

DATE 1.20.21
Addendum No. #6

IV.B.

PRESENTATION

EXTENDED COVID-19 LEARNING PLAN UPDATE

John Bernia, Chief Academic Officer, will present an update of the Extended Covid-19 Learning Plan Update.



WARREN CONSOLIDATED SCHOOLS

Extended COVID-19 Learning Plan Update

Board of Education Meeting,
December 20, 2021

OCIL

Office of Curriculum & Instruction



A Legislative Requirement

- ▶ 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 legislation also requires a monthly update to the Board of Education.



Some Important Dates

- ▶ October 1, 2020 - Plans must be submitted to the Macomb Intermediate School District and published on the District Website under the transparency tab.
- ▶ October 7, 2020 - Count Day
- ▶ October 19, 2020 - All students K-3 must be screened in reading.
- ▶ November 6, 2020 - All students K-8 must be assessed in reading and math.
- ▶ February 1, 2021 - An update, with student data, on our progress on our plan must be published.
- ▶ June 30, 2021 - A second update, with updated student data, on our progress must be published.



Updates to our Plan

- ▶ Updates for this month:
 - ▶ How are we providing instruction?
 - ▶ Currently, we are continuing to provide Remote Instruction to students.
 - ▶ On December 20, the Governor announced athletics would resume. In compliance with the requirements of the Michigan Department of Health and Human Services and the Michigan High School Athletic Association, athletes who were competing in state tournaments when play was suspended in November were brought back and allowed to play.
 - ▶ How are we servicing Special Education Students?
 - ▶ Our district is in compliance with state requirements on Contingency Learning Plan documents, and is servicing special education students remotely at this time.
 - ▶ How are we consulting with the health department?
 - ▶ We continue to work with the Macomb County Health Department. Their guidance allows us to update our Preparedness and Response Plan.
 - ▶ Where are we on our Benchmark Assessments?
 - ▶ We met the timeline for assessing students in grades K-8, and met the timeline to published scores to parents.
 - ▶ What are our attendance rates?
 - ▶ Overall, to this point, our attendance rates have been very strong.



Fall Benchmark Assessment Data

- ▶ The MAP Growth Reading and Math assessments provided by NWEA has been previously used and will continue to be used during the 2020-21 school year. The results from NWEA MAP Growth provides the opportunity to identify students instructional level in reading and math. These instructional levels can help identify students who may be performing at a lower or higher level than their grade level peers. These assessments are used among other data points to identify students who may be at risk and need additional supports within the district's MTSS process.
- ▶ The only exception is for Reading in grades K-5, where our district will use our Local Benchmark, Michigan Literacy Progress Profile (MLPP)/Developmental Reading Assessment 2 (DRA). As is the case with the NWEA MAP Growth Assessment, this will provide data points that will inform our MTSS process and is the assessment we annually use to comply with K-3 Reading Legislation.
- ▶ On the next set of slides, you will see major overviews of our analysis of our benchmark assessments, as well as our data to show compliance with Michigan's K-3 Reading Legislation. Commonly in our district, we refer to this as "IRP" (Individualized Reading Plan) data.



IRP/DRA Data (K-5 Reading)

- ▶ IRP Data (2 or more grade levels behind)- has increased due to the loss of instruction time since March 2020, however we see a consistent increase of 4-5% for grades 1-3.
- ▶ DRA- As students get older, the gap between male and female On Level widens as females outperform their male peers at a higher rate.
- ▶ Of the 415 potentially tested Kindergarten DRA students, 381 of them scored at a Level A or Above on the Fall DRA Assessment
- ▶ 56.5% of 2nd graders placed in Intervention. That is an 18.9% increase from the 1st grade group.

6-8 MAP Reading

- ▶ The breakdown of Lo/LoAvg, Avg, HiAvg/Hi is consistent across grades 6-8.
- ▶ Girls are outperforming boys in ELA. On the lowest and highest scoring categories on NWEA, this gap grows as kids ascend through the grade levels.
- ▶ ED, EL, and SWD students have greater performance gaps than their peers in ELA.

K-12 Math

- ▶ There is no significant difference between overall categorical percentile scores from Fall of 2019 to Fall 2020.
- ▶ Elementary- District- Positive increase from Fall 2019 to Fall 2020.
- ▶ Middle School- District- Remained consistent from Fall 2019 to Fall 2020.



Wrapping Up

- ▶ Thank you for your ongoing support, any questions?



Warren Consolidated Schools
2020-21 Board of Education

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Superintendent

Office of Curriculum and Instruction

31300 Anita * Warren, Michigan 48093 * (586) 825-2400

John C. Bernia, Jr.
Chief Academic Officer

Debbie Pellerito
Administrative Assistant to John C. Bernia

MEMORANDUM

TO: Dr. Robert D. Livernois, Ph. D., Superintendent
FROM: John Bernia, Chief Academic Officer
DATE: January 12, 2021
RE: Monthly Update

Enclosed with this memo are the monthly updates to our Extended COVID-19 Learning Plan. As was the case last month, this document is updated to reflect where we are on our requirements from the State as of the writing of this memo.

For ease of reading, the updates for this month include:

- Dates have been updated to reflect the latest version.
- Page 6 – Added information about the return of high school athletics, specifically, athletes that were competing in state tournament play when sports were suspended.
- Page 12 – Updated the monthly attendance rate information.
- Page 14 – Added a statement that we are enclosing our benchmark data as required by state law.

In addition, please find additional information:

- Our monthly attendance reports for the district.
- A memo from Pandemic Manager, Jodi Duplay, about positive case counts.
- Our updated District Roadmap and Pandemic Response Manual. Changes in these documents include:
 - In the Preparedness Plan, the following changes were made:
 - Updated the length of quarantine times from 14 days to 10 days for exposure and for a positive/probable case; this change aligns with a recommendation from the Macomb County Health Department.
 - Removed the language referencing the FFCRA since it expired on December 31, 2020;

- Updated the Table of Contents and page numbers to reflect the removal the FFCRA section.
- In the District Roadmap, the following changes were made:
 - Added Quarantine room locations for Angus and Fillmore;
 - Added Entrance/Exit Doors for Angus and Fillmore;
 - Updated the MCHD Flowcharts to reflect the change in the length of quarantine from 14 days to 10 days. This change aligns with a recommendation from the Macomb County Health Department.
- A memo from Executive Director of Curriculum, Pamela Fry, overviewing our Benchmark Assessment Data, as well as our fall benchmark assessment data.
 - In addition to thanking Mrs. Fry and her team for their hard work to gather and analyze our data, I wanted to include two points of context.
 - It is important to remember that because students are learning remotely, this is the first time these assessments were taken at home. It is also the first time we have used the NWEA to assess students in Kindergarten.
- On October 1, 2020, as part of the State Aide Bill, districts are required to publish and post a report about professional development offerings for teachers, parents, and students to manage the transition to a remote environment. The Macomb Intermediate School District provided us with a template to publish this information, which you will find enclosed.

Macomb Intermediate School District in Partnership with Macomb County Districts



Leadership, Service & Support in Education

Extended COVID-19 Learning Plan (Section 98a) for the 2020-2021 School Year

Warren Consolidated Schools

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. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

Approved plans would have to be made accessible through the transparency reporting link on the district's website by October 1, 2020.

By February 1, 2021, a district providing instruction under one of these plans would have to create a report concerning progress toward the plan's mid-year goals and ensure that it is accessible through the district's website. Additionally, by the last day of the school year, the district would have to create a report concerning progress toward end-of-year goals and ensure that it is accessible through the website. Additional deadlines are listed throughout the plan.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Macomb County Superintendents continue to meet regularly to navigate the ongoing challenges in response to the COVID-19 pandemic. While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans focused on meeting students' diverse needs. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.

Warren Consolidated Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 31300 Anita Drive, Warren, Michigan 48093

District/PSA Code Number: 50230

District/PSA Website Address: www.wcskids.net

District/PSA Contact and Title: Robert D. Livernois, Ph. D., Superintendent of Schools

District/PSA Contact Email Address: livernois@wcskids.net

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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An extended COVID-19 learning plan needs to include all of the following:

STATEMENT about STUDENT ENGAGEMENT and ACHIEVEMENT for the 2020-2021 School Year: Requirements and District Response	Back to Top
<p>1. A statement indicating why an extended COVID-19 learning plan is necessary to increase student engagement and achievement for the 2020-2021 school year.</p> <p>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"). This plan, is necessary because it enumerates the intentional conditions, identified by our district, which will account for the increased student engagement and achievement for the 2020-2021 school year during face-to-face, hybrid, or remote instructional methods. Our district recognizes that a variety of alternative modes of instruction should be provided to meet students' diverse needs.</p> <p>Our comprehensive learning plan identifies the following necessary intentional conditions to minimize disruptions to instruction and learning:</p> <ul style="list-style-type: none">• A communication plan,• Instructional decisions made at the point of greatest student and family impact,• Utilization of a Multi-tiered system of support to ensure equity, and• Utilization of state standards. <p>There's no one-size-fits-all solution. It is important to remain flexible and customize instruction to meet the diverse needs of our learning community as we continue to monitor the disease conditions in our county. Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. We have developed plans for a variety of instructional delivery models which include: face-to-face, virtual, hybrid, and remote learning scenarios. In the event that a shift becomes necessary, our district will be able to fluidly transition among instructional delivery methods.</p>	

EDUCATIONAL GOALS: Requirements and District Response

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2. **The educational goals** expected to be achieved for the 2020-2021 school year. These educational goals could not be used to determine state policy. The district would have to establish all of its goals under this provision by September 15, 2020. **An extended COVID-19 learning plan would have to specify which educational goals are expected to be achieved by the middle of the school year and which by the end of the school year. All of the following would apply to these educational goals:**

- a. They must include increased student achievement or, if it can be validly and reliably measured using benchmark assessments, growth on those assessments in the aggregate and for all subgroups of students.
- b. They must include an assurance that the district will select benchmark assessments aligned to state standards and an assurance that the district will administer them to all students to determine whether students are making meaningful progress toward mastery of the standards.
- c. They must be measurable through those benchmark assessments.

Middle of the Year Goals

Goal 1: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

Goal 2: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

End of the Year Goals

Goal 1: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

Goal 2: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

HOW INSTRUCTION WILL BE DELIVERED: Requirements and District Response

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3. A description of how instruction will be delivered. (Instruction in this instance may be delivered at school or at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination of these, but it must conform to the description submitted.) The district's board or board of directors would have to meet every 30 days after the plan's submission to reconfirm how instruction will be delivered during the 2020-2021 school year, and would have to solicit public comment from parents and guardians during the meeting. If the description of instruction changed following one of these meetings, the district would have to deliver instruction according to the reconfirmed description.

District Response:

At the August 17, 2020 meeting, the Board of Education voted to open the school year in Remote Learning for students. Details about our plan for Remote Learning can be found in the enclosed "Parent's Guide to Remote Learning."

The Board of Education also voted to support Special Education students returning to school. During the week of September 28, students in our Early Childhood Special Education (ECSE), Moderate Cognitive Impairment (MOCI), Mild Cognitive Impairment (MICI), Cross Categorical Resource Room (CCRR), and Emotional Impairment (EI) programs will return to school. We will also begin in-person Occupational Therapy and Physical Therapy, as well as in-person supports for Visually Impaired Children. During the week of October 12, students receiving "Walk-in Speech" services, as well as Level 1 Sheltered English Language Learners began receiving in-person support. On October 14 and 15, 370 students took the SAT exam at our 3 comprehensive high schools.

On October 15, 2020, the Board of Education voted to approve an "in-person learning framework," which provided information to families to complete a survey to return to in-person learning or to remain virtual. The survey concluded on Friday, October 22, and is being reviewed at this time for next steps. While the timeline of returning students to school is still being developed, the district has decided to return TK-2 students, followed by grades 3-5, followed by students in grades 6 and 9, and then the remaining secondary students. This return will begin in November.

On November 10, 2020, After some careful review by the WCS District Crisis Team, we will pause our plans to return to in-person learning until Monday, January 25, 2021, the start of the second semester.

In response to guidance from the Michigan Office of Health and Human Services (MHHS) and the Governor, published on November 15, 2020, the following changes for our district took effect on Wednesday, November 18, 2020, and will be re-evaluated on December 8, 2020, when another update from the Governor is expected.

1. All current Pre-K-12 in-person special education and English Language Learner programs will go to a Remote format. Although the Governor's order was only for high school, in the interest of safety, we have included all our students.
2. All athletics, fine and performing arts, and other in-person extra-curricular activities have been suspended.

