

Agenda of Regular Meeting

The Board of Education Waverly Community Schools

A Regular Meeting of the Board of Education of Waverly Community Schools will be held October 19, 2020, beginning at 6:30 PM in the Virtual Online Meeting, 515 Snow Road, Lansing, MI 48917.

<https://waverlyschools-net.zoom.us/j/84265514759?pwd=ZFBxb29yWkNVNWoxOGVIMHJhRUJCQT09>

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order and Pledge to the Flag - President Mary Ann Martin
- II. Correspondence
- III. Public Comment For Agenda Items (Including COVID-19 related items)
- IV. Board Member Comment
- V. Adoption of Agenda
- VI. ***Approval of Minutes 3
- VII. Special Presentations
 - A. Plante Moran Audited Financial Statements Report
- VIII. Committee Reports
 - A. Finance & Facilities
- IX. Presentation of Reports
 - A. Personnel & Policy
 - 1. ***Recommendation to approve Report #20-22, Personnel Recommendations 8
 - 2. For Action - Policy Volumes 34 & 35, Board Report #20-23 - Second Reading 10
 - B. Finance & Facilities
 - 1. ***Recommendation to approve Report #20-24, Finance Report September 2020 11
 - C. Teaching & Learning 1

1. For Action - Report #20-25 - Monthly Extended COVID-19
Learning Plan - Dr. Lara Slee

19

- X. Superintendent's Report
- XI. Public Comment - Open Comment for District related items
- XII. Other Board Business
- XIII. Adjournment
- XIV. *** Denotes Consent Agenda

Minutes of Regular Meeting

The Board of Trustees Waverly Community Schools

Opening of Meeting

The regular meeting of the Waverly Community Schools Board of Education was held online Monday, September 21, 2020, via Zoom. Board President Mary Ann Martin called the meeting to order at 6:33 PM and the pledge to the flag was led by Board Member Beasley.

Members Present: Mrs. Mary Ann Martin, President
Mrs. Amy Krause, Secretary
Mrs. Melissa Sherry, Vice Secretary/Treasurer
Mr. Chris Beasley, Treasurer
Mrs. Rhonda Sosnowski, Trustee
Mrs. Alicia Guevara Warren, Trustee

Members Absent: Mrs. Holly Nester, Vice President

Staff Present: Mr. Evan Nuffer, Director of Finance
Tiffany Wright, Director of Student Services
Dr. Lara Slee, Director of Teaching & Learning
Matthew Corliss, Director of Human Resources
Ann Marie Lindsay
Chris Huff
Mike Moreno
Molly Francis
Shawn Talifarro
Vickie Tisdale
Tim Lyman
Terri Collett-Such
Todd Simon
Sue Ruegsegger
Chelsea Ott
Andrea Dutcher
Mary Whittet
Heather Wakefield
Traci Carter

Others Present: Cheyenne Lewellyn
Terrion Maxwell

In Superintendent Blake's absence, Director of Finance & Operations, Evan Nuffer, facilitated the meeting.

Correspondence: None

Public Comment:

None

Board Member Comment:

Member Beasley thanked the teaching staff for all the extra work being done to ensure successful online instruction for our students. He also thanked the administration for their hard work and extra time they are giving.

Member Guevara Warren commended the smooth transition to our virtual learning platform and the hard work by all staff to ensure student success.

Member Sosnowski stated her appreciation for the teachers. Many students have told her online learning is going very well. She also thanked the administration for all of their hard work.

Member Krause thanked the teachers and stated her son is enjoying attending online learning and the transition has gone very smoothly. The teachers are doing a great job.

Member Sherry thanked all teachers and administration for the great learning atmosphere. She also praised the Waverly students for the incredible job they've done in transitioning to online learning. They seem to be enjoying it. She also thanked the administration for their hard work. She really appreciates all the continued communication regarding Waverly's plan for online learning compared to surrounding districts. Waverly did a great job of keeping families informed.

Member Martin congratulated the JV and Varsity Football teams for their victory. She also thanked Kelly Blake and the administration for their hard work. She voiced her support for the decision by Superintendent Blake to extend online learning to November. She thanked all staff and students for their hard work.

Adoption of Agenda

A motion was presented by Member Christopher Beasley and supported by Member Guevara Warren.

Motion: The Board of Education approved the agenda as written.

Motion carried. VOTE: AYES - 6; NAYS - 0

Member Nester absent

******Approval of Minutes – Consent Agenda***

The minutes of the regular meeting of August 17, 2020 were approved as presented.

Special Presentation

Dr. Lara Slee, Director of Teaching and Learning reviewed Waverly’s monthly Extended Continuity of Learning Plan.

Dr. Slee stated teachers, students and parents are successfully participating in the online platform. Attendance rate for the district is 94% for the first 2 weeks of school and none of our schools had below 92% attendance. Dr. Slee reviewed how attendance is taken, explaining how contact is with students is maintained and tracked.

Administrators and Principals are working on plans to keep students fully engaged until face to face instruction can return.

At this time, our primary mode of instruction is online and will continue to be a focal point of the district. Engagement teams are at each building contacting families of students not attending learning or not attending regularly to help with needs.

Personnel & Policy

******Personnel Report #20-18 – For Action – Consent Agenda***

The Board of Education approved the following:

Resignation:

Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Jenna Davis	Winans Resource Teacher	Personal	08/13/2020
Randy Cusack	Winans Resource Teacher	Personal	08/14/2020
Sarah Grabemeyer	Winans 2 nd Grade Teacher	Personal	08/24/2020

Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Paul Hendra	Elmwood Ele Custodian	Personal	09/04/2020
Jessica Allie	Colt Food Service	Personal	08/20/2020

Transfer:

Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Lee Halbin	Long-Term Sub Cust.	Colt, HS & MS Custodian	08/24/2020
Kelly McLaren	Preschool Teacher	Long-Term Teacher Sub Colt	08/24/2020

Employee Recall:

Certified

<u>Name</u>	<u>To Position</u>	<u>Building</u>	<u>Effective</u>
Breanna Hill	Resource Room Teacher	Winans	08/24/2020

For Action – Board Report #20-19 - 2nd Reading Policy 2266 - Title IX Regulations

Policy 2266 replaces current Waverly Policy 5517.02. The Superintendent recommends the Board of Education approve the policy updates as listed.

