able to provide in coordination with The District Continuity of Learning Plan.
- In cases where initial eligibility cannot be determined due to the need for face to face assessments the District will consider developing a Contingency of Learning Plan based upon the suspected disability and the needs that resulted in the request for evaluation.
- The Contingency of Learning Plan will support Students with IEP's in accessing and participating in the District Continuity of Learning Plan along with their general education peers including:
  - Support student in advancement toward attaining the child's annual IEP goals
  - Support student involvement and progress in the districts Continuity of Learning Plan, or for ages 3-5 appropriate activities if applicable.

- Support the student participation in extracurricular activities
  - Support student participation in the continuity of learning plan along with their nondisabled peers.
- In developing Contingency of Learning Plans the IEP Team will consider:
    - Careful adherence to Department of Education Student Privacy Policy and FERPA Guidance as it relates to Virtual Learning and the Delivery of Special Education Services and Matters of Timeline Compliance (Student Meetings, etc.)
    - Accessibility including accommodations and modifications
    - Equity to the greatest extent possible
    - Documentation of all efforts to Support Students with Special Needs will be:
      - Focused
      - Consistent
      - Detailed

**Provision of Special Education and Related Services to Considerations if/when The District Resume Normal Operations:**

- When the District resumes “normal” operations, and in accordance with current and future guidance from Michigan Department of Education Office of Special Education IEP teams will consider the following:
  - The use of appropriate informal assessments or screenings in determining whether there have been changes in a student’s performance or educational need.
  - IEP teams will review individual student IEPs to determine whether changes are needed as a result of absence from school.
  - IEP teams will make an individualized determination whether and to what extent compensatory education may be needed.

**How does the at home Backpack Success Toolkit work?**

After the initial distribution of the Backpack Success Toolkit, the teacher prepares a Weekly Student Lesson Plan that is uploaded to our website. Every Monday the parent pulls up their scholar’s teacher Student Lesson Plan which outlines the assignments, activities, materials needed and other guidance. The parent and student follows the Student Lesson Plan using the curriculum resources and materials provided to complete the assignments and activities.

Parents can access all of our Continued At-Home Learning Remote Learning information and materials by logging onto <https://woodleyacademy.org/covid-19/>; then, click “Remote Learning”.

**COVID-19 Landing Page ~ Continued At-Home Learning ~ Remote Learning**

- Teacher Link (Each teacher has a link for each: lesson plan, lesson plan activities, and supplemental materials and PE)
- Behavior Interventionist Specialist Link (There is a link for each: Leader in Me, Parent Connection and Resources)
- Reading Interventionist (Links: Lesson Plan, Activities, Resources)
- Support Services – Resource Room, Social Work, Occupational Therapy, and, Speech and Language (Links: Newsletter, Activities)
- Enrichment Activities

Additional Optional Open Educational Resources/Digital Programs being used:

- Math Prodigy
- Khan Academy
- ABCYA
- Zearn
- Readworks
- Xtramath

**#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.**

School administration, teachers and support staff have availed themselves to support and encourage parents and students during this time. Throughout the week, school administration, teachers and support staff contact parents and students frequently in multiple ways: Remind 101, Class Dojo, text messaging, personal phone calls, emails, through the Virtual Classroom, Skype, Zoom, PowerSchool Messenger, and video conferencing. Through these modes of communication, teachers connect with students and parents regarding progress, help, important information, updates, accountability check in, and just to see how everyone is doing. Weekly newsletters with updates leading into the next week are sent home.

Throughout the week, parents have the opportunity to contact school administration, teachers and support staff with questions and support any multiple ways: Remind 101, Class Dojo, text messaging, personal phone call – parents have teachers personal contact information, email, through the Virtual Classroom; and, by sending a message through the Contact Page on or website which will be forwarded to the student’s teacher.

Our social worker conducts virtual sessions, provides community resources and offers guidance in our Support Services Weekly Parent Newsletter.

Our Behavior Interventionist Specialists conducts virtual restorative circles with our at-risk students; virtual circles to allow opportunities for students to have voice; and check-ins with families.

## **Setting the Stage for Engagement**

- Weekly Video Conference “Coffee Talks…” (Parent Time-to-Talk with Principal Farris)
- Monthly School Newsletter to parents
- Online and by Mail Celebrations
  - Student Leader of the Week – Certificates mailed and Photos posted with student holding certificate on our website
  - Parent of the Week – Certificates mailed and Photos posted with parent holding certificate on our website
  - Teacher of The Month- Certificates and Photos posted with teacher holding certificate on our website
- Parents send in photos of students working on their Home-School Activities and we post on our website.
- Video messages to students.
- Class website.
- Five-minute check in with students before lessons.
- Video call with our social worker to talk about needs.