On December 20, 2020, Governor Whitmer reinstated high school instruction and athletics. Teams that were still participating in state tournament play resumed practices and complied with additional state requirements including COVID testing of athletes and coaches.

CORE ACADEMIC INSTRUCTION: Requirements and District Response

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4. A description of how **instruction for core academic areas** provided under the learning plan will expose each student to standards comparable to in-person instruction and a description of how student progress will be graded or reported to the student and his or her parents or guardians.

District Response.

While providing remote instruction, Warren Consolidated Schools continues to offer the same programs, curriculum, and services we were offering prior to the pandemic. With fewer instructional minutes, our district has built in collaborative time for selection of essential grade level standards. The district provided training on selection of standards to all teachers over the summer. Student progress is reported to parents through grading, which is accessed through parent portal. Our report cards will be published (quarterly for secondary, three times for elementary) during the school year.

INSTRUCTION DELIVERED VIRTUALLY: Requirements and District Response	Back to Top
<p>5. If the district is delivering instruction virtually, an assurance and description of how students will be provided with equitable access to technology and the internet necessary to participate in instruction. (This would not prohibit the district from providing instruction through nonvirtual educational materials.)</p>	<p>Our district has partnered with the Macomb ISD and county-wide superintendents to respond to the need for all students to ensure equitable access regarding connectivity and learning devices during remote learning. Our district has worked diligently to strengthen remote instruction, improve access to devices, and enhance connectivity. Specifically, we have taken steps to ensure equitable access to technology and internet use so students can seamlessly participate in remote learning.</p> <p>Our district has created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. We continue to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers utilize Schoology and WebEx as our standard platforms. Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs.</p> <p>Teachers will highlight routines and structures to engage students in new learning based on essential standards, and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Effective two-way communication is a critical part of this plan.</p> <p>Additionally, staff will communicate with students and families about technology access and device use. This plan will include specific protocols for reaching out to students and families to ensure that students are engaging in instruction. Staff will also intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.</p>

PROVIDING for STUENTS with DISABILITIES: Requirements and District Response

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6. A description of how the district will ensure that students with disabilities will be provided with equitable access to instructional accommodations in accordance with state and federal law.

Due to the COVID-19 pandemic, IEP Teams must anticipate the possibility of changes in the public health situation and plan proactively to move smoothly from one phase of the MI Safe Schools Roadmap to another in response to those changes in the public health situation.

"At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP (34 CFR § 300.323). The IEP must be in place to start the school year; must be based on the unique needs of the individual child with a disability; and must consist of a full offer of a FAPE based on what would be a full in-person instructional day in a brick-and-mortar school setting." (Michigan Department of Education Office of Special Education, Guidance to Address Return to Learn for Students with IEPs, August 2020)

The IEP is the district's current offer of a FAPE and serves as the foundation for contingency planning. A Contingency Learning Plan is triggered when a change in the district's overall instructional delivery model (in response to changes in the public health situation) prevents full implementation of the current IEP as written. The purpose of a Contingency Learning Plan is to modify the IEP in light of the public health circumstances while ensuring that the student continues to:

- be involved and progress in the general curriculum,
- progress toward the annual goals/objectives in the current IEP,
- be educated with other students with and without disabilities to the extent that s/he would under the current IEP and
- receive the special education programs, related services, and supplementary aids/supports in the current IEP to an extent that is safe, reasonable, and practicable in light of the public health circumstances.

In addition, our district will complete Contingency Learning Plans for all students with 504 plans.

Sample Contingency Learning Plans (for students with IEPs, and for students with 504s) are enclosed with this document.

Our district is in compliance with the timeline set forth by the state for completing these documents for students.

**DISTRICT GUIDELINES, in CONSULTATION with the LOCAL HEALTH DEPARTMENT CONCERNING PUPIL INSTRUCTION:
Requirements and District Response**

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7. A requirement that the district, in consultation with the local health department and district employees, **develop districtwide guidelines concerning pupil instruction** based on local data on key metrics. However, the ultimate decision on instruction would rest with each district. (Key metrics would include COVID-19 cases, hospitalizations, deaths, positive tests, health care capacity, and testing, tracking, and containment infrastructure.)

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be addressed on a case by case basis within local school districts. The Macomb County Health Department has provided guidance regarding responding to cases of COVID-19 among students, teachers, and staff. This guidance is further detailed in the following areas:

- Possible COVID-19 Cases in Students
- Possible COVID-19 Cases in Teachers or Staff Persons
- Confirmed COVID-19 Cases
- Close Contacts to a Confirmed COVID-19 Case
- Returning to School/Work

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

Local districts will continue to work with all stakeholders, including staff, parents, and students. Local school districts will continue to develop district guidelines regarding instruction based on local data and key metrics. Continuous monitoring of local data is a critical part of this process.

Link to the **Responding to Cases of COVID-19 Among Students, Teachers and Staff** (dated 8.28.20):

<https://health.macombgov.org/sites/default/files/content/government/covid19/pdf/COVID-19%20Cases%20and%20Staff%2008.28.20.pdf>

Enclosed with this document is an updated version of our district COVID-19 Preparedness and Response Plan.

PLAN to PRIORITIZE K – 5 INSTRUCTION: Requirements and District Response

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8. A provision that, if the district determines that it is safe to provide in-person instruction, it will prioritize instruction for grades K to 5.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Our ultimate goal is to safely return and provide face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options: face-to-face, hybrid, and remote. While we continue to monitor and adjust our instructional plan to meet the needs of our students, priority will be given to Special Populations and children in grades K – 5 when planning in-person instruction. In the event that a shift becomes necessary, we will be able to fluidly transition among the 3 instructional delivery methods to maintain the continuity of learning.

The framework to return students to in-person learning, approved by the Board of Education on October 15, 2020, prioritizes the return of students in grades K-5.

TEACHER and STUDENT INTERACTIONS: Requirements and District Response

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9. A requirement that the district ensure that at least two two-way interactions occur between a student and at least one of his or her teachers during each week of the school year for at least 75% of students in the district. These could apply toward the district's two-way interaction requirement under HB 5912. A district would have to publicly announce its weekly interaction rates at its monthly reconfirmation meetings and make those rates available on its website.

PowerSchool has an attendance report called MI 75% Membership. This report lists students enrolled and student present with a calculated percentage of student present. WCS is running a synchronous learning model. The percentage present has had a daily rate of over 90% per building.

Enclosed is a report which runs from November 18 through January 7 for the purposes of this update. Our percent present had a daily rate of nearly 99% per building.

Benchmark Assessments (Section 104)

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The bill would require, as a condition of receiving state aid, that a district administer at least one benchmark assessment to all students in kindergarten through 8th grade within the first nine weeks of the school year and by the last day of the school year, to measure proficiency in reading and math. These assessments could be any of the following or a combination of the following:

- A benchmark assessment from a provider approved by the Michigan Department of Education (MDE), with the requirements for those assessments listed in the table below.
- A benchmark assessment in reading for grades K to 9 that contains progress monitoring tools and enhanced diagnostic assessments, or a benchmark assessment in math for grades K to 8 that contains progress monitoring tools, or both of those assessments.
- A local benchmark assessment or assessments. (If this option is utilized, the district would have to report to MDE and the Center for Educational Performance and Information (CEPI) on the assessments administered and how they measure changes, including any learning losses, and how the district intends to address those losses.)

MDE would have to approve either four or five providers of benchmark assessments that could be administered by a district. MDE would have to inform districts of approved assessment providers in an equitable manner. MDE would have to make one of the assessments from an approved provider available to districts at no cost to the districts. The two types of benchmark assessments from approved providers would have to meet all of the following:

<p>Benchmark assessment from approved provider generally:</p> <ul style="list-style-type: none"> • Be one of the most commonly administered benchmark assessments in Michigan. • Be aligned to the content standards in Michigan. • Complement Michigan's summative assessment system. • Be internet-delivered and include a standards-based assessment using a computer-adaptive model to target the instructional level of each student. • Provide information on student achievement with regard to learning content required in a given year or grade span. • Provide immediate feedback to students and teachers. • Be nationally normed. • Provide multiple measures of growth and provide for multiple testing opportunities. 	<p>Benchmark assessment from approved provider made available to districts at no cost:</p> <ul style="list-style-type: none"> • Be aligned to the content standards in Michigan. • Complement Michigan's summative assessment system. • Be internet-delivered and include a standards-based assessment. • Provide information on student achievement with regard to learning content required in a given year or grade span. • Provide timely feedback to students and teachers. • Be nationally normed. • Provide information to educators about student growth and allow for multiple testing opportunities.
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BENCHMARK ASSESSMENT DESCRIPTION: Requirements and District Response

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10. To the extent practicable, a district would have to administer the same benchmark assessment that it administered in previous school years.

Our district will administer the same benchmark assessment that we administered in previous school years.

The assessments MAP Growth Reading and Math provided from NWEA has been previously used and will continue to be used during the 2020-21 school year. The results from NWEA MAP Growth provides the opportunity to identify students instructional level in reading and math. These instructional levels can help identify students who may be performing at a lower or higher level than their grade level peers. These assessments are used among other data points to identify students who may be at risk and need additional supports within the district's MTSS process.

The only exception is for Reading in grades K-5, where our district will use our Local Benchmark, Michigan Literacy Progress Profile (MLPP)/Developmental Reading Assessment 2 (DRA). As is the case with the NWEA MAP Growth Assessment, this will provide data points that will inform our MTSS process.

Our district met the timeline requirements for benchmark assessments set by the Return to Learn Legislation, as well as the K-3 Reading Legislation.

Enclosed are spreadsheets with breakdowns of our benchmark assessments, as well as our data to show compliance with Michigan's K-3 Reading Legislation.

TIMELINE of STUDENT DATA: Requirements and District Response

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11. A district administering a benchmark assessment described above would have to provide a student's data to the student's parent or guardian within 30 days of the test.

District Response:

Benchmark Assessment scores were distributed with reports cards for the first trimester/first quarter. This is within the 30 day timeline set by the state.

Macomb County GSRP Framework

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GSRP programs must prepare for a purposeful, inclusive remote instruction experience for GSRP as part of any hybrid or remote instruction plan. Expectations for remote learning in GSRP emphasize the continuation of child-centered, developmentally appropriate experiences that incorporate learning objectives across all domains of development. It is essential that remote learning be designed with family needs, connectivity/device limitations, and children's social and emotional needs at the forefront.

The framework was constructed to support virtual learning settings and to guide GSRP programs as teaching teams develop remote learning plans. It includes valuable information related to remote session guidelines, curriculum and assessment, monitoring student participation, educational resources, and support for families. Screen time should be balanced with learning that occurs offline and encourages authentic and hands on learning experiences. It is important that GSRP teaching teams work with families to create a consistent daily routine for the child to engage in play and learning.

We look forward to continuing our strong partnership with The Macomb Intermediate School District. We realize we will be facing some unique challenges as we approach the start of the school year. Our goal is to meet the needs of our youngest learners, help them grow and learn in a positive learning environment, and engage families. Ensuring children are supported emotionally during this time of uncertainty is the foundation of any instruction we may provide.

A link to the Macomb County GSRP Framework is provided here: https://docs.google.com/document/d/1IEupR1D9db4Zdl.b16sLr8zIjHHgO_2wYxKGrrminVUE/edit?usp=sharing

Macomb County Career Technical Education (CTE) Virtual Lesson Plan Project

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Macomb County CTE teachers worked collaboratively this summer to prepare remote learning lessons in the courses listed below for the 2020-2021 school year. These resources are readily accessible to staff via Schoology and/or Google Drive. These lessons can also be delivered in an in-person model. Districts throughout Macomb County continue to provide quality CTE experiences for students.

- AUTOMOTIVE (10 Lessons)
- BUSINESS (11 Lessons)
- COSMETOLOGY (2 Lessons, multi-week)
- CULINARY ARTS (19 Lessons)
- CYBERSECURITY (8 Lessons)
- DIGITAL MEDIA (11 Lessons)
- EDUCATION GENERAL (4 Lessons)
- ENGINEERING (4 Lessons)
- FAMILY CONSUMER SCIENCE (5 Lessons)
- FINANCE (9 Lessons)
- GRAPHICS (9 Lessons)
- HEALTH (39 Lessons)
- HORTICULTURE (5 Lessons)
- MARKETING (10 Lessons)
- MECHANICAL DRAFTING/DRAFTING & DESIGN (15 Lessons)
- MECHATRONICS (7 Lessons)
- RADIO & TV (10 Lessons)

Assurances

1. The District/PSA 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 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not 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 the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will

Assurances Continued

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7. The District/PSA assures that instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board, the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year, the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the MISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA 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.