A motion was presented by Member Christopher Beasley and supported by Member Sosnowski to approve Policy 2266 – Title IX Regulations

Motion: The Board of Education approved the policy updates listed for Policy 2266, Title IX Regulations.

Motion carried. VOTE: AYES - 6; NAYS - 0

Member Nester absent

Policy First Reading – Volume 34, No.2 & Volume 35, No. 1

Volume 34, No. 2

Revised Policy – 2210	Curriculum Development – Approved Courses
Revised Policy – 2412	Homebound Instruction Program
Revised Policy – 2414	Reproductive Health and Family Planning
Revised Policy – 4162	Controlled Substance and Alcohol Policy for Commercial Motor Vehicle (CMV) Drivers and Other Employees Who Perform Safety-Sensitive Functions
Revised Policy – 5200	Attendance
Revised Policy – 6107	Authorization to Accept and Distribute Electronic Records and to Use Electronic Signatures
Revised Policy – 8210	School Calendar
Revised Policy – 8400	School Safety Information
Revised Policy – 8462	Student Abuse and Neglect
Revised Policy – 8600	Transportation

Volume 35, No. 1

Revised Policy – 4362.01	Threatening Behavior Toward Staff Members
Revised Policy – 5610	Emergency Removal, Suspension, And Expulsion of Students
Revised Policy – 5611	Due Process Rights

Member Sosnowski would like to discuss Policy 8600 in further detail with Superintendent Blake. She has concerns as to why the policy is being changed to buses not having to be kept on school property. She also has concerns as to why the district does not have to be the purchasers of our buses. She feels this is leading to privatization. Member Sosnowski does not want Policy 8600 to be brought to 2nd reading until she has discussed with Superintendent Blake.

These policies, with the exception of Policy 8600, will be brought for 2nd reading and action at the October 19, 2020 Regular Board Meeting.

Superintendent's Report

Director of Finance & Operations, Evan Nuffer, expressed thanks to parents for providing continued feedback to numerous surveys sent to them.

The district is in the process of developing options for our students with disabilities and those who need more intensive supports. These options could include in-person small group instruction with all required and recommended safety protocols in place as guided by the Return to Schools Roadmap.

President Martin thanked Director Nuffer for reporting for Superintendent Blake in her absence.

Public Comment – Open Comment for District Issues:

None

Other Board Business - None

Adjournment at: 7:05 PM

***Denotes Consent Agenda

Respectfully submitted,

A handwritten signature in blue ink that reads "Amy Krause". The signature is written in a cursive, flowing style.

Amy Krause, Secretary

aml

WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
October 21, 2020

Report #20-22

Subject: Personnel Report*

A. Employment – Administration

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
-------------	-----------------	---------------	------------------

B. Employment – Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
KeeLee Holihan	Winans Special Education Teacher	BA Step 3.5/\$44,856	10/05/2020
Cheryl Kelley	Elmwood 2 nd Grade Teacher	BA+20 Step 2/\$43,328	10/19/2020

C. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
-------------	-----------------	---------------	------------------

D. Resignation – Administration

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
-------------	----------------------	---------------	------------------

E. Resignation – Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
-------------	----------------------	---------------	------------------

F. Resignation – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Angela Moore	Library Media Specialist Colt, Elm, MS	Personal	10/09/2020

G. Transfer – Administration

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
-------------	----------------------	--------------------	------------------

H. Transfer – Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
-------------	----------------------	--------------------	------------------

I. Transfer – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
-------------	----------------------	--------------------	------------------

J. Termination – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
-------------	----------------------	---------------	------------------

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
October 19, 2020
Report #20 - 23**

FOR ACTION

SUBJECT: POLICY – Second Reading

RECOMMENDATION:

The Superintendent recommends the Board of Education approve the policy updates listed below at second reading.

Volume 34, No. 2

Revised Policy – 2210	Curriculum Development – Approved Courses
Revised Policy – 2412	Homebound Instruction Program
Revised Policy – 2414	Reproductive Health and Family Planning
Revised Policy – 4162	Controlled Substance and Alcohol Policy for Commercial Motor Vehicle (CMV) Drivers and Other Employees Who Perform Safety-Sensitive Functions
Revised Policy – 5200	Attendance
Revised Policy – 6107	Authorization to Accept and Distribute Electronic Records and to Use Electronic Signatures
Revised Policy – 8210	School Calendar
Revised Policy – 8400	School Safety Information
Revised Policy – 8462	Student Abuse and Neglect
Revised Policy – 8600	Transportation

Volume 35, No. 1

Revised Policy – 4362.01	Threatening Behavior Toward Staff Members
Revised Policy – 5610	Emergency Removal, Suspension, And Expulsion of Students
Revised Policy – 5611	Due Process Rights

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
OCTOBER 19, 2020**

Board Report #20-24

FOR ACTION***

Subject:

Finance Report

Recommendation:

The Superintendent recommends the Board of Education review and approve the following report:

Financial Report:

The cash balance as of August 31, 2020 was \$4,844,008.21. Receipts during September, consisting of State Aid, property taxes, and other revenues in the amount of \$994,371.02 minus disbursements during September of \$2,601,510.87, left the district with a General Fund cash balance, as of September 30, 2020, of \$3,236,868.36, including \$1,500,000.00 from the issuance of a State Aid Note.