**K-1:** Teachers will communicate with students and families through a variety of means including whole-class meetings through the Zoom platform. Individual check -ins will happen with children and families at least weekly through email, telephone calls, and virtual office hours. Additionally, Special Educators and other service providers will set suggested structures for the remote completion of student academic work, this will follow guidance and be developmentally appropriate. Teachers will collaboratively create and share with families a weekly learning plan to structure learning experiences for students. Staff will participate in district professional development and weekly meetings to support this work.

**2<sup>nd</sup> -5:** Teachers communicate with students and families through a variety of means including whole-class meetings through the Zoom platform, Class Dojo, email, telephone calls, and virtual office hours. Additionally, support and general education teachers set suggested structures for the remote completion of student academic work. Teachers will collaboratively create and share with families a weekly student learning plan to structure learning experiences for students.

**6-8:** Teachers communicate with students and families through a variety of means including whole-class meetings through Zoom, Canvas, screen recordings, email, telephone calls, virtual office hours, and newsletters. Additionally, administration and teachers set suggested structures for the remote completion of student academic work. Staff to staff will include memo from the Principal, and grade level teachers.

- 1) Teacher to Student Communication: Weekly work plan, email, office hours, Learning Management System (Unified Classroom)
- 2) Staff to Staff Communication: Lead Teacher meetings, department meetings and faculty meetings,
- 3) Staff to Family/Community: voice calls, emails, website updates, newsletter,



- At home preparation for students require significant effort on the part of teachers as they will have to re-evaluate how they engage students written in details.

### **Operative Instructional Practices**

- Cultivate a mentoring relationship.
  - Engage in student contribution.
  - Enrich instructional transparency for students.
  - Enable humor.
  - Amplify reliability.
- Teachers are asked to contact parents and students at least two days per week to offer assistance with the assignments.

#### **A. Teachers**

1. engage students and get them to look at issues in a variety of ways.
2. Keep students motivated with various, lively approaches.
3. Form strong relationships with students and show that they care about them as people.
4. Show warmth, accessibility, enthusiasm and care

### **#3**

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

Our District will manage and monitor learning by pupils through ongoing communication with our families via telephone, email and virtual meetings; and, thoroughly reviewing reports from the online resources that have been established for our scholars' to access. The district will also continue to update lesson plans and schedules to our website weekly.

1) A variety of choices that will connect to all learners and how they learn it will include:

- Students acquire new information and ideas through: reading independently or with a partner; reading a novel or listening to it on tape; doing online research and communicate with teacher; participating in group demonstrations, or engaging in small-group instruction via zoom. The teacher can present content in several ways in the via zoom or canvas, for example, by showing students images of concrete objects illustrating math concepts as a first step in teaching these abstract concepts.
- To address individual student needs, teachers will provide appropriate scaffolding when working with content by teaching prerequisite content to some students, allowing advanced students to move ahead of the class, or even

changing the content for some students based on their individualized education programs

- Weekly Learning Plans broken into smaller, daily goals for students that need it done by Special Essential Element
  - Students receive weekly work plans every Monday morning from all of their teachers. All work is due by Friday at 4pm for all classes.
  - Teachers provide suggestions for daily “chunks” on weekly work plans.
- 1) Teachers will maintain online presence with classes, small groups and individual students through daily office hours/Zoom/Meets, formative assessments and video/phone conferences (1:1): reserved for students who has IEP’s or students who require individualized support.
  - 2) Woodley instructional staff will utilize technology to ensure that safety of our students’ learning is continual during this period of separation.

### **Use of technology**

1. Submit Education for Success packet (via ZOOM for visual conversations)
2. Communication (email, video, chat, group-board, phone)
3. Time management (daily contact time)
4. Discussions (asking questions for explanation of lessons/assignments sent)
5. Connecting with peers (video, zoom to monitor and support student’s progress)
6. Online discussions

### **#4**

#### **Please describe the district’s plans to manage and monitor learning by pupils**

Our District will manage and monitor learning by pupils through ongoing communication with our families via telephone, email and virtual meetings; and, thoroughly reviewing reports from the online resources that have been established for our scholars’ to access. The district will also continue to update lesson plans and schedules to our website weekly.

- Flexible Scheduling: Students are able to check in with teachers during the school day, using email and to submit self-paced assignments.
- Enrichment Activities will be provided and might include “opt in” unified arts learning opportunities and challenges, including shorter, medium and longer-term projects.
- Students attitude toward schoolwork, completing subject or topic, and returning work to teacher.