The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

**DISTRICT EXTENDED COVID-19 LEARNING PLAN
SIGNATURE PAGE**

DISTRICT NAME: Warren Consolidated Schools

The school district must establish all of its goals for the Extended COVID-19 Learning Plan by September 15, 2020.

District Superintendent:	DATE
SIGNATURE:	

The Extended COVID-19 Learning Plan must be submitted by October 1, 2020.

Board of Education (optional):	DATE
District Superintendent:	
SIGNATURE:	

The Extended COVID-19 Learning Plan Approval

MISD Superintendent:	DATE
SIGNATURE:	

Transparency Reporting
By October 1, 2020, approved plans have to be made accessible through the transparency reporting link on the district's website.

- Reconfirmation Meeting Requirements**
- Every 30 days after the school district's Extended COVID-19 Learning Plan has been approved, the school district must reconfirm the manner in which instruction is going to be delivered during the 2020-2021 school year.
 - Reconfirmation must occur at a meeting of the school district's board or board of directors, and the school district must solicit public comment from the parents or legal guardians of students enrolled in the district during the reconfirmation meeting.
 - The school district must publicly announce its weekly 2-way interaction rates at each reconfirmation meeting.

75% Attendance Report**Total of Selected Schools**

Start Date: 11/18/2020 End Date: 01/07/2021

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

Report Date	Enrolled	Absent	Present	Percent Present	Type	Note
11/18/2020	13012	63	12949	99.516%		
11/19/2020	13009	80	12929	99.385%		
11/20/2020	13081	76	13005	99.419%		
11/23/2020	13076	95	12981	99.273%		
11/24/2020	13011	145	12866	98.886%		
11/30/2020	13010	143	12867	98.901%		
12/01/2020	13002	95	12907	99.269%		
12/02/2020	13007	99	12908	99.239%		
12/03/2020	13002	82	12920	99.369%		
12/04/2020	13008	70	12938	99.462%		
12/07/2020	13005	147	12858	98.870%		
12/08/2020	12995	79	12916	99.392%		
12/09/2020	13002	112	12890	99.139%		
12/10/2020	12997	98	12899	99.246%		
12/11/2020	12994	71	12923	99.454%		
12/14/2020	12999	140	12859	98.923%		
12/15/2020	12994	91	12903	99.300%		
12/16/2020	12999	130	12869	99.000%		
12/17/2020	12993	131	12862	98.992%		
12/18/2020	12952	170	12782	98.687%		
01/04/2021	13002	189	12813	98.546%		
01/05/2021	12998	137	12861	98.946%		
01/06/2021	13007	137	12870	98.947%		
01/07/2021	12998	131	12867	98.992%		

Total Number of Days: 24

Signature: _____ Date: _____



Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

MEMORANDUM

Pandemic Response Manager

To: John Bernia
From: Jodi Duplay *JD*
Date: January 8, 2021
RE: Positive Case Report

The charts below represent the total number of positive and probable cases for the district from 11/17/2020 through 1/7/2021.

Some health care professionals have not recommended getting tested if an individual has been exposed and is symptomatic. Because this increases the number of probable cases the charts below are broken down by positive and probable cases. As a reminder, a probable case is defined as an individual who has been exposed to the virus and has symptoms, but has not received a positive test result.

Please let me know if you have any questions.

Students – Total of 83

Building	Total Positive	Total Probable
Beer	4	
Black	1	1
Carleton	4	1
Carter	2	1
Carter/MS2TC	1	
Cousino	4	2
Cousino/CPC	1	
Cromie	6	
Harwood	2	1
Holden	2	
Green Acres	2	2
Grissom	5	1
Lean	2	3
Siersma	2	
Sterling Heights	12	5
Warren Mott	4	7
Wilde	1	
Wilkerson	1	
Willow Woods	3	

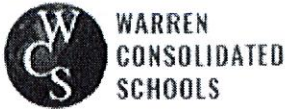
Warren Consolidated Schools



The MI Safe Schools:

Michigan's 2020-21 Return to School Roadmap

**September 2020
Revised 9/30/2020
Revised 10/15/2020
Revised 1/8/2021**



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

Personal Protective Equipment (PPE)

- PPE, including facial coverings, gloves, hand sanitizer and sanitizing wipes will be provided for all staff in each classroom and work area.
- Face coverings are required indoors and outdoors by all who can medically tolerate and use without assistance. Those who cannot will proceed with an accommodation request.
- Face shields and KN95 masks will be available for certain staff, as needed.
- Bell covers and puppy pads will be available for instruments (band), as needed.
- Minimum of two thermal thermometers will be available in the main office.
- Plexiglass will be installed, as required, in main office, quarantine room, and other appropriate areas, particularly where social distancing cannot be maintained.
- Hand sanitizer stations/pumps will be available throughout the building in areas such as the cafeteria, quarantine room, media center, main office, and other like areas.
- Signage reminding students and staff to wear a mask will be installed throughout the building.
- PPE supplies will be stored in every classroom in the teacher's PPE kit, and bulk supplies will be stored in the Custodial Receiving Area/storeroom.
- As additional supplies are needed, staff will communicate in writing to the Building Secretary or the Head Custodian. The Head Custodian will request additional supplies from the Executive Director of Facilities & Custodial Services Kerry Weishaupt.

Hygiene

- Hand sanitizing station/pumps/wipes will be available for use as students move throughout the building and before and after eating and activities, etc.
- Students will be advised to use hand sanitizer as they enter a new space in the building. Staff will be expected to follow the same protocols.
- Staff will teach proper hygiene to students.
- Staff members will monitor and encourage the use of hand sanitizer, especially for young children.
- Classroom activities where supplies would normally be shared will be limited. An example would be the use of science materials, where students would stay with the same group daily and wear gloves.



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

- Signage throughout the building will remind students of appropriate handwashing protocols.

Spacing, Movement and Access

- Student desks will be spaced as feasible, with optimal spacing at 6 feet.
- Training in individual school buildings will address remaining six feet (or more) apart in hallways and staggered movements and will be monitored by staff. This will include walking on one side of hallways (staying to the right), one way stairwells, etc.
- Staff members will work to maintain a six foot distance from others while at work in school buildings.
- Each building will designate specific entrances for students, staff, and guests.
- Each building will designate a specific room (or rooms) to be utilized as a Quarantine Room and will monitor the PPE supplies in that room, including masks, gloves, gowns, thermometers, hand sanitizer and sanitizing wipes.
- Signs marking the flow of traffic, social distancing, and general Covid safety protocols will be installed throughout the building.

Screening Students, Staff, and Guests

- HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
- N95/KN95 masks will be provided when necessary.
- Entrances and exits will be determined according to on-site safety protocols. Points of entry will be minimized, and these protocols will continue to be followed and monitored.
- Parent communications will include the process and stress the responsibility of screening for symptoms prior to sending the student to school.
- Masks will be available for those staff, students, and guests who do not have one upon entry to the building.
- Staff will utilize the QR code, URL, or log in to the district website to complete the employee screening questionnaire each time they are on-site.
- Self-check or QR code signage will be posted on entrance doors asking the staff member or guest to complete the COVID-19 questionnaire.
- Guests will be limited. Appointments will be encouraged.



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

- Office staff will complete a screening form for guests.

Testing Protocols for Students and Staff and Responding to Positive Cases

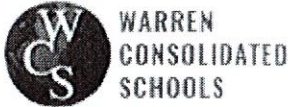
- County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department and will be addressed on a case-by-case basis within local school districts.
- Parent communications will include the process of screening for symptoms prior to sending the student to school.
- Administration will follow the procedure in the COVID Response Plan and contact Jodi Duplay, WCS Pandemic Manager, immediately if there is a known or suspected positive case.

Responding to Positive Tests Among Staff and Students

- County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department and will be addressed on a case-by-case basis within local school districts.
- HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
- Staff will be provided with proper PPE when performing cleaning and disinfecting of any impacted areas (this includes mask, gloves, and face shield). If needed, rooms may be closed for 24 hours before cleaning.
- Buildings will designate an area or classroom to utilize as a relocation room, if necessary.
- At the end of this document, please see the latest recommendations from the Macomb County Health Department - "Responding to Cases of COVID-19 Among Students, Teachers, and Staff," including two flowcharts for addressing student and teacher related cases. These procedures are consistent with our current policies and procedures and represent the latest and best response planning to this pandemic.

Nutrition Services, Gathering and Extracurricular Activities

- Food Service staff will continue to use personal protective equipment as recommended by the County Health Department.
- The use of the cafeteria will be limited. When in use, spacing protocols will be followed.



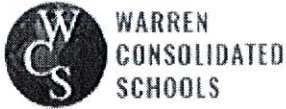
Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

- Busing protocols will be followed when transporting students.
- Students will be required to wear masks until seated in the cafeteria.
- All kitchen staff will wear face coverings. All required PPE, including face shields, mask, and gloves will be worn when working directly with food distribution to students.
- Cafeterias will be at 50% capacity to be in compliance with the Macomb Health Department requirements.
- Self-service stations, such as the salad bar and condiments/silverware stations, will be eliminated to reduce cross contamination. Instead, condiment packets and pre-wrapped silverware will be handed to students at the register.
- Food will be served to students on disposable trays or individually packaged for students to select for themselves.
- The menu will have limited options to allow students to make quick decisions while going through the service line.
- There will be no field trips, guest speakers, or assemblies until further notice.
- Extracurricular activity participants must have the WCS Pledge signed by the student and parent/guardian prior to engaging in the activity.
- All extracurricular activities must be entered into FS Direct three (3) school days prior to the date of the event.

Athletics

- Handshakes, fist bumps, etc. will be discouraged. As these are reactionary during games, students will be reminded often of the risks incurred.
- Guidelines from the Macomb Area Conference (MAC), Michigan High School Athletic Association (MHSAA), and National Federation of State High School Associations (NFHS) for both indoor and outdoor events will be implemented.
- Social distance and crowd sizes will be monitored and maintained as applicable.
- Extracurricular activity participants must have the WCS Pledge signed by the student and parent/guardian prior to engaging in the activity.
- All extracurricular activities must be entered into FS Direct three (3) school days prior to the date of the event
- Spectators will be limited to two (2) per athlete and must have a ticket to enter an event. All minors must be accompanied by an adult.



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

- Spectators will complete the COVID-19 Screening Questionnaire prior to entering the event.
- Signage for social distancing and general Covid safety protocols will be posted throughout the building and at outdoor facilities.

Cleaning

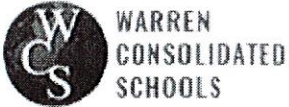
- Cleaning protocols will focus on frequently touched surfaces. Bathrooms will be cleaned every four hours.
- Student desks will be wiped between each class period in secondary buildings.
- Playground equipment will continue to be cleaned regularly.
- At the conclusion of the school day all classrooms will be thoroughly cleaned.
- Staff performing the cleaning will wear gloves, mask and a face shield.
- Wipes will be accessible so that staff can wipe down phones and work spaces as desired.

Busing and Student Transportation

- When students are on the bus, the bus windows will be open when possible. Students will be loaded from back to front and unloaded front to back.
- Bus drivers and students will be required to wear a mask; students without a mask will be provided one.
- Students will sanitize hands upon entering the bus and each bus will be sanitized after each run.
- During phase 5, transportation protocols will likely follow many of the phase 4 protocols to the extent feasible, especially separating sick students from healthy students.

Medically Vulnerable Students and Staff

- County-wide procedures will be created for all staff, including those who are documented as medically fragile and high-risk.
- Staff is encouraged to use the medical accommodations forms as appropriate.