2020-21 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$2,168,877. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

2020-21 Student Activity Fund revenues exceed expenditures by \$3,668. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2020-21 Sinking Fund revenues exceed expenditures by \$112,533. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2020-21 Public Improvement Fund revenues/transfers-in exceed expenditures/transfers-out by \$55. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

The balance of the 2019 Building and Site, Series III Bonds remaining to be allocated, including \$60,492 of accrued interest and proceeds from the sale of surplus equipment, is \$225,425. A summary of life to date activity is included in the supporting documentation

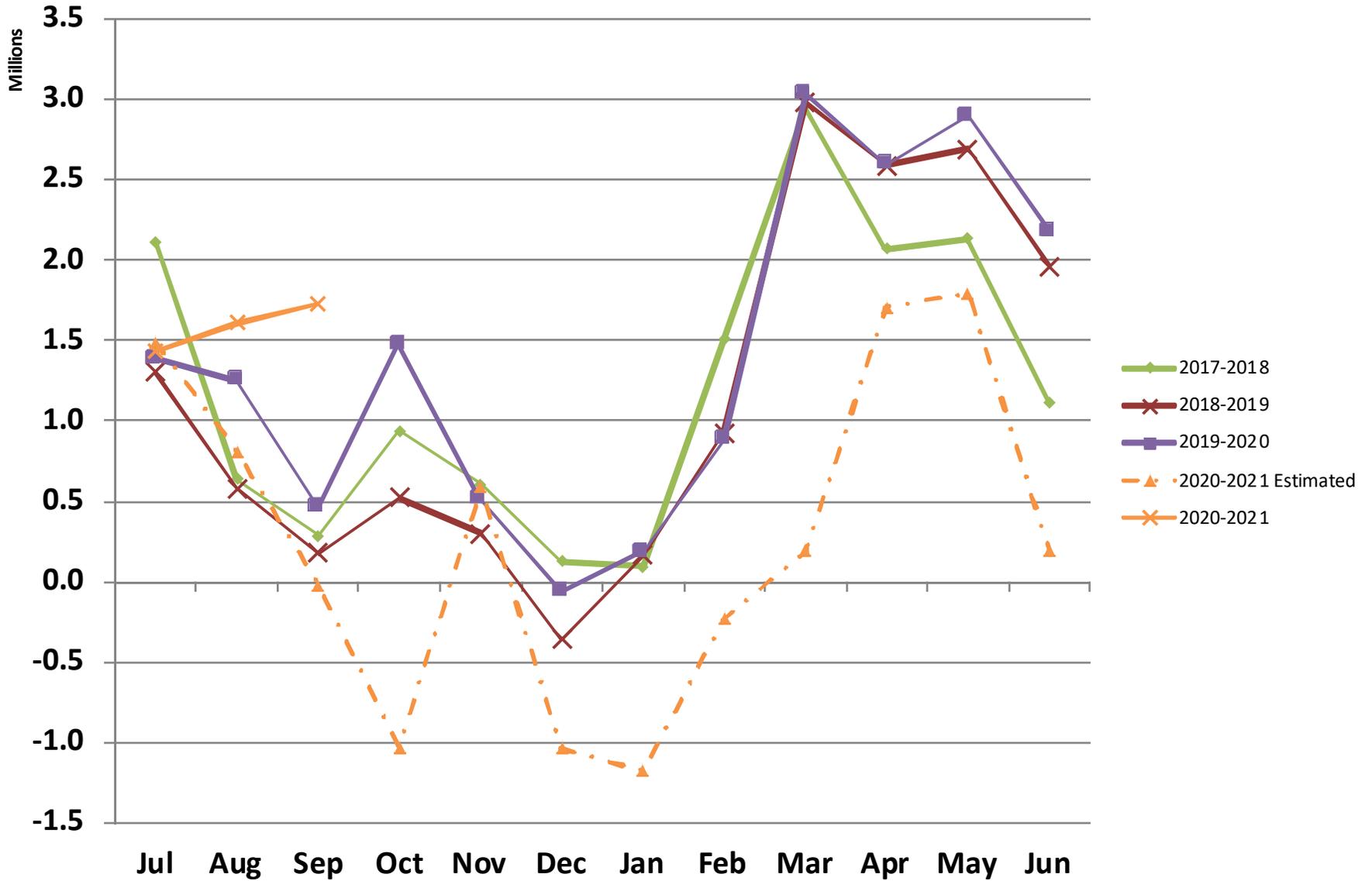
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended September 30, 2020

Balance on Hand August 31, 2020	4,844,008.21
Revenues	
State Aid	-
Taxes	959,050.55
Other Revenue	31,767.87
Interfund Transfers In	-
State Aid Note Proceeds	-
	<u>990,818.42</u>
Disbursements	
Payroll and Related Liabilities	(2,202,593.79)
Other Expenditures	(398,917.08)
State Aid Repayment	-
	<u>(2,601,510.87)</u>
Prior Month Adjustments During September 2020	3,552.60
Balance on Hand September 30, 2020	<u><u>3,236,868.36</u></u>
PNC Bank - General	3,152,377.78
MILAF	7,834.92
PNC Bank - Payroll	76,655.66
Comerica - Checking	-
	<u><u>3,236,868.36</u></u>
Difference	0.00