- Teachers will keep a log of written and electronic communication and interaction with each student. They will keep a log of all communication with parents
- Student's completion of assignment and participation in virtual learning meetings will be monitor by the teacher to include the Special Education teacher.

#### **K-5<sup>th</sup>**

- Teachers will engage in weekly check ins regarding academic, social emotional or technology/material needs with families and establish weekly office hours.
- Overlap office hours with related services providers
- Communications log identifies the level of contact for each student to ensure learning is ongoing and that students who may be requiring support are identified and support systems are activated.

#### **6-7:**

- Teachers will continue to provide students with multiple and differentiated versions of assignments based on levels and individual needs as well check for understanding through frequent feedback.
- Continual teacher – student interaction regarding instruction and lesson via zoom platform.
- Teachers will maintain a logbook of written and electronic communication and interaction with each student. They will keep a log of all communication with parents. Student's completion of assignment and participation in virtual learning meetings will be monitor by the teacher to include the Special Education teacher.

#### **#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 Academy does not anticipate any additional expenditures at this time. Should that change, the Academy Board will be provided for its review, and approval, any necessary budget amendments to ensure the Academy remains in compliance with the Uniform Budgeting & Accounting Act.

**#6**

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

District administrators, teachers and staff have worked diligently together to come up with a viable Plan. We keep in constant communication with each other: between administrators and staff; and among staff, as the Plan has developed. We have weekly staff conference calls, online staff meetings and video conferences to discuss the current status of our plan, allow for questions and answers, clarification and collaboration; share ideas with one another and encourage feedback; and send each other possible lesson plan concepts.

As a result of our ongoing collaboration we make the necessary adjustments to the Plan for its' continual improvement. The Principal sends out communication all stakeholders and a newsletter to all staff in regards to the Plan, updates and deadlines. Teachers have accountability check in meetings with the Principal, Instructional At-Risk Coach and Behavior Interventionist weekly regarding the Plan as well. All staff is readily available via phone, email, and text to discuss the Plan. Staff incorporated information and knowledge gained from professional developments attended and modified to meet the needs of our students.

All staff worked strategically and collaboratively on the WLA Virtual Classroom Schedule via our goggle.doc live/working document in our day and time selection to avoid grade conflicts. For example, if a teacher's classes are on Thursdays and Fridays, from 1-2; but some of her scholars have siblings in every grade with the exception of Pre-Kindergarten, those teachers would not schedule their virtual class day and time on said teacher's days. Additionally, our Intervention Teacher, Resource Room Teacher and Support Services (Social Work, Speech and Language and Occupational Therapy) added their support session appointments so that there would not be a conflict whereas students would miss a virtual general education class; a support service appointment; or, an intervention session.

**#7**

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

To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected and engaged throughout the execution of the Plan.

Methods include, but are not limited to, the following:

- Direct Person-to-Person Telephone Calls
- PowerSchool Robo Calls and Emails

- Regular US Mail – Letter mailed to families
- Remind 101
- Class Dojo
- Text Messages
- Newsletters
- School Facebook
- Website posting

## **#8**

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- PowerSchool Robo Calls and Emails
- Regular US Mail – Letter mailed to families
- Remind 101
- Class Dojo
- Text Messages
- Newsletters
- School Facebook
- Website posting

**#9**

**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.**

Woodley Leadership Academy began preparation for at-home instruction upon the first few weeks after Governor Whitmer's Executive Mandate starting March 16-April 13<sup>th</sup>. Administrators and Teachers assembled at school and prepared education for success packets for all students for three weeks. Parents were informed that school would be closed until April 6, 2020; however, we were later informed by the Governor that all K-12<sup>th</sup> schools will be closed for the remainder of the school , which led us to begin our plan for paper packet/virtual mode of learning opportunities.

- 1) The Remote Learning Plan is being implemented fully as of April 13, 2020; and adjustments will be made with advisement once plan has been officially approved by Authorizer, State and School Board.
- 2) Instructional meetings and professional development for staff will be on-going to secure essential skills required to support distance learning engagement.
- 3) Parent and family virtual meetings will be held to assist with creating a home environment to conducive for learning, and full implementation of plan.
- 4) Students will meet weekly virtually with classroom teachers to understand and engage successfully for the remainder of the school year.
- 5) Weekly updates will be shared via emails, text messages, face time, Zoom Meetings, Woodley Leadership Academy website if changes are made to the Plan until the remainder of the school year.