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

Mental & Social-Emotional Health

- Districts may use programs such as SAEBRS assessment, part of Fast Bridge, to assess individual students' mental health. <https://www.fastbridge.org/saebrs/>
- **Phases 1- 3**
 - It is imperative during this time that districts create remote learning that attends to student social and emotional needs. Some of the ways districts will ensure that all school community members feel connected and informed include:
 - Providing ongoing communication among all stakeholders
 - Provide opportunities for positive feedback/connection between students and teachers
 - Acknowledge students' current situation and context
 - Provide students with appropriate supports to process events
 - Utilize trauma-informed practices, when possible
 - Utilize school and community resources to provide mental health supports
 - Leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins
- Districts will also use a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc.
- To maintain connection to existing supports that were in place prior to the closure of school buildings, districts share resources so families can connect with professional, certified staff who provide support services to families at the school level. Districts will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).
- **CASEL Leveraging the Power of SEL (Social & Emotional Learning)**: Local districts may leverage SEL by considering the following:
 - Take time to build partnerships, deepen your understanding, and plan for SEL.
 - Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
 - Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
 - Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

- **Phase 4**
 - Districts will utilize appropriate mental health screeners as feasible, adhering to all HIPAA and FERPA policies. District communication protocols will be used to convey the guidelines teachers may use for identification and rapid referral of at-risk students in face-to-face, hybrid, and remote learning environments. Districts will provide opportunities to help all school community members feel connected and informed by providing ongoing communication among all stakeholders. Districts and school leaders will promote and support opportunities for positive feedback/connection between students and teachers and acknowledge individual students' current situation and context. All students will have access to appropriate supports to process events, schools and teachers utilize trauma-informed practices, when possible. School staff will utilize school and community resources to provide mental health supports and leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins.
- Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) CASEL Social and Emotional Roadmap for Reopening School (CASEL Resource for Reopening)
- Districts will also refer to their crisis management plans regarding communication procedures, community resources, staff care, SEL or resiliency strategies, mental health liaison, communication, and hotlines.
- Buildings will provide specific Trauma Informed Schools and other SEL training for staff.
- Buildings will have information regarding the utilization of C.A.R.E. services available to staff and students.
- If necessary to safeguard confidentiality, buildings will designate a separate area for individual or small group student meetings who are meeting with the itinerant staff.



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

Quarantine Rooms by District Building:

Building	Designated Quarantine Room
Administration Building	Vestibule at Door #10 for guests; staff stay in office or leave building if able
Angus Elementary	Reading Plus Room for guests; staff stay in office or leave building, if able
Educational Service Center	Staff stay in office or leave building if able
Fillmore Elementary	Vestibule at Door #1 for guests; staff stay in office or leave building if able
Black Elementary	Room 101, 403
Cromie Elementary	Conference Room in main office
Green Acres Elementary	Room D2
Harwood Elementary	Conference room
Holden Elementary	Stage, Room 301, office clinic, or principal's conference room
Jefferson Elementary	Office copy room
Lean Elementary	Two rooms in the office area are designated quarantine rooms
Siersma Elementary	Conference room and back office common area
Susick Elementary	Room 305 or Room 209
Wilde Elementary	Back office
Wilkerson Elementary	Office clinic or Room 202
Willow Woods Elementary	Office clinic or conference room
Beer Middle School	Counseling center
Carleton Middle School	Room 501
Carter Middle School	Room 403
Grissom Middle School	Counseling center
Butcher Educational Center	Attendance office
Career Prep Center	Teacher work room
Community High School	Room 301 (Qtr 1), Stage (Qtrs 2-4)
Cousino High School	Room 82
Sterling Heights High School	Room B14
Warren Mott High School	Room 102



Return to School Roadmap

Disclaimer: If you have questions or need additional information/supplies related this Return to School Plan, contact your building principal or immediate supervisor.

Entrances/Exits by District Building

Building	Guest Entrance	Staff Entrance	Student Entrance
Administration Building	Door 1	Doors 4,5,6,9,10,12	NA
Angus Elementary	Door 1	Doors 1,6,7,9,33	NA
Educational Service Center	Transportation door	All doors	NA
Fillmore Elementary	Door 1,9	Doors 1,15, 27,29	Door 9
Black Elementary	Door 1	Door 1	Doors 6-13,16-17,25-27,29-30,32-38,40-42
Cromie Elementary	Door 1	Door 3	Doors 1,3
Green Acres Elementary	Door 1	Doors 1,40	Doors 2-8,10-12,14, 21-24,44
Harwood Elementary	Door 1	Door 1	Doors 3-6,11-14,19-22,24-25,27-33,35-36,38
Holden Elementary	Door 1	Doors 1,27, lounge door	Doors 6,9,15,21,24 and 27
Jefferson Elementary	Door 1	Doors 1,30,31,35	Doors 1,4,7,13
Lean Elementary	Door 1	East receiving room or door 4	Doors 1,2,3,4,15,18,41
Siersma Elementary	Door 1	Door 1	Doors 1, 10-17, 20, 23, 25, 42-44
Susick Elementary	Door 1	Door 1	Doors 8-10, 12-15, 18,19, 21,22, 24-26, 28-30, 32-34
Wilde Elementary	Door 1	Doors 1,5,10	Doors 1-3,6-11,32-34,47-55,57-59
Wilkerson Elementary	Door 1	Door 33	Doors 3,5-7,27-31,33
Willow Woods Elementary	Door 1	Doors 1,6,34	Doors 2,6,34
Beer Middle School	Door 1	Doors 7,15	Doors 1,22
Carleton Middle School	Door 1	Doors 7,12	Doors 1,19
Carter Middle School	Door 1	Doors 7,12	Doors 1,19
Grissom Middle School	Door 1	Doors 7,15	Doors 1,22
Butcher Educational Center	Doors 30,31	Doors 14,17,18,31	Doors 17,30
Career Prep Center	Door 1	Doors 1,11,12	Doors 1,11,12
Community High School	Door 1	Door 1	Door 1
Cousino High School	Door 1	Doors 1,5,11,12,15-17, 21, Auto, Receiving	Door 1
Sterling Heights High School	Door 12	Door 33	Doors 12,37
Warren Mott High School	Door 1	Doors 1,10,12,15,17,18,20	Doors 1,30

**Macomb County Health Department (MCHD)
Students with Symptoms of COVID-19 or
Who Have Tested Positive for COVID-19**

Student has any of the following symptoms (new/different/worse than baseline for any chronic illness):

- Temperature 100.4 degrees Fahrenheit or higher
- Sore throat
- New uncontrolled cough that causes difficulty breathing
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache

Exclude from school

Student had close contact in the past 14 days with a person who has tested positive for COVID-19?

No

Student may return to school 24 hours after fever resolution and improvement of symptoms

Yes

Probable case of COVID-19.
Report case to MCHD.

Refer to a healthcare provider for possible COVID-19 testing

Negative test for COVID-19
(the negative test may be either a PCR test or an antigen test)

Not a case of COVID-19

Positive test for COVID-19

Not tested for COVID-19

Confirmed case of COVID-19 if the positive test is a PCR test.
Probable case of COVID-19 if the positive test is an antigen test.

Healthcare provider statement not provided

Healthcare provider statement indicating another explanation for symptoms

Probable case of COVID-19

Not a case of COVID-19

Home isolation until:

- At least 10 days since symptoms first appeared **and**
- At least 24 hours with no fever without fever-reducing medication **and**
- Symptoms have improved

Complete 10 day quarantine period

Macomb County Health Department (MCHD)
Teachers/Staff Persons with Symptoms of COVID-19 or Who Have Tested Positive for COVID-19

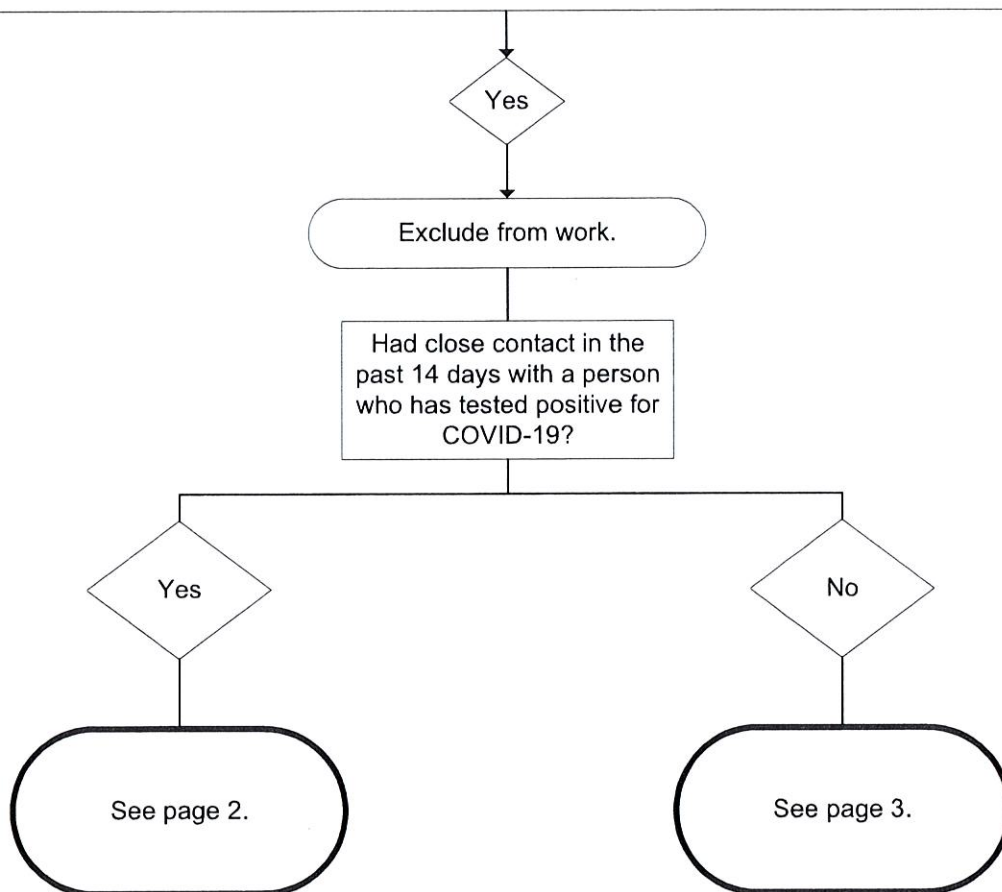
Teacher/Staff person has any of the following symptoms (new/different/worse than baseline for any chronic illness):

One of the following:

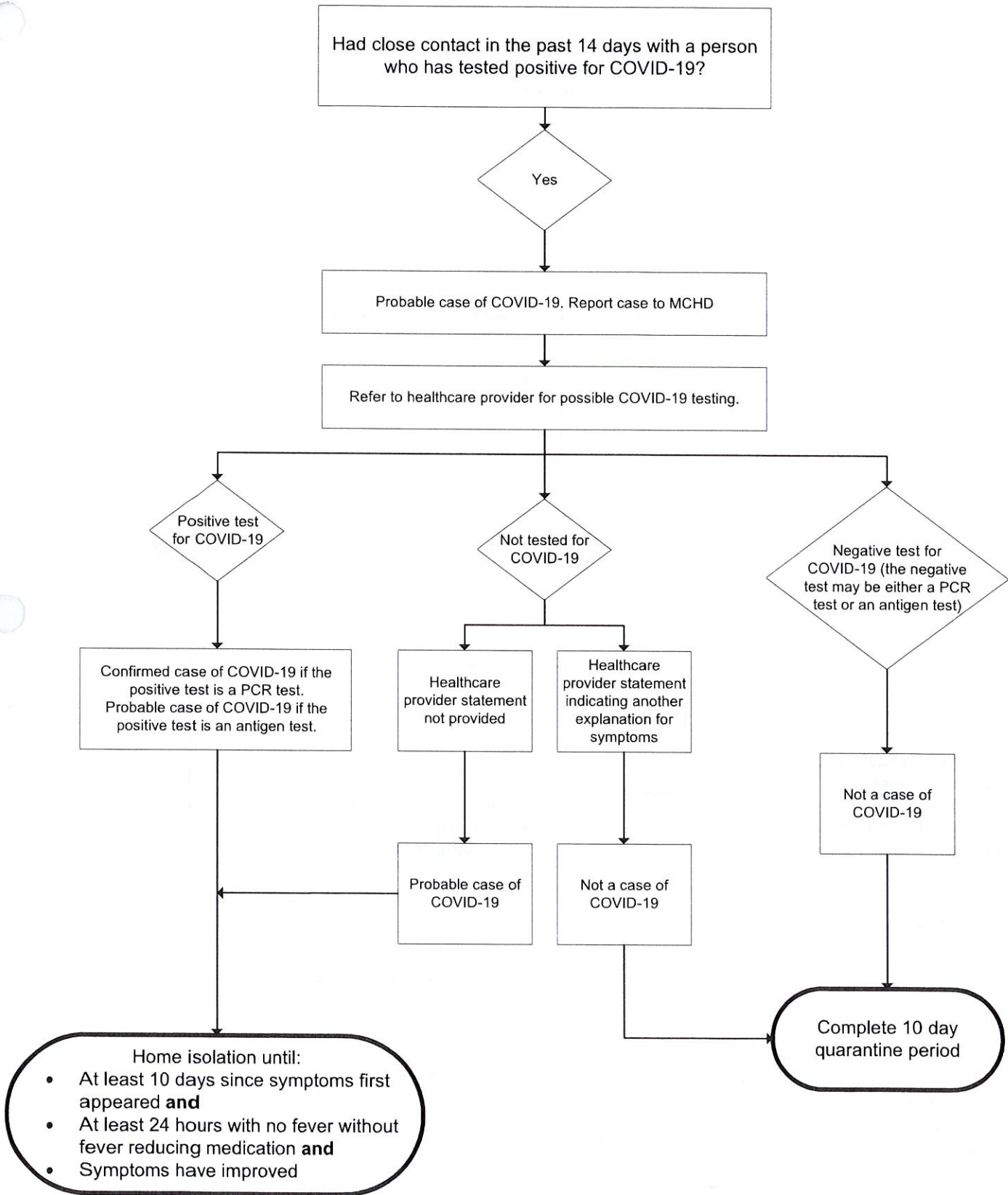
- Cough
- Shortness of breath
- Difficulty breathing
- New loss of smell
- New loss of taste