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



Waverly Community Schools
General Fund - Budgetary Comparison Schedule
For the Month Ended September 30, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,485,511	1,606,472	(7,879,039)	83.1%
State sources	20,596,082	-	(20,596,082)	100.0%
Federal sources	1,147,806	1,088,239	(59,567)	5.2%
Intergovernmental	3,282,224	177	(3,282,047)	100.0%
Transfers In	90,000	-	(90,000)	100.0%
Total revenue	34,601,623	2,694,888	(31,906,735)	92.2%
Expenditures				
Current:				
Instruction:				
Basic program	15,131,640	1,686,669	(13,444,971)	88.9%
Added needs	5,115,691	586,224	(4,529,467)	88.5%
Total instruction	20,247,331	2,272,893	(17,974,437)	88.8%
Support Services:				
Pupil	3,156,839	393,988	(2,762,851)	87.5%
Instructional staff	1,413,894	289,747	(1,124,147)	79.5%
General administration	407,361	140,698	(266,663)	65.5%
School administration	2,451,937	595,647	(1,856,289)	75.7%
Business	571,551	110,357	(461,194)	80.7%
Operations and maintenance	3,571,208	617,391	(2,953,818)	82.7%
Pupil transportation services	1,111,291	120,093	(991,198)	89.2%
Central	609,643	187,821	(421,822)	69.2%
Other	91,792	22,415	(69,377)	75.6%
Total support services	13,385,516	2,478,156	(10,907,359)	81.5%
Athletics	657,670	104,540	(553,130)	84.1%
Community services	5,116	-	(5,116)	100.0%
Non Publics	15,234	1,178	(14,056)	92.3%
Facility Acquisition	-	-	-	0.0%
Debt service:			-	0.0%
Principal	140,000	-	(140,000)	100.0%
Interest	6,300	-	(6,300)	100.0%
Capital outlay	-	1,380	1,380	0.0%
Payments to other public schools	1,026,958	5,617	(1,021,341)	99.5%
Total expenditures	35,484,124	4,863,764	(30,620,359)	86.3%
Excess of Revenue (Under)Over Expenditures	(882,501)	(2,168,877)	(1,286,376)	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	(882,501)	(2,168,877)	(1,286,376)	
Favorable Expenditure Variance (1.5%)	532,262			
Projected Change in Fund Balance	(350,239)			
Fund Balance - Beginning of year	4,127,772			
Fund Balance - End of year	3,777,533			
	10.6%			

Waverly Community Schools
Student Activity Fund - Budgetary Comparison Schedule
For the Month Ended September 30, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	203,180	5,779	(197,401)	97.2%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	203,180	5,779	(197,401)	97.2%
Expenditures				
Student Activities	129,854	917	(128,937)	99.3%
Athletics	80,953	1,195	(79,758)	98.5%
Total expenditures	210,806	2,111	(208,695)	99.0%
Excess of Revenue (Under)Over Expenditures	(7,626)	3,668	11,294	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	(7,626)	3,668	11,294	
Fund Balance - Beginning of year	194,565	194,565		
Fund Balance - End of year	186,939	198,233		

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended September 30, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	855,996	148,108	(707,888)	82.7%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	855,996	148,108	(707,888)	82.7%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
Architecture and Engineering Services	-	19,931	19,931	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	217,416	15,645	(201,771)	92.8%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	217,416	35,576	(181,840)	83.6%
Excess of Revenue (Under)Over Expenditures	638,580	112,533	(526,047)	
Transfers Out	-	-	-	
Net Change in Fund Balance	638,580	112,533	(526,047)	
Fund Balance - Beginning of year	769,071	769,071		
Fund Balance - End of year	1,407,651	881,604		

Waverly Community Schools
Public Improvement Fund - Budgetary Comparison Schedule
For the Month Ended September 30, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	14,462	55	(14,407)	99.6%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	30,600	-	(30,600)	100.0%
Transfers In	-	-	-	0.0%
Total revenue	45,062	55	(45,007)	99.9%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	28,856	-	(28,856)	100.0%
Support Services - Transportation	277,143	-	(277,143)	100.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
Architecture and Engineering Services	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	-	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	305,999	-	(305,999)	100.0%
Excess of Revenue (Under)Over Expenditures	(260,937)	55	260,992	
Transfers Out	-	-	-	
Net Change in Fund Balance	(260,937)	55	260,992	
Fund Balance - Beginning of year	499,021	499,021		
Fund Balance - End of year	238,084	499,076		

Waverly Community Schools
2019 Building and Site Bonds, Series III
Budget Summary
As of September 30, 2020

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	-	-	-	-
Site Improvements	-	-	-	-
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	-	-	-	-
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	22,277	-	(22,277)
Wireless Network	-	77,590	-	(77,590)
Phone System	-	-	-	-
AV Systems	-	-	-	-
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	-	99,867	-	(99,867)
Technology Equipment - Owner PO				
Computers/Mobile Devices	901,471	337,211	244,053	320,207
Servers/Backend Systems	-	-	-	-
Printers	81,929	82,404	-	(475)
AV Equipment	-	10,201	-	(10,201)
Non-Instructional Equipment (from FFE)	-	35,930	-	(35,930)
Tech Equipment Owner PO Subtotal	983,400	465,746	244,053	273,601
District				
Loose Equipment (Furniture & Transportation)	-	-	-	-
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	13,600	22,400	-	(8,800)
Field General Conditions	-	-	-	-
Architect	-	-	-	-
Tech Design/Construction Mgr	-	-	-	-
District Subtotal	13,600	22,400	-	(8,800)
Totals	997,000	588,013	244,053	164,934

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
OCTOBER 19, 2020**

Board Report #20-25

FOR ACTION***

Subject:

Waverly Extended Covid-19 Learning Plan

Recommendation:

The Superintendent recommends the Board of Education review and approve the current Extended COVID-19 Learning Plan

Waverly Community Schools

Extended COVID-19 Learning Plan *as described in Public Act 149, Section 98a* **Final** **September 3, 2020 Clarifications**

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020, and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October **12**, 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

Waverly Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 515 Snow Road, Lansing, MI 48917

District/PSA Code Number: 33215

District/PSA Website Address: www.waverlycommunitieschools.net

District/PSA Contact and Title: Kelly Blake, Superintendent

District/PSA Contact Email Address: kblake@waverlyk12.net

Name of Intermediate School District/PSA: Ingham Intermediate School District

Date of Approval by ISD/Authorizing Body:

Assurances

1. Waverly Community Schools will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 12, 2020.
2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. Waverly Community Schools will create and make available on its transparency reporting link located on Waverly Community Schools's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals Waverly Community Schools expected would be achieved by the end of the school year.
4. Benchmark Assessments: Waverly Community Schools will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
5. If delivering pupil instruction virtually, Waverly Community Schools will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as Waverly Community Schools had planned for that exposure to occur for in-person instruction.
6. Waverly Community Schools, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the Waverly Community