**#10**

**Please describe the assistance to the extent feasible, to pupil 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 MCL388.1901 to388.1913, in completing the courses during the 2019-2020 school year.**

**District/ PSA Response:**

Not Applicable to Woodley Leadership Academy – K-7<sup>th</sup> grade program

**#11**

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

Woodley Leadership Academy food program for both breakfast and lunch is 100% free for all students. To ensure our students continues to receive nutritious meals, Woodley Leadership Academy weekly provides food for the entire Woodley Leadership Academy community and surrounding families.

- 1) While the school is closed, bag breakfasts and lunches are available for pick up in front of the Front Lobby every Wednesday, and Friday, from 10:00 am –2p.m.
- 2) Meal distribution will continue for the remainder of the school year.

## #12

**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:**

Yes, the District will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan.

## #13

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

Woodley Leadership Academy established the floor and ceiling for a number of minutes (or hours) of structured and required student learning. This includes contact time with students via synchronous and asynchronous interactions as well as time for fully independent work (i.e. homework). Educators will keep an accountability document that log students completed work.

- 1) Teachers will collect data on how often students are turning in assignments, attending teacher office hours and daily student check ins. Teachers and administrators will review this data during Academic Administrators and Teacher planning time and adjust lessons and strategies based on what the data is telling us.
- 2) In order to ensure the needs of all students are being met, regular reflection of schedule by the following will occur: participation, communication, daily student checks, feedback and faculty reflection
- 3) Attendance needs to be defined: student completes some work, talks with a teacher on the phone, answers an email, does a suggested activity. This is evidence of attendance. All students will be marked as progressing and will changed to incomplete assignment/negative progress based upon lack of evidence of completion of assignment after followed up by a phone call by the teacher.

- 4) Other means academic leaders and teachers are keeping in mind:
- Use I-Ready to assign lesson and monitor students' response to the assignment.
  - Have weekly conversation with student to view how they are learning and what help they may need.
  - Teachers will make contact with students and parents weekly to ensure learning is ongoing (actually asking thought provoking question to test whether students are accessing the lessons).
  - Teachers will use ZOOM to communicate in person with students (have face to face contact so to answer and give examples of lesson when/if needed).

**K-3:**

- 1) Parent Report at weekly check in meetings with the option to share student work with teachers. Attendance will be tracked weekly based on student and family engagement and availability. Staff will document on Student/Parent Logs each individual family's communication schedules.

**4-7:**

- 2) Attendance is assessed by the level of student engagement with class activities and individual assignments. Teachers collect data on outreach and participation by student.
- 3) Participation and engagement in learning activities monitored by teachers.
- 4) Formative and summative assessments

**#14**

**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.**

We are committed to providing ongoing mental health supports to students affected by our state of emergency 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 with students to help explain our current reality, while easing fear and anxiety where possible. Other means of supporting students will include, but will not be limited to, the following:

Regular check-ins with students (telephone calls/virtual conferences by teachers, administrators, other staff, etc.)

Our social worker conducts virtual sessions, provides community resources and offers guidance in our Support Services Weekly Parent Newsletter.

Our Behavior Interventionist Specialists conducts virtual restorative circles with our at-risk students; virtual circles to allow opportunities for students to have voice; and check-ins with families.



Our teachers incorporate fun physical activities weekly to assist with allowing students and families to structure balance life engagement.

- 1) Principal will provide online mental health supports to pupils and their families that express the need and have been affected by a state of emergency or state of disaster prompted by COVID-19.
- 2) Woodley Leadership Academy Administration and Behavior Intervention will provide on-going resources on our website under the Covid-19 Updates and Resource page.
- 3) Weekly Social & Emotional resources will be added to continue to support students and families with materials to health and wellness.
- 4) Behavior Interventionist will contact weekly, Tier II students to support their academic engagement and to provide additional resources to assist them with complete academic activities and time management.
- 5) Behavior Interventionist will at least, twice per week have zoom sessions with the Tier II students to reinforces the importance of goods behavior, good manners, working together with parents and siblings, displaying respect.

**#15**

**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?**

- 1) Woodley Leadership Academy will continue to plan daily learning engagement accordingly based on approved 2019-2020 calendar.
- 2) Our instructional team will continue to research options that will best meet the needs all our Woodley Leadership Academy Stakeholders and students for the 2020-2021 school year.

Name of District Leader Submitting Application: Pamela Farris

Date Approved: 4/20/2020

Name of ISD Superintendent/Authorizer Designee: Malverne C. Winborne

Date Submitted to Superintendent and State Treasurer: 4/21/2020

Confirmation approved Plan is posted on District/PSA website: 4/28/2020