OR **Two** of the following:

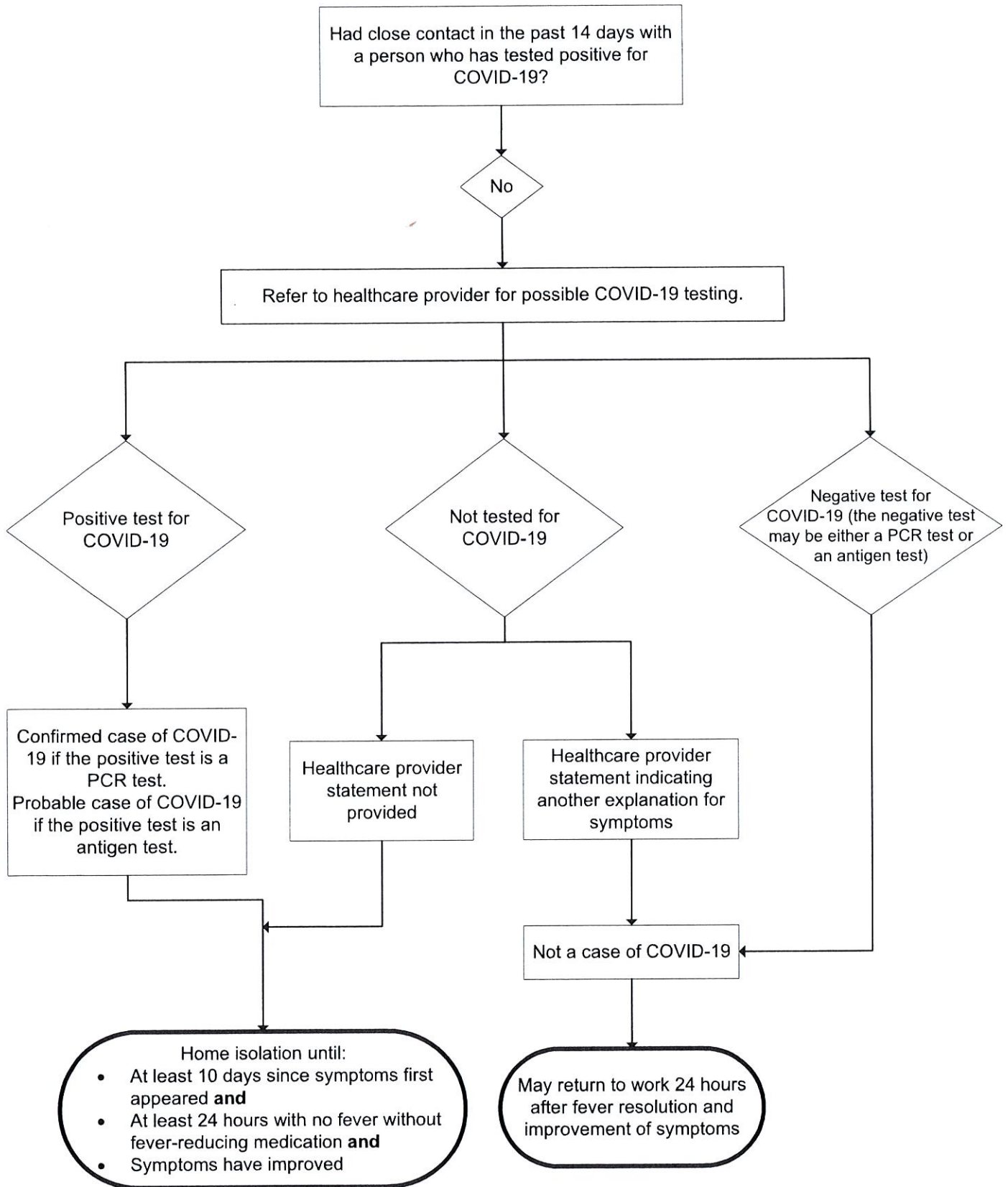
- Subjective fever (felt feverish) or measured temperature 100.4 degrees Fahrenheit or higher
- Chills
- Rigors (shaking or exaggerated shivering)
- Muscle aches
- Headache
- Sore throat
- Nausea or vomiting
- Diarrhea
- Fatigue
- Congestion or runny nose



**Macomb County Health Department (MCHD)
Teachers/Staff Persons with Symptoms of COVID-19 or
Who Have Tested Positive for COVID-19**



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Teachers/Staff Persons with Symptoms of COVID-19 or
Who Have Tested Positive for COVID-19**





Warren Consolidated Schools

COVID-19 Preparedness and Response Plan

Current Version:
January 8, 2021 (v.01.3)

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June 9, 2020 (v.01.1)
June 2, 2020 (v.01.0)
October 19, 2020 (v.01.2)

Disclaimer

This document is intended for use as a reference by employees of WCS. It contains a compilation of best practice procedures during the COVID-19 pandemic. The information contained in this document is not automatically applicable to all situations, or all environments. This is not a legal document, nor is it a substitute for professional medical advice or consultation or guidance offered by the CDC or other government sources. COVID-19 is a new disease and we are still learning much about it, including how it spreads. You are kindly requested to follow the procedures outlined here diligently to sustain a healthy and safe environment in this unique time. It is important that we all respond responsibly, consistently and transparently to these protocols.

This manual will be updated with new information as the situation evolves; however, best practices and information may change before a new version of the manual is issued.

NOTE: This manual is v.01.3

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Introduction

Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus. It has spread from China to many other countries around the world, including the United States. Depending on the severity of COVID-19's international impacts, outbreak conditions—including those rising to the level of a pandemic—can affect all aspects of daily life, including travel, trade, tourism, food supplies, and financial markets.

The U.S. Department of Health and Human Services' Centers for Disease Control and Prevention (CDC) provides the latest information about COVID-19 and the global outbreak:

www.cdc.gov/coronavirus/2019-ncov

The OSHA COVID-19 webpage offers information specifically for workers and employers:

www.osha.gov/covid-19

About COVID-19

Symptoms of COVID-19

Infection with SARS-CoV-2, the virus that causes COVID-19, can cause illness ranging from mild to severe and, in some cases, can be fatal. Symptoms typically include fever, cough, shortness of breath, sore throat, diarrhea, body aches and/or loss of taste or smell.

According to the CDC, symptoms of COVID-19 may appear in as few as 2 days or as many as 14 days after exposure.

How COVID-19 Spreads

The virus is thought to spread mainly from person- to-person, including:

- Between people who are in close contact with one another (within about 6 feet);
- And through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

It may be possible that a person can get COVID-19 by touching a surface or object that has SARS-CoV-2 on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.

The CDC website provides the latest information about COVID-19 transmission: www.cdc.gov/coronavirus/2019-ncov/about/transmission.html.

Understanding Risk of Exposure to SARS-CoV-2 in the Workplace

Worker risk of occupational exposure to SARS-CoV-2, the virus that causes COVID-19, during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends in part on the industry type, need for contact within 6 feet of people known to be, or suspected of being, infected with SARS-CoV-2, or requirement for repeated or extended contact with persons known to be, or suspected of being, infected with SARS-CoV-2.

Very High Exposure Risk

Very high exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19 during specific medical, postmortem, or laboratory procedures.

Workers in this category include:

- Healthcare workers performing aerosol-generating procedures (e.g., intubation, cough induction procedures, bronchoscopies, some dental procedures and exams, or invasive specimen collection) on known or suspected COVID-19 patients;
- Healthcare or laboratory personnel collecting or handling specimens from known or suspected COVID-19 patients (e.g., manipulating cultures from known or suspected COVID-19 patients);
- And morgue workers performing autopsies, which generally involve aerosol-generating procedures, on the bodies of people who are known to have, or suspected of having, COVID-19 at the time of their death.

High Exposure Risk

High exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19. Workers in this category include:

- Healthcare delivery and support staff exposed to known or suspected COVID-19 patients (note: when such workers perform aerosol-generating procedures, their exposure risk level becomes very high);
- Medical transport workers (e.g., ambulance vehicle operators) moving known or suspected COVID-19 patients in enclosed vehicles;
- And, mortuary workers involved in preparing (e.g., for burial or cremation) the bodies of people who are known to have, or suspected of having, COVID-19 at the time of their death.

Medium Exposure Risk

Medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients. Workers in this category may have contact with the general public.

Lower Exposure Risk (Caution)

Lower exposure risk (caution) jobs are those that do not require contact with people known to be, or suspected of being, infected with SARS-CoV-2 nor frequent close contact with (i.e., within 6 feet of) the general public. Workers in this category have minimal occupational contact with the public and other coworkers.

Reducing the Risk of Exposure to SARS-CoV-2

Develop a COVID-19 Preparedness and Response Plan

This response and preparedness plan outlines necessary processes and protocols related to COVID-19.

This plan includes relevant information for all employees, including:

- Understanding Exposure Risk;
- Basic Infection Prevention Measures;
- Identification and Isolation of Sick Individuals;
- Work Flexibilities and Protections;
- Workplace Controls to Reduce Risk;
- Reporting Unsafe Working Conditions;
- And Communication Processes.

Implement Basic Infection Prevention Measures

Protecting workers depends on emphasizing basic infection prevention measures *by all employees*. Staff shall:

- Practice frequent and thorough hand washing or the use of hand sanitizer (at least 60% alcohol);
- Stay home if sick;
- Use respiratory etiquette, including covering coughs and sneezes;
- Work remotely, on a reduced-report schedule or staggered shift work as circumstances allow;
- Practice social distancing;
- Refrain from using other workers' phones, desks, offices, or other work tools and equipment, whenever possible;
- Perform routine cleaning and disinfecting of surfaces, equipment, and other elements of the work environment.

Implement Policies and Procedures for Prompt Identification and Isolation of Sick People

Perform a self-screening prior to entering the workplace

All staff is expected to perform a self-screening prior to entering the workplace (posted at entryways). Staff must not enter the workplace if they are or have been exposed to a person with a suspected or confirmed case of COVID-19; if they are displaying symptoms; or if they have traveled internationally during the past 14 days. (www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html). Staff is instructed to go home and notify the appropriate supervisor.

Please note: Information below may change based on revised guidelines provided by the CDC and/or the Macomb County Health Department.

Employees and contractors who test positive for COVID-19 or who display one or more of the principal symptoms of COVID-19 are prohibited from entering property owned, leased, or controlled by the District until:

- Ten days have passed since symptoms first appeared, 24 hours fever free (without the use of fever-reducing medication), and other symptoms have improved;
- Or the symptomatic, non-diagnosed employee or contractor receives a negative COVID-19 test.

Employees and contractors who have had close contact with an individual who tests positive for COVID-19 or with an individual who displays one or more of the principal symptoms of COVID-19 are prohibited from entering property owned, leased, or controlled by the District until:

- Ten days have passed since the last close contact with the sick or symptomatic individual;
- Or the symptomatic, non-diagnosed individual receives a negative COVID-19 test.

Take steps if symptoms begin at work

Should you become symptomatic at work, you shall:

- If symptoms are severe, call 911. Follow their advice. Communicate with the supervisor and Pandemic Response Manager, Jodi Duplay, if possible.
- Further distance/isolate yourself from others, if possible. All buildings shall have a designated isolation space until the sick individual can be transported off-site as quickly as possible.
- If symptoms are mild, let your supervisor know and go home to call your health care professional. Follow their advice. As you can, please remain in communication with your supervisor. (Supervisors: contact the Executive Director of Facilities and Custodial Services for instructions regarding potential building closure and sanitization.)

Self-Report COVID-19 concerns (employees and contractor)

To proactively take measures to minimize the spread of COVID-19 and keep our school community as safe as possible during this Public Health Emergency, employees and contractors shall self-report any COVID-19 related concerns. In the event that an employee or contractor is unable to self-report, the employee should make best efforts to notify the District or have a member of the employee or contractor's family notify the District, as soon as practicable under the circumstances.