Schools Board's discretion. Key metrics that Waverly Community Schools will consider shall include at least all of the following:

- COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
7. If Waverly Community Schools determine that it is safe to provide in-person instruction to pupils, Waverly Community Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in Waverly Community Schools.
8. Waverly Community Schools assures that
- Instruction will be delivered as described in this plan and re-confirmed by Waverly Community Schools Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - Waverly Community Schools will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and each month thereafter at a meeting of the Board, and
 - For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - the instructional delivery method that was reconfirmed;
 - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in Waverly Community Schools during a public meeting described in PA-149.
9. Waverly Community Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
10. Waverly Community Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in Waverly Community Schools and the pupil's teacher or at least one (1) of the pupil's teachers, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress during each week of the school year for at least 75% of the pupils enrolled in Waverly Community Schools. Waverly Community Schools will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. Waverly Community Schools will make those rates available through the transparency reporting link located on Waverly Community Schools website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to the communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.

Kelly Blake

District Superintendent or President of the Board of Education/Directors

10/1/2020

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a collective traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced. Waverly is situated in a densely-populated region and is in close proximity to Michigan State University, and the likelihood of community spread of the virus is high.

As Waverly plans to begin the school year in a remote, online-only learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the safety and well-being of students and staff.

Academically, our students had a wide range of experiences during the spring of 2020. Some participated in remote learning, while many did not. Because of this, we expect that many students will be academically behind their peers and need opportunities to close the gaps. Teachers will need more time than usual to collaborate with one another as they assess students, examine their work, and make instructional decisions based on the needs of their students.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. Waverly Community Schools must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) Waverly Community Schools benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, Waverly Community Schools will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Waverly Community Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. Assessments can provide guidance for standardizing or adjusting curriculum and instruction across grade levels and schools.

We will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Waverly Community Schools will use the formative assessment process to continuously observe where our students are in order to modify instruction.

The formative assessment process, which is supported by an extensive body of research, provides real-time data for both our teachers and students. This will help accelerate student learning and give teachers a more complete picture of what their students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to students in grades 5-8 two times during the 2020-21 school year: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

Teachers will receive professional development in the design and use of formative assessments.

We will also seek to engage stakeholders in the district's assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - Students in grades K-4 will improve performance in reading/ELA from Fall to Spring as measured by AIMSweb Plus assessments. Students in grades 5-8 will improve performance in reading/ELA from Fall to Spring as measured by NWEA MAP Growth.

- All teachers will use formative assessment to design and modify instruction to support meaningful student progress towards mastery of reading/ELA academic standards.
- Results from reading/ELA benchmark assessments, local reading/ELA summative assessments, and formative assessments will be continuously discussed, analyzed, and used for instructional decision-making by staff.

Goal 2 - Students in grades K-4 will improve performance in mathematics from Fall to Spring as measured by AIMSweb Plus assessments. Students in grades 5-8 will improve performance in mathematics from Fall to Spring as measured by NWEA MAP Growth.

- All teachers will use formative assessment to design and modify instruction to support meaningful student progress towards mastery of math standards.
- Results from math benchmark assessments, local math summative assessments, and formative assessments will be continuously discussed, analyzed, and used for instructional decision-making by staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Waverly Community Schools full instructional plan can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

Mode of Instruction

To begin the school year, all students in grades K-12 will attend school every day for remote instruction. Students are expected to log into Google Classroom on a daily basis, Monday through Friday.

Blocks of time for synchronous and asynchronous instruction will have to provide clear instructions, planned breaks for students, and opportunities for student-to-student interaction.

SYNCHRONOUS = Happens in real time. Students and teachers interact in a specific virtual space at a specific time. Students will receive immediate feedback.

ASYNCHRONOUS = No real time interaction. Students can work at their own pace on assignments. They may be asked to read articles or books, watch videos, etc. Students will receive feedback from the teacher at a later time.

SYNCHRONOUS & ASYNCHRONOUS = Both types of instructional delivery will be present during the lesson block.

Within each framework (see below), each school is responsible for creating and publishing set schedules for each grade level. The number of logins should be minimized for each student, and each student's schedule should remain consistent throughout each marking period/intervention cycle.

Descriptions of framework components:

Morning Meeting - Relationship/community building, SEL lessons

Learning Block - Schedule will be flexible within each block to allow for small group instruction, and the block will include both synchronous and asynchronous learning opportunities. Students in grades K-4 should receive approximately 30-45 minutes of synchronous instruction within a 2.5 hour learning block. In a 90 minute period, students should receive about 15-25 minutes of synchronous learning opportunities. For students in grades 5-6, the goal is to provide students with about 20-30 percent of their time in synchronous learning in any given learning session. Students in grades 7-12 can expect 35-40 percent of their learning time to be synchronous.
Note: These numbers are estimates and will vary depending on the needs of the students.

Students are expected to receive **direct instruction** in each learning block. Direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are “directing” the instructional process or instruction is being “directed” at students. Ways to include direct instruction in your Google Classroom include: screencast, interactive slideshow, video, live or recorded Google Meet, etc. Students must be able to access direct instruction for each lesson, either synchronously (live) or asynchronously (on their own time). Google Meet sessions can be recorded if required legal statements are included (more guidance will be provided).

Each block will include:

- Core Academics** - One content area per block, two blocks per day
- WIN (“What I Need”)** - All teachers must work with students each day during WIN time. WIN is for ALL students, not just students who are behind academically. This time will be structured based on student needs. Activities could include, but are not limited to:
 - Independent practice
 - Small group direct instruction - Supports provided by GE & SE teachers, interventionists, instructional paras, coaches, specials teacher
 - Individual and/or small group SE supports
 - Remediation and/or enrichment
 - Student-directed learning opportunities
 - Mentor programs
 - Service learning
 - Writing conferences
 - Conference with students re: assessment data
 - Etc.
- Specials** - Will be scheduled one week at a time. For example, Week 1 is technology, Week 2 is art, Week 3 is PE, and Week 4 is music (then repeat).

Check-In - Assessments, communication with families, student check-ins

Office Hours - Teachers are expected to be available for parent and/or student communication during office hours. Communication includes phone calls, emails, and text messages. All received communications should be responded to within 24 hours during the work week. Teachers are expected to make contact with parents/families at least once every two weeks and to keep track of attempts and connections on a communication log.

- Office hours should be scheduled appointments through [SignUpGenius](#) (or similar). Offering drop-in appointments is discouraged.

Teacher Planning & Collaboration - This time will be used for planning instruction and collaboration with colleagues. Possible activities include, but are not limited to: staff meetings, grade level or content area planning, data analysis and action planning, Child Study Team meetings, IEP meetings.

GRADES K-2 - Colt, Elmwood, Winans

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting 8:45-9:00 am				
Learning Block AM Core Academics WIN Time Specials 9:00-11:30 am				
LUNCH 11:45 am-12:30 pm	LUNCH 11:45 am-12:30 pm	LUNCH 11:45 am-12:30 pm	LUNCH 11:45 am-12:30 pm	Teacher planning & collaboration 11:30 am-3:30 pm
Learning Block PM Core Academics WIN Time Specials 12:30-2:00 pm				
Office hours / Teacher planning 2:00-3:30 pm				

GRADES 3-4 - Elmwood, Winans

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting 8:45-9:05 am				
Learning Block AM Core Academics WIN Time Specials 9:05-11:45 am				
LUNCH 11:45 am-12:30 pm	LUNCH 11:45 am-12:30 pm	LUNCH 11:45 am-12:30 pm	LUNCH 11:45 am-12:30 pm	Teacher planning & collaboration 11:45 am-3:30 pm
Learning Block PM Core Academics WIN Time Specials 12:30-2:15 pm				
Office hours / Teacher planning 2:15-3:30 pm				

GRADES 5-6 - East Intermediate

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting 8:45-9:15 am	Science Homeroom SS Homeroom 8:45-9:15 am	SS Switch Science Switch 8:45-9:15 am	Science Homeroom SS Homeroom 8:45-9:15 am	Morning Meeting/Check-In 8:45-9:30 am
Math Homeroom ELA Homeroom 9:15-10:25 am	Math Homeroom ELA Homeroom 9:15-10:30 am	Math Homeroom ELA Homeroom 9:15-10:30 am	Math Homeroom ELA Homeroom 9:15-10:30 am	Math (review as needed) 9:30-10:05 am
WIN Time 10:40-11:25 am	WIN Time 10:40-11:25 am	WIN Time 10:40-11:25 am	WIN Time 10:40-11:25 am	ELA (review as needed) 10:15-10:50 am
Electives 11:30-12:00 pm	Electives 11:30-12:00 pm	Electives 11:30-12:00 pm	Electives 11:30-12:00 pm	Social Studies Switch Science Switch 11:00-11:35 am
LUNCH 12:00-12:45 pm	LUNCH 12:00-12:45 pm	LUNCH 12:00-12:45 pm	LUNCH 12:00-12:45 pm	Teacher planning & collaboration 11:35 am-3:30 pm
Math Switch ELA Switch 12:45-2:00 pm				
WIN Time 2:00-2:30 pm	WIN Time 2:00-2:30 pm	WIN Time 2:00-2:30 pm	WIN Time 2:00-2:30 pm	
Office hours / Teacher planning 2:30-3:30 pm				

GRADES 7-12 - Waverly Middle School and Waverly High School

Middle and high school students will follow a schedule that follows an ABAB pattern by attending 3 classes on one day (ELA, math, and an elective, for example), and then the other 3 classes the next day (science, social studies, and an elective. Students will attend all 6 classes each Wednesday. As we transition to in-person learning, this structure allows us to start with a small group face-to-face model before resuming a traditional schedule. In this scenario, the schools would be sanitized each

Wednesday between groups of students.

Monday	Tuesday	Wednesday	Thursday	Friday
1st 8:30-9:45 am	4th 8:30-9:45 am	1st - 8:30-9:00 2nd - 9:10-9:40	1st 8:30-9:45 am	4th 8:30-9:45 am
2nd 10:00-11:15 am	5th 10:00-11:15 am	3rd - 9:50-10:20 4th - 10:30-11:00	2nd 10:00-11:15 am	5th 10:00-11:15 am
3rd 11:30 am-12:45 pm	6th 11:30 am-12:45 pm	5th - 11:10-11:40	3rd 11:30 am-12:45 pm	6th 11:30 am-12:45 pm
BREAK/LUNCH 12:45-1:30 pm	BREAK/LUNCH 12:45-1:30 pm	6th - 11:50-12:20	BREAK/LUNCH 12:45-1:30 pm	BREAK/LUNCH 12:45-1:30 pm
WIN 1:30-2:30	WIN 1:30-2:30	BREAK/LUNCH 12:20-1:05	WIN 1:30-2:30	WIN 1:30-2:30
Planning & collaboration/Office hours 2:30-3:15	Planning & collaboration/Office hours 2:30-3:15	Teacher planning & collaboration/Office hours 1:05-3:15	Planning & collaboration/Office hours 2:30-3:15	Planning & collaboration/Office hours 2:30-3:15

Transition Plan - Moving from Online to In-Person

When transitioning from remote to in-person learning, Waverly Community Schools will follow all required and strongly recommended (when possible) safety measures found within the MI Safe Schools Return to Learn Roadmap, as well as guidance from Ingham and Eaton county health departments.