Employees and contractors shall self-report any one of the following situations:

Quarantine

- You have been advised by a healthcare provider to self-quarantine;
- You have self-quarantined as a preventative care measure because of COVID-19 related symptoms as described by the Centers for Disease Control and Prevention (i.e. fever, cough, difficulty breathing);
- You are subject to a quarantine or isolation order;

Care for Others

- You are caring for an individual who is subject to an order as described above;
- You are caring for a son or daughter and the school or childcare provider has been closed or is unavailable due to COVID-19 (if this is impacting your ability to work or telework);
- You must care for an at-risk family member who is following a requirement or recommendation to quarantine due to exposure to or symptoms of COVID-19;

Exposure

- You know or have reason to believe another employee has COVID-19;
- You have come into contact with someone who has tested positive for COVID-19;
- You believe you have been exposed to COVID-19;
- You are experiencing symptoms and are actively seeking a medical diagnosis;

Diagnosis

- Or, you have been diagnosed with/tested positive for COVID-19.

Procedure to self-report

- Employees who are comfortable sharing that information with their immediate supervisor are welcome to do so. The immediate supervisor will inform the Pandemic Response Manager.
- Employees who are not comfortable sharing that information with their immediate supervisor may share directly with the Pandemic Response Manager.

When an employee, student, or volunteer/visitor has been diagnosed

The CDC issued guidance to schools and child care programs that includes steps to take when an individual infected with COVID-19 has been in a school building. The District will follow the following steps:

1. COVID related activity (positive, possible, suspected, exposure) reported to Pandemic Response Manager
2. The initial course of action may be to close the building or parts of the building for 2 to 5 days allowing additional time for local health officials to gain a better understanding of the situation and provide the next best steps, as determined on a case-by-case basis.
3. Notify staff and parents that an employee or volunteer/visitor has tested positive for COVID-19 in accordance with the emergency operations plan and applicable privacy laws. Include guidance to self monitor and seek medical attention as needed.
4. Clean and disinfect thoroughly:
 - Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure.
 - Open outside doors and windows to increase air circulation. If possible, wait up to 24 hours before beginning cleaning and disinfecting.
 - Cleaning staff should clean and disinfect all areas (e.g. offices, bathrooms and common areas) used by ill persons, focusing especially on frequently touched surfaces using disinfectants outlined in CDC guidance.

Maintain confidentiality

The District will take reasonable precautions to protect health information pursuant to all applicable laws and statutes, including, but not limited to, the Americans with Disability Act of 1990 (ADA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Education Rights and Privacy Act of 1974 (FERPA).

You may hear or become aware of an employee, volunteer, or a student who has been tested or diagnosed with COVID-19. We will ensure that information related to COVID-19 is safeguarded in accordance with Federal and State statutes that address confidentiality. Information will be confidentially managed and disclosed only to those with a need to know.

Staff can help by not engaging others who do not have a need to know, and by refraining from open dialogue or discussion about individual employee or student medical status. This will help us as a school community ensure we treat all members with dignity and respect.

Report time spent on-site

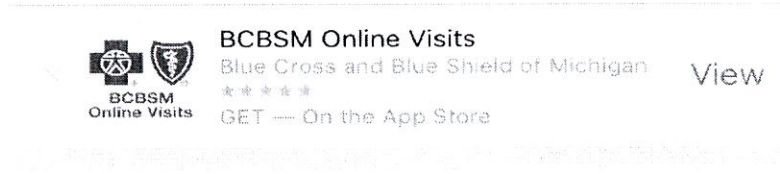
Each time you are exiting a WCS building, please report your on-site time by using the link on the Employee tab on the District webpage. You will record the date, building, your name, time of entry and exit, as well as a confirmation that you performed the self-check and cleared yourself to enter the building. As a reminder, if you answer yes to any self-check question, ***do not enter the building***. In that case, ***no form should be completed because you did not enter the building***.

If you travel to multiple sites per day, you need to complete a new report for each time/site visited. Please keep this link readily accessible.

Additional Health Resources

In addition to your own doctor, MESSA has a 24/7 Online Doctor Visit App.

Members must download the BCBSM Online App pictured below (need enrollee ID):



Talk to a Doctor Now

To start, please download
our mobile app.

[Download App](#)

Mental and Social-Emotional Well-Being

During the COVID-19 pandemic, you may experience an increase in stress, anxiety or fear. Keep in mind that students and staff can utilize the services of CARE of Southeast Michigan.

www.careofsem.com

Develop, Implement, and Communicate Workplace Flexibilities and Protections

- Sick employees are actively encouraged to stay home.
- Non-report of scheduled on-site days will be recorded and routed to bank time.
- Absences will be handled accordingly with appropriate documentation and may require adjustment/restoration based on legislation and documentation in the future.

Essential staff

Federal guidance regarding critical infrastructure/essential workers found here:

https://www.cisa.gov/sites/default/files/publications/CISA-Guidance-on-Essential-Critical-Infrastructure-Workers-1-20-508c.pdf?utm_medium=email&utm_source=govdelivery

Staff required to support or perform the following essential activities are to be included within our remote work, reduced reporting schedule, or on an on-call basis:

- Distributing food to students and families.
- Ensuring continuity of financial obligations (e.g. payroll, benefits, accounting).
- Continuing access and sanitation at facilities responsible for the essential activities of the District.
- Securing and maintaining facilities and the infrastructure at our facilities.
- Employees necessary to conduct minimum basic school operations consistent with the Continuity of Learning Plan, including those who facilitate alternative modes of instruction, such as distributing materials and equipment or perform other necessary in-person functions.

Leave protections and documentation

FFCRA Leave Requirements Expired Dec. 31, 2020

The requirement that employers provide paid sick leave and expanded family and medical leave under the Families First Coronavirus Response Act (FFCRA) expired on Dec. 31, 2020.

Implement Workplace Controls

Occupational safety and health professionals use a framework called the “hierarchy of controls” to select ways of controlling workplace hazards. In other words, the best way to control a hazard is to systematically remove it from the workplace, rather than relying on workers to reduce their exposure.

During a COVID-19 outbreak, when it may not be possible to eliminate the hazard, the most effective protection measures are: engineering controls, administrative controls, safe work practices (a type of administrative control), and Personal Protective Equipment (PPE).

Examples of Engineering Controls

Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement.

Examples of administrative controls for SARS-CoV-2 include:

- Installing high-efficiency air filters.
- Increasing ventilation rates in the work environment.
- Installing physical barriers, such as clear plastic sneeze guards.
- Installing a drive-through window for customer service.
- Using specialized negative pressure ventilation in some settings, such as for aerosol generating procedures (e.g., airborne infection isolation rooms in healthcare settings and specialized autopsy suites in mortuary settings).

Examples of Administrative Controls

Administrative controls require action by the worker or employer. Typically, administrative controls are changes in work policy or procedures to reduce or minimize exposure to a hazard.

Examples of administrative controls for SARS-CoV-2 include:

- Encouraging sick workers to stay at home.
- Minimizing contact among workers and public visitors by replacing face-to-face meetings with virtual communications and implementing telework if feasible.
- Establishing alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing them to maintain distance from one another while maintaining a full onsite work week.
- Discontinuing nonessential travel to locations with ongoing COVID-19 outbreaks. Regularly check CDC travel warning levels at: www.cdc.gov/coronavirus/2019-ncov/travelers.
- Developing emergency communications plans, including a forum for answering workers' concerns and internet-based communications, if feasible.
- Providing workers with up-to-date education and training on COVID-19 risk factors and protective behaviors (e.g., cough etiquette and care of PPE).
- Training workers who need to use protective clothing and equipment how to put it on, use/wear it, and take it off correctly, including in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all workers.

Examples of Safe Work Practices

Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard.

Examples of safe work practices for SARS-CoV-2 include:

- Providing resources and a work environment that promotes personal hygiene. For example, provide tissues, no-touch trash cans, hand soap, alcohol-based hand rubs containing at least 60 percent alcohol, disinfectants, and disposable towels for workers to clean their work surfaces.
- Requiring regular hand washing or the use of alcohol-based hand rubs. Workers should always wash hands when they are visibly soiled and after removing any PPE.
- Posting handwashing signs in restrooms.

Jobs Classified at Lower Exposure Risk (Caution): What to Do to Protect Workers

As stated previously, lower exposure risk (caution) jobs are those that: 1) do not require contact with people known to be, or suspected of being, infected with SARS-CoV-2; and do not have frequent close contact with (i.e., within 6 feet of) the general public. Workers in this category have minimal occupational contact with the public and other coworkers.

Workers who do not have frequent contact with the general public, should still follow the basic infection measures outlined previously in this handbook. Additional control measures described in this section should also be implemented.

Engineering Controls

Additional engineering controls are not recommended for workers in the lower exposure risk group.

Administrative Controls

- Monitor public health communications about COVID-19 recommendations and ensure that workers have access to that information. Frequently check the CDC COVID-19 website:
www.cdc.gov/coronavirus/2019-ncov.
- Collaborate with workers to designate effective means of communicating important COVID-19 information.

Personal Protective Equipment and Face Coverings

Additional PPE is not recommended for workers in the lower exposure risk group. Workers should continue to use the PPE, if any, that they would ordinarily use for other job tasks.

Pursuant to Executive Order 2020-59, all employees performing in-person work are required to wear face coverings or masks. To the extent it can obtain supplies, the District will provide face coverings or masks to employees who do not have their own face covering or mask.

Jobs Classified at Medium Exposure Risk: What to Do to Protect Workers

As stated previously, medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients. Workers in this category may have contact with the general public.

Workers who have frequent or close contact with individuals who may be infected as part of the general public should still follow the basic infection measures outlined previously in this handbook. Additional control measures described in this section should also be implemented.

Engineering Controls

- Install physical barriers, such as clear plastic sneeze guards, where feasible.

Administrative Controls

- Keep public visitors informed about symptoms of COVID-19 and ask sick public visitors to minimize contact with workers until healthy again, such as by posting signs about COVID-19 and asking public visitors to self-screen and not enter the building if they cannot answer no to all questions.
- Where appropriate, limit customers' and the public's access to the worksite, or restrict access to only certain workplace areas.
- Consider strategies to minimize face-to-face contact (e.g., drive-through service delivery, phone-based communication, telework).
- Communicate the availability of medical screening or other worker health resources (e.g., on-site nurse; telemedicine services).

Personal Protective Equipment and Face Coverings

Workers with medium exposure risk may need to wear some combination of gloves, a gown, a face mask, and/or a face shield or goggles. PPE ensembles for workers in the medium exposure risk category will vary by work task, the results of the employer's hazard assessment, and the types of exposures workers have on the job. Each employer should select the combination of PPE that protects workers specific to their various work locations and duties. Additionally, workers should continue to use the PPE, if any, that they would ordinarily use for other job tasks.

Pursuant to Executive Order 2020-59, all employees performing in-person work are required to wear face coverings or masks. To the extent it can obtain supplies, the District will provide face coverings or masks to employees who do not have their own face covering or mask.

Jobs Classified Above Medium Exposure Risk

Recall, jobs with very high exposure risk are those with high potential for exposure to known or suspected sources of COVID-19 during specific medical, postmortem, or laboratory procedures and high exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19, like workers in hospitals, nursing homes, mortuaries, first responders, etc. As such, specific controls are not addressed here.

Maintaining Communication Regarding SARS-CoV-2

Reporting Unsafe Working Conditions

Staff who wish to report working conditions which are not in alignment with expected COVID-19 practices may report concerns to the Chief Human Resources Officer directly, without fear of reprisal.

The Importance of E-Mail and Staff FAQs

Important District communication will be communicated via District e-mail addresses to impacted employees, this includes through the published Staff FAQs. As such, employees shall check e-mail regularly, at minimum, once a day. Recognizing that the Staff FAQs are updated usually weekly, typically on Friday afternoon, e-mail should be checked later in the day on Friday, or even twice a day on Friday to be sure staff has the most up-to-date information heading into the following week. This is a dynamic situation that often requires flexibility of some processes and responses.

Staff are encouraged to share any questions with their association leadership or supervisor. Association leaders maintain regular contact with District leadership. This enables the District to answer specific questions or concerns, as well as include broad-level questions and concerns in subsequent issues of the Staff FAQs.

For More Information

Federal, state, and local government agencies are the best source of information in the event of an infectious disease outbreak, such as COVID-19. Staying informed about the latest developments and recommendations is critical, since specific guidance may change based upon evolving outbreak situations.