Benchmarks and Learning Scenarios

Numbers of outbreaks are reported to MDHHS by local health departments every week. In general, a COVID-19 outbreak is: two or more cases connected by place and time indicating a shared exposure outside of a household. For example, two new COVID-19 cases where it has been identified they visited the same restaurant on the same day, would be reported as an outbreak.

Considerations for viewing the community spread benchmark data:

- **Case rates/number of cases:** The number of positive cases within Eaton and Ingham County will decrease for at least a two week period.
- **Percent positivity:** This is the proportion of all tests performed that are positive. A higher % positivity can indicate that there is more disease spreading throughout the community, or it can mean that there isn't enough available testing in the area. If enough diagnostic testing is being conducted each day, a low percent positivity (less than 3%) over a period of time can give us confidence that the spread of disease is under control.

To move from a fully virtual to face-to-face learning scenario, we will wait until there is <3% positivity in Ingham and Eaton counties for two consecutive weeks (County Health Officials have directed us to consider the “highest” risk county as we make these decisions). This provides evidence that there is a sustained decrease in community spread and sufficient testing is available.

Re-Opening & Learning Scenarios

In order to begin offering face-to-face learning opportunities for our small groups of our highest needs students (with some students in physical buildings and some students learning remotely), the % positivity must be less than 5% for two consecutive weeks and Michigan must be in Phase 4 or 5. In order to transition more broadly to traditional learning (moving from small groups to having all students in physical buildings), the % positivity must be less than 3% for two consecutive weeks, there must be a downward trend in positive cases for at least two consecutive weeks, and Michigan must be in Phase 5 or 6 (a possibility of Phase 4 - based on length of downward trend).

SCENARIO	Traditional Face-to-Face Learning (All students in physical buildings)	Both Virtual and In-Person (Some students in physical buildings and some students learning remotely)	Virtual Learning Only (w/on-site support for some high-needs students)
Benchmark Criteria	% positivity less than 3% for two consecutive weeks AND a downward trend for at least two consecutive weeks AND Michigan is in Phase 5 or 6	% positivity less than 5% for two consecutive weeks AND Michigan must be in Phase 4 or 5	% positivity greater than 3% for two consecutive weeks OR an upward trend in positive cases over the past two weeks OR Michigan is in Phase 1-3
Description of Community Spread	Minimal community spread: Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in a large communal setting.	Moderate community spread: Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases.	Substantial community spread: Large scale, uncontrolled community transmission, including communal settings (e.g. schools, workplaces).
Michigan’s Phase(s)	Phase 5 - Containing Phase 6 - Post-Pandemic	Phase 4 - Improving (“Safer at Home”) Phase 5 - Containing	Phase 1 - Uncontrolled growth Phase 2 - Persistent spread Phase 3 - Flattening
Safety Protocols	<i>Students and staff will be required to wear masks, maintain physical distance, and follow all health and safety guidelines put forth by the local health departments (Ingham and Eaton counties) in all learning scenarios.</i>		

If there continues to be substantial community spread and Michigan continues to be in Phase 4 of reopening, we will do the following:

- Continue providing online instruction for all grade levels K-12.
- Provide in-person support to our highest needs students (e.g. those with IEPs, those who are English learners, etc.), as appropriate and with all necessary health and safety protocols in place.

When we are safely able to move toward more face-to-face learning scenarios, we will make the transition slowly and deliberately, following safety protocols outlined by local health departments. We will work to get our highest needs students into the schools for in-person supports based on the following characteristics:

- Students with IEPs
- Students who are not independent readers
- Students experiencing homelessness
- Students who are English Learners
- Students in grades K-5 (younger learners will return to school sooner than older learners)

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as Waverly Community Schools had planned for that exposure to occur for in-person instruction.

Note: The Waverly Community Schools full instructional plan can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

Curriculum and Instruction: Academic Standards

When applicable, standards-based core curricula will be delivered by teachers (e.g. Reading Street, Go Math, Amplify Science, Heggerty Phonemic Awareness, etc.). Learning programs will be developed and delivered in online platforms, regardless of phase. The district platform will be SeeSaw (K) and Google Classroom (1-12), and other high-quality digital resources will be provided by the district to promote student engagement and differentiation (e.g. Screencastify, EdPuzzle, PearDeck, etc.). Planning for remote learning will prepare teachers to provide instruction from a distance and in-person.

The scheduled learning program will include both synchronous (face-to-face) and asynchronous (recorded) lessons. Synchronous learning enables teachers to interact with students and provide immediate feedback, and it also offers students opportunities to collaborate and socialize with their peers. Asynchronous learning gives students opportunities to engage with the content on their own schedule, and they can revisit content as often as they need to.

The Waverly Community Schools curriculum for core academic areas is aligned to state standards. As teachers manage the wide range of student competencies this fall, they will design new (or utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction, and prioritize K-12 instructional standards for the school year. Teachers will develop approaches to meet the diverse needs of our students, and they will assess and provide instruction in

the content areas in virtual and face-to-face classroom environments. They will also integrate social and emotional learning lessons and trauma-informed practices into their instruction.

Resources for prioritization of standards in grades K-12:

- [ELA Recommendations for Remote Learning](#) - Oakland Schools
- [Math Prioritization of Learning Support Toolkit](#) - Oakland Schools
- [Curriculum, Instruction, and Assessment Toolkits](#) - Oakland Schools (most content areas are represented)

As our teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#) (Oakland Schools):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Waverly Community Schools bases its assessment system on Michigan's state standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards.

Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screener, and/or diagnostics:

- Grades K-4: AIMSweb Plus, phonics screeners, formative assessments based on Go Math unit tests
- Grades 5-12: NWEA, locally created formative assessments, screeners and diagnostics as needed/TBD

Our emphasis will be on formative assessment, which allows teachers to provide timely feedback to students so they know what they need to do to improve. Formative assessment also gives the teacher important information to know how to adjust the teaching and learning process to meet students' needs. Each weekly learning unit will contain a formative assessment using Google Forms or another platform (e.g. EdPuzzle, Flipgrid, PearDeck). Formative assessments will be correlated to the learning objective(s) for the week. These assessments are for the purpose of evaluating student mastery of learning objectives, guiding instruction, and informing student learning. Formative assessments should

be low impact on the overall student grade (< 10%). Formative assessment grades are for the purpose of student motivation and best effort.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time via PowerSchool. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. Teachers are expected to keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Grading in Waverly Community Schools is based on the following beliefs:

- If the work is important, require it. If not, don't grade it.
- Grades are for teaching and monitoring growth, not for control.
- Allow for mistakes and allow for revision.
- Grade the work — the learning and mastery - not the behavior.

Grades are a reflection of students' understanding and command of content, their progression through a course or subject, and their mastery of skills at a given point in time.

Attendance and class participation may not be used as part of a student's grade. Students may not pass or fail based solely on non-mastery measures (for example, behavior, attendance, and participation), but rather based on how well they demonstrate their understanding of the course content and skills.

Students will be asked to demonstrate their mastery of the content. Below are several guiding principles:

- The teacher will conduct frequent and ongoing evaluation, both formative and summative (formative assessment is designed to improve student learning during instruction on a topic; summative assessment is meant to measure learning after instruction on a topic).
- Because students learn and may demonstrate understanding in different ways, assessments and assignments should be varied across a grading period. They may include tests, quizzes, projects and written papers graded with rubrics, notebook checks, homework, teacher observation checklists of academic skills, performance assessments, and other student-generated ways of demonstrating proficiency. Also, an assignment or assessment that is appropriate for one student may not be appropriate for another; find ways for students to demonstrate their understanding in multiple modes.
- Teachers are encouraged to assign cooperative learning tasks/group work, but students should be graded on work they do individually, either within or outside the group.

- Extra credit assignments should be viewed as additional opportunities to meet course standards and should be directly linked to standards.
- Assignments, quizzes, and tests should be evaluated and/or graded, returned promptly, and reviewed with students before students receive the next related assessment/assignment.
- Students are expected to complete all assigned work. When they do not complete work by the assigned deadline, they may be required to complete it at another assigned time during or outside the school day. Parents should be notified when work completion becomes a problem, and the teacher should make multiple attempts to have students complete the work. Work not completed within the assigned time period may be assigned a penalty after the teacher seeks to determine the cause of a student's failure to complete assigned work. If the student's failure to turn in work is justified, the student's work may be turned in late without penalty. Partially completed work or work not turned in at all will be graded according to the amount and quality of work completed. Also, work that is exceptionally late (i.e. weeks or months past the end of the unit of study) may not be accepted.
- A teacher must accept late work if the student has an excused absence and has made arrangements to make up the work. Extenuating circumstances should be considered.
- Eliminate the use of penalties for behavior such as turning in work after the due date and absence from class.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how Waverly Community Schools will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology

Waverly Community Schools will ensure that each student has access to an electronic device. Each student will be assigned a device that will be used at school and off-site, at the beginning of the 20-21 school year. We are making a good faith effort to ensure that all students/families have adequate connectivity to the internet. This includes expanding wireless coverage to outdoor spaces around our district (parking lots). We will also deploy a mobile wifi service. In individual cases, based upon need, we will provide students with mifis and hot-spots to use at their homes.

- **Please describe** how Waverly Community Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

Students with identified special needs

When school starts, students' IEPs and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation. SE staff - including school psychologists and social workers - have been trained to conduct evaluation assessments virtually.

Each grade level team will include both general education and special education teachers who will collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Data will be collected for all students: academic assessments (screeners, diagnostics), parent feedback, etc. Child Study Teams will schedule regular meetings as soon as possible. These teams include both general and special education staff. Interventions will take place in a virtual setting at all grade levels.

Time has been reserved in each school's schedule for "What I Need" (WIN) time, during which students will meet either one-on-one or in small groups with educators for remediation, enrichment, SE support, and other customized support. All teachers will have daily planning/collaboration time, so they will be able to coordinate delivery methods for assessments and instruction as outlined in IEPs.

• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how Waverly Community Schools will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

- 2. Please describe how Waverly Community Schools will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment, and Advanced Placement as applicable within Waverly Community Schools.

English Learners

Students who are English Learners will be screened in the fall using WIDA. Newcomers and students who have lower WIDA scores will receive the most direct support from our ESL teacher throughout the year, as they are the students most in need of language supports. Once students have been assessed, they will be provided with direct instructional support in small group settings based on their proficiency levels and academic needs. High school English Learners are scheduled into an ELL English course for language support. Reading A-Z, an online reading program, is offered to elementary English Learners. Also, our ESL teacher coaches and consults with elementary and secondary teachers to help them better support their students who are English Learners.

Individualized Student Supports

All students in grades K-12 have access to “What I Need” time each day of the week. WIN is for ALL students, not just students who are behind academically. This time will be structured based on student needs, and students may or may not participate in WIN on a daily basis.

WIN activities may include, but are not limited to:

- Independent practice
- Small group direct instruction - Supports provided by GE & SE providers, interventionists, instructional paras, coaches
- Individual and/or small group SE supports
- Remediation and/or enrichment
- Student-directed learning opportunities
- Mentor programs
- Service learning
- Writing conferences
- Conference with students re: assessment data
- College and career preparation
- Other activities that complement classroom instruction

CTE Programming

Starting in the fall, students enrolled at the Wilson Talent Center for career and technical education will receive in-person instruction at WTC and online instruction from their Waverly teachers. Their schedules will be adjusted so they are not penalized for missing classes due to scheduling conflicts between the two schools.

Early-Middle College/Dual Enrollment

Students will have continued access to the Early College and dual enrollment at Lansing Community College. Their schedules may be adjusted so their grades are not adversely affected by schools’ different responses to the pandemic.

Advanced Placement

Students will still be able to take Advanced Placement courses at Waverly High School.