Below are several recommended websites to access the most current and accurate information:

Occupational Safety and Health Administration website: www.osha.gov

Centers for Disease Control and Prevention website: www.cdc.gov

National Institute for Occupational Safety and Health website: www.cdc.gov/niosh

The Macomb County Health Department website: www.macombgov.org



Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

MEMORANDUM

Office of Curriculum & Instruction

To: John Bernia, Chief Academic Officer
From: Pam Fry, Executive Director of Curriculum
Re: Fall 2020 Benchmark Assessment Data Summary
Date: January 12, 2021

See below for some analysis to our fall data on behalf of our team.

MLPP/DRA Data:

High Level Summaries-

- IRP Data (2 or more grade levels behind)- has increased due to the loss of instruction time since March 2020, however we see a consistent increase of 4-5% for grades 1-3.
- We are not comparing DRA data from last year due to a slight difference in administering the assessment in the remote environment.
- MLPP- All subgroups are close to 50% of students knowing 40+ letters. With very targeted intervention, it is possible to make gains in getting all students on level by Spring.
- DRA- As students get older, the gap between male and female On Level widens as females outperform their male peers at a higher rate.
- For Ethnicity- Black/African American has the largest % in the intervention range at every grade level
- SWD have the largest gaps at every grade level

Specific Data Points-

- MLPP- LEP and SWD are significantly behind in letter ID, which also shows in the number ready to DRA
- Of the 415 potentially tested Kindergarten DRA students, 381 of them scored at a Level A or Above on the Fall DRA Assessment
- All demographic categories had a higher % of students knowing 40+ letter except for ED with 2.9% difference and LEP with 5.3% difference.
- 56.5% of 2nd graders placed in Intervention. That is an 18.9% increase from the 1st grade group.
- IRPs increase 14% from 2nd to 3rd grade, yet On Level increases about 11% from 2nd to 3rd grade. This shows that the skills gap of at risk students is getting larger.
- 54.3% of 5th graders scored On Level which is higher in the remote environment due to not including the writing section

NWEA Data:

Reading High Level Summaries-

- The breakdown of Lo/LoAvg, Avg, HiAvg/Hi is fairly consist across grades 6-8.
- Girls are outperforming boys in ELA. On the lowest and highest scoring categories on NWEA, this gap grows as kids ascend through the grade levels.
- ED, EL, and SWD students have greater performance gaps than their peers in ELA. (LEP and SWD have the largest gaps.)

- Many of the gaps are not as noticeable in the "average" category, but are exacerbated in the low and high ranges.
- The gap for Black students is noteworthy across grade levels in ELA.

Reading Specific Data Points-

- In 6th grade 341 or 62% of Caucasian students scored in the Average to High, this subgroup stays consistent in 7-8th grades as well.
- Of the 210 8th grade students in the Average quartile, ED students scored higher than students not ED.

Math High Level Summaries-

- Elementary- District- Positive increase from Fall 2019 to Fall 2020.
- Middle School- District- Remained consistent from Fall 2019 to Fall 2020-
- Is this due to testing at home with possible parent help? Does not show the anticipated learning loss due to gaps in instructional time.
- SWD, LEP and ED gaps increase every year, however, SWD gap increases are significantly higher
- Ethnicity- Black/African American gaps are the highest at every grade level and increase significantly each year.
- Males outperform females in the combined HiAvg/Hi bands in K-7

Math Specific Data Points-

- In 1st grade, 76.2% of African American students tested scored within the Average, High Average, High
- In 2nd grade, 15.5% more LEP students scored in the High range as opposed to Low range.
- By 3rd grade, the % of students in each quintile begins to level
- By 6th grade, more than 80% of SWD are in Lo/LoAvg

% of students in the HiAvg categories *decreases* from K-5

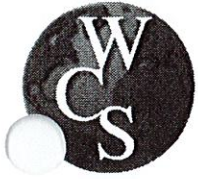
- Kdg to 1st -31%
- 1st to 2nd -10.9%
- 2nd to 3rd -11.3%
- 3rd to 4th -6.2%
- 4th to 5th -7%

Conversely, % of students in Lo categories *increases* from K-5

- Kdg to 1st **+3.5%**
- 1st to 2nd **+4.6%**
- 2nd to 3rd **+6.1%**
- 3rd to 4th **+2%**
- 4th to 5th **+3%**

Grades 6-8 Math:

- There is no significant difference between overall categorical percentile scores from Fall of 2019 to Fall 2020.
- Major red flags still exist in the following subgroups:
 - **SWD have the lowest percentage of students in the low & low/avg percentile.** The data shows that in Grade 6, 84.3% of SWD comprise low & low/avg. Grade 7 has 88.4% in the low & low/avg. Grade 8 has 81% of SWD are in low & low/avg. **When compared to other groups, all three grade levels have more than 62% of students in the lowest percentile ranking.**



Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

MEMORANDUM

Office of Curriculum & Instruction

- **LEPs rank second as an area of concern.** Grade 6 has 85.2% of students are low to low/avg. Grade 7 has 79.8% and Grade 8 has 74.5% in low to low/avg. The student in the low percentile ranking are less than 55% for all three grade levels.
- African Americans and Hispanic students are the last area of concern. **All three grade levels have these ethnicities as >50% scoring in the low and low/avg group.**
- As a point of success, all three grade levels have >52% of students scoring in the avg. to hi percentile ranking.

IRP	Total # of IRPs	Kindergarten		1st Grade		2nd Grade		3rd Grade	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2019	383	109	11%	14	2%	74	8%	186	23%
Fall 2020 *Includes TK	480	80	8%	62	7%	116	13%	222	27%

MLPP	Students Tested	Letter ID (0-39)		Letter ID (40+)	
		No.	Pct.	No.	Pct.
MLPP (TK-K)	788	372	47.2%	415	52.7%
Male	398	183	46.0%	215	54.0%
Female	390	189	48.5%	200	51.3%
ED-Yes	545	280	51.4%	264	48.4%
ED-No	243	92	37.9%	151	62.1%
LEP-Yes	243	127	52.3%	114	46.9%
LEP-No	545	245	45.0%	301	55.2%
SWD-Yes	63	28	44.4%	34	54.0%
SWD-No	725	344	47.4%	381	52.6%
Ethnicity					
Caucasian	496	240	48.4%	256	51.6%
Black or African American	100	54	54.0%	46	46.0%
Asian	147	55	37.4%	91	61.9%
Hispanic or Latino	15	9	60.0%	6	40.0%
American Indian or Alaskan Native					
Native Hawaiian or Other Pacific Islander					
Multi-ethnic	30	14	46.7%	16	53.3%

**DRA	Students Tested
K	381
Male	187
Female	194
ED-Yes	239
ED-No	142
LEP-Yes	91

****Kindergarten students may be DRA tested if they score 40+ on the Fall MLPP Letter ID assessment.**

LEP-No	290
SWD-Yes	32
SWD-No	349

Ethnicity	
Caucasian	238
Black or African American	43
Asian	82
Hispanic or Latino	9

Native Hawaiian or Other Pacific Islander	
Multi-ethnic	9

DRA	Students Tested	Intervention		Below Level		On Level	
		No.	Pct.	No.	Pct.	No.	Pct.
1st Grade	807	303	37.5%	157	19.5%	347	43.0%
Male	424	165	38.9%	76	17.9%	183	43.2%
Female	383	138	36.0%	81	21.1%	164	42.8%
ED-Yes	582	243	41.8%	108	18.6%	231	39.7%
ED-No	225	60	26.7%	49	21.8%	116	51.6%
LEP-Yes	302	145	48.0%	57	18.9%	100	33.1%
LEP-No	505	158	31.3%	100	19.8%	247	48.9%
SWD-Yes	78	38	48.7%	15	19.2%	25	32.1%
SWD-No	729	265	36.4%	142	19.5%	322	44.2%
Ethnicity							
Caucasian	506	195	38.5%	105	20.8%	206	40.7%
Black or African American	104	42	40.4%	16	15.4%	46	44.2%
Asian	160	52	32.5%	29	18.1%	79	49.4%
Hispanic or Latino	9	3	33.3%	1	11.1%	5	55.6%
Native Hawaiian or Other P	1	1	100.0%	0	0.0%	0	0.0%
Multi-ethnic	27	10	37.0%	6	22.2%	11	40.7%

DRA	Students Tested	Intervention		Below Level		On Level	
		No.	Pct.	No.	Pct.	No.	Pct.

2nd Grade	793	448	56.5%	99	12.5%	246	31.0%
Male	395	235	59.5%	45	11.4%	115	29.1%
Female	398	213	53.5%	54	13.6%	131	32.9%
ED-Yes	575	355	61.7%	76	13.2%	144	25.0%
ED-No	218	93	42.7%	23	10.6%	102	46.8%
LEP-Yes	276	196	71.0%	32	11.6%	48	17.4%
LEP-No	517	252	48.7%	67	13.0%	198	38.3%
SWD-Yes	82	65	79.3%	7	8.5%	10	12.2%
SWD-No	711	383	53.9%	92	12.9%	236	33.2%
Ethnicity							
Caucasian	494	281	56.9%	56	11.3%	157	31.8%
Black or African American	87	61	70.1%	10	11.5%	16	18.4%
Asian	152	72	47.4%	24	15.8%	56	36.8%
Hispanic or Latino	27	17	63.0%	3	11.1%	7	25.9%
Native Hawaiian or Other P	2	1	50.0%	0	0.0%	1	50.0%
Multi-ethnic	31	16	51.6%	6	19.4%	9	29.0%

DRA	Students Tested	Intervention		Below Level		On Level	
		No.	Pct.	No.	Pct.	No.	Pct.
3rd Grade	716	300	41.9%	113	15.8%	303	42.3%
Male	365	168	46.0%	50	13.7%	147	40.3%
Female	351	132	37.6%	63	17.9%	156	44.4%
ED-Yes	498	231	46.4%	80	16.1%	187	37.6%
ED-No	218	69	31.7%	33	15.1%	116	53.2%
LEP-Yes	258	130	50.4%	40	15.5%	88	34.1%
LEP-No	461	170	36.9%	73	15.8%	218	47.3%
SWD-Yes	69	55	79.7%	5	7.2%	9	13.0%
SWD-No	647	245	37.9%	108	16.7%	294	45.4%
Ethnicity							
Caucasian	424	177	41.7%	66	15.6%	181	42.7%
Black or African American	95	51	53.7%	16	16.8%	28	29.5%
Asian	133	45	33.8%	19	14.3%	69	51.9%
Hispanic or Latino	18	12	66.7%	1	5.6%	5	27.8%

Native Hawaiian or Other P	1	0	0.0%	1	100.0%	0	0.0%
Multi-ethnic	45	15	33.3%	10	22.2%	20	44.4%

DRA	Students Tested	Intervention		Below Level		On Level	
		No.	Pct.	No.	Pct.	No.	Pct.
4th Grade	722	314	43.5%	129	17.9%	279	38.6%
Male	388	170	43.8%	77	19.8%	141	36.3%
Female	334	144	43.1%	52	15.6%	138	41.3%
ED-Yes	484	237	49.0%	88	18.2%	159	32.9%
ED-No	238	77	32.4%	41	17.2%	120	50.4%
LEP-Yes	251	150	59.8%	39	15.5%	62	24.7%
LEP-No	471	164	34.8%	90	19.1%	217	46.1%
SWD-Yes	78	64	82.1%	6	7.7%	8	10.3%
SWD-No	644	250	38.8%	123	19.1%	271	42.1%
Ethnicity							
Caucasian	469	203	43.3%	74	15.8%	192	40.9%
Black or African American	86	50	58.1%	15	17.4%	21	24.4%
Asian	120	48	40.0%	27	22.5%	45	37.5%
Hispanic or Latino	14	4	28.6%	3	21.4%	7	50.0%
Native Hawaiian or Other Pacific Islander							
Multi-ethnic	33	9	27.3%	10	30.3%	14	42.4%

DRA	Students Tested	Intervention		Below Level		On Level	
		No.	Pct.	No.	Pct.	No.	Pct.
5th Grade	779	213	27.3%	143	18.4%	423	54.3%
Male	384	118	30.7%	71	18.5%	195	50.8%
Female	395	95	24.1%	72	18.2%	228	57.7%
ED-Yes	586	187	31.9%	109	18.6%	290	49.5%
ED-No	193	26	13.5%	34	17.6%	133	68.9%
LEP-Yes	229	122	53.3%	49	21.4%	58	25.3%
LEP-No	550	91	16.5%	94	17.1%	365	66.4%
SWD-Yes	84	58	69.0%	8	9.5%	18	21.4%

SWD-No	695	155	22.3%	135	19.4%	405	58.3%
Ethnicity							
Caucasian	488	128	26.2%	89	18.2%	271	55.5%
Black or African American	84	30	35.7%	21	25.0%	33	39.3%
Asian	147	41	27.9%	24	16.3%	82	55.8%
Hispanic or Latino	15	5	33.3%	2	13.3%	8	53.3%
Native Hawaiian or Other P	2	0	0.0%	0	0.0%	2	100.0%
Multi-ethnic	43	9	20.9%	7	16.3%	27	62.8%

Elementary NWEA Growth Math K-5 MI2010

NWEA-Math Ele DISTRICT	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		HI %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2019 (Gr1-5)	3971	891	22%	853	21%	920	23%	796	20%	511	13%
Fall 2020 (GrK-5)	4722	561	12%	736	16%	829	18%	1005	21%	1591	34%

NWEA-Math Ele	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
		829	15	1.8%	39	4.7%	64	7.7%	96	11.6%	615
424	10	2.4%	20	4.7%	33	7.8%	49	11.6%	312	73.6%	
405	5	1.2%	19	4.7%	31	7.7%	47	11.6%	303	74.8%	
571	13	2.3%	34	6.0%	49	8.6%	62	10.9%	413	72.3%	
258	2	0.8%	5	1.9%	15	5.8%	34	13.2%	202	78.3%	
248	5	2.0%	17	6.9%	25	10.1%	33	13.3%	168	67.7%	
581	10	1.7%	22	3.8%	39	6.7%	63	10.8%	447	76.9%	
112	2	1.8%	9	8.0%	53	47.3%	7	6.3%	41	36.6%	
717	13	1.8%	30	4.2%	11	1.5%	89	12.4%	574	80.1%	
Ethnicity											
Caucasian	541	11	2.0%	26	4.8%	44	8.1%	63	11.6%	397	73.4%
Black or African An	94	3	3.2%	8	8.5%	5	5.3%	17	18.1%	61	64.9%
Asian	143	1	0.7%	4	2.8%	12	8.4%	13	9.1%	113	79.0%
Hispanic or Latino	19		0.0%		0.0%	2	10.5%		0.0%	17	89.5%
Native Hawaiian or	0		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
Multi-ethnic	32		0.0%	1	3.1%	1	3.1%	3	9.4%	27	84.4%

NWEA-Math Ele	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
		1st Grade	792	42	5.3%	68	8.6%	112	14.1%	228	28.8%
Male	422	32	7.6%	34	8.1%	64	15.2%	111	26.3%	181	42.9%
Female	370	10	2.7%	34	9.2%	48	13.0%	117	31.6%	161	43.5%
ED-Yes	566	32	5.7%	56	9.9%	78	13.8%	166	29.3%	234	41.3%
ED-No	226	10	4.4%	12	5.3%	34	15.0%	62	27.4%	108	47.8%
LEP-Yes	282	21	7.4%	28	9.9%	34	12.1%	78	27.7%	121	42.9%
LEP-No	510	21	4.1%	40	7.8%	78	15.3%	150	29.4%	221	43.3%
SWD-Yes	78	12	15.4%	12	15.4%	11	14.1%	20	25.6%	23	29.5%
SWD-No	714	30	4.2%	56	7.8%	101	14.1%	208	29.1%	319	44.7%
Ethnicity											
Caucasian	494	21	4.3%	39	7.9%	67	13.6%	144	29.1%	223	45.1%
Black or African An	105	10	9.5%	15	14.3%	19	18.1%	25	23.8%	36	34.3%
Asian	156	8	5.1%	11	7.1%	22	14.1%	49	31.4%	66	42.3%
Hispanic or Latino	11	2	18.2%	1	9.1%		0.0%	3	27.3%	5	45.5%
Native Hawaiian or	1		0.0%		0.0%		0.0%		0.0%	1	100.0%
Multi-ethnic	25	1	4.0%	2	8.0%	4	16.0%	7	28.0%	11	44.0%

NWEA-Math Ele	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
		77	9.9%	132	16.9%	159	20.4%	161	20.6%	252	32.3%
2nd Grade	781										
Male	396	41	10.4%	71	17.9%	62	15.7%	79	19.9%	143	36.1%
Female	385	36	9.4%	61	15.8%	97	25.2%	82	21.3%	109	28.3%
ED-Yes	559	70	12.5%	108	19.3%	113	20.2%	111	19.9%	157	28.1%
ED-No	222	7	3.2%	24	10.8%	46	20.7%	50	22.5%	95	42.8%
LEP-Yes	264	35	13.3%	58	22.0%	51	19.3%	44	16.7%	76	28.8%
LEP-No	517	42	8.1%	74	14.3%	108	20.9%	117	22.6%	176	34.0%
SWD-Yes	84	21	25.0%	19	22.6%	14	16.7%	14	16.7%	16	19.0%
SWD-No	697	56	8.0%	113	16.2%	145	20.8%	147	21.1%	236	33.9%
Ethnicity											
Caucasian	495	39	7.9%	87	17.6%	99	20.0%	102	20.6%	168	33.9%
Black or African Am	84	18	21.4%	22	26.2%	13	15.5%	17	20.2%	14	16.7%
Asian	140	11	7.9%	13	9.3%	28	20.0%	34	24.3%	54	38.6%
Hispanic or Latino	25	2	8.0%	4	16.0%	8	32.0%	3	12.0%	8	32.0%
Native Hawaiian or	2		0.0%		0.0%	1	50.0%	1	50.0%		0.0%
Multi-ethnic	35	7	20.0%	6	17.1%	10	28.6%	4	11.4%	8	22.9%

NWEA-Math	Students Tested	Lo		LoAVG		Avg		HiAVG		Hi	
		%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
3rd Grade	708	113	16.0%	169	23.9%	127	17.9%	150	21.2%	149	21.0%
Male	377	64	17.0%	85	22.5%	73	19.4%	73	19.4%	82	21.8%
Female	331	49	14.8%	84	25.4%	54	16.3%	77	23.3%	67	20.2%
ED-Yes	503	95	18.9%	126	25.0%	86	17.1%	113	22.5%	83	16.5%
ED-No	205	18	8.8%	43	21.0%	41	20.0%	37	18.0%	66	32.2%
LEP-Yes	269	51	19.0%	79	29.4%	43	16.0%	54	20.1%	42	15.6%
LEP-No	439	62	14.1%	90	20.5%	84	19.1%	96	21.9%	107	24.4%
SWD-Yes	73	32	43.8%	21	28.8%	7	9.6%	6	8.2%	7	9.6%
SWD-No	635	81	12.8%	148	23.3%	120	18.9%	144	22.7%	142	22.4%
Ethnicity											
Caucasian	433	67	15.5%	110	25.4%	74	17.1%	90	20.8%	92	21.2%
Black or African An	85	22	25.9%	21	24.7%	14	16.5%	15	17.6%	13	15.3%
Asian	134	14	10.4%	25	18.7%	29	21.6%	31	23.1%	35	26.1%
Hispanic or Latino	17	8	47.1%	3	17.6%	4	23.5%		0.0%	2	11.8%
Native Hawaiian or	2	1	50.0%		0.0%	1	50.0%		0.0%		0.0%
Multi-ethnic	37	1	2.7%	10	27.0%	5	13.5%	14	37.8%	7	18.9%

NWEA-Math	Students Tested	Lo		LoAvg		Avg		HiAvg		Hi	
		%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
4th Grade	806	145	18.0%	173	21.5%	185	23.0%	184	22.8%	119	14.8%
Male	435	79	18.2%	96	22.1%	92	21.1%	106	24.4%	62	14.3%
Female	371	66	17.8%	77	20.8%	93	25.1%	78	21.0%	57	15.4%
ED-Yes	565	117	20.7%	127	22.5%	130	23.0%	121	21.4%	70	12.4%
ED-No	241	28	11.6%	46	19.1%	55	22.8%	63	26.1%	49	20.3%
LEP-Yes	299	70	23.4%	73	24.4%	74	24.7%	57	19.1%	25	8.4%
LEP-No	507	75	14.8%	100	19.7%	111	21.9%	127	25.0%	94	18.5%
SWD-Yes	100	48	48.0%	16	16.0%	14	14.0%	13	13.0%	9	9.0%
SWD-No	706	97	13.7%	157	22.2%	171	24.2%	171	24.2%	110	15.6%
Ethnicity											
Caucasian	521	89	17.1%	102	19.6%	124	23.8%	123	23.6%	83	15.9%
Black or African Am	93	29	31.2%	24	25.8%	16	17.2%	13	14.0%	11	11.8%
Asian	146	20	13.7%	36	24.7%	36	24.7%	37	25.3%	17	11.6%
Hispanic or Latino	10	2	20.0%	2	20.0%	2	20.0%	4	40.0%		0.0%
Native Hawaiian or	0		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
Multi-ethnic	36	5	13.9%	9	25.0%	7	19.4%	7	19.4%	8	22.2%

NWEA-Math	Students Tested	Lo		LoAvg		AVG		HiAvg		Hi	
		%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
5th Grade	809	170	21.0%	155	19.2%	183	22.6%	187	23.1%	114	14.1%
Male	398	79	19.8%	74	18.6%	89	22.4%	95	23.9%	61	15.3%
Female	411	91	22.1%	81	19.7%	94	22.9%	92	22.4%	53	12.9%
ED-Yes	594	148	24.9%	126	21.2%	127	21.4%	129	21.7%	64	10.8%
ED-No	215	22	10.2%	29	13.5%	56	26.0%	58	27.0%	50	23.3%
LEP-Yes	211	80	37.9%	61	28.9%	36	17.1%	27	12.8%	7	3.3%
LEP-No	598	90	15.1%	94	15.7%	147	24.6%	160	26.8%	107	17.9%
SWD-Yes	100	63	63.0%	16	16.0%	11	11.0%	5	5.0%	5	5.0%
SWD-No	709	107	15.1%	139	19.6%	172	24.3%	182	25.7%	109	15.4%
Ethnicity											
Caucasian	517	99	19.1%	105	20.3%	112	21.7%	128	24.8%	73	14.1%
Black or African An	97	42	43.3%	19	19.6%	18	18.6%	15	15.5%	3	3.1%
Asian	141	19	13.5%	21	14.9%	40	28.4%	33	23.4%	28	19.9%
Hispanic or Latino	15	2	13.3%	3	20.0%	4	26.7%	4	26.7%	2	13.3%
Native Hawaiian or	3		0.0%	1	33.3%		0.0%		0.0%	2	66.7%
Multi-ethnic	36	8	22.2%	6	16.7%	9	25.0%	7	19.4%	6	16.7%

Middle School NWEA Growth Reading 6+ MI2010

NWEA-Rdg MS DISTRICT	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2019	2684	459	17%	515	19%	630	23%	676	25%	404	15%
Fall 2020	2677	497	19%	481	18%	647	24%	686	26%	366	14%

NWEA-Rdng MS	Students Tested	Lo		LoAvg		AVG		HiAvg		Hi	
		%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
6th Grade	855	147	17.2%	178	20.8%	186	21.8%	229	26.8%	115	13.5%
Male	409	84	20.5%	86	21.0%	88	21.5%	99	24.2%	52	12.7%
Female	446	63	14.1%	92	20.6%	98	22.0%	130	29.1%	63	14.1%
ED-Yes	623	130	20.9%	138	22.2%	147	23.6%	146	23.4%	62	10.0%
ED-No	232	17	7.3%	40	17.2%	39	16.8%	83	35.8%	53	22.8%
LEP-Yes	139	64	46.0%	42	30.2%	20	14.4%	12	8.6%	1	0.7%
LEP-No	716	83	11.6%	136	19.0%	166	23.2%	217	30.3%	114	15.9%
SWD-Yes	109	45	41.3%	37	33.9%	8	7.3%	10	9.2%	9	8.3%
SWD-No	746	102	13.7%	141	18.9%	178	23.9%	219	29.4%	106	14.2%
Ethnicity											
Caucasian	554	92	16.6%	121	21.8%	115	20.8%	142	25.6%	84	15.2%
Black or African A	122	32	26.2%	29	23.8%	26	21.3%	28	23.0%	7	5.7%
Asian	137	18	13.1%	20	14.6%	37	27.0%	44	32.1%	18	13.1%
Hispanic or Latin	10	1	10.0%	3	30.0%	2	20.0%	2	20.0%	2	20.0%
Native Hawaiiin o	1		0.0%		0.0%		0.0%	1	100.0%		0.0%
Multi-ethnic	31	4	12.9%	5	16.1%	6	19.4%	12	38.7%	4	12.9%

NWEA-Rdng MS	Students Tested	Lo		LoAvg		AVG		HiAvg		Hi	
		%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
7th Grade	929	176	18.9%	138	14.9%	251	27.0%	239	25.7%	125	13.5%
Male	474	105	22.2%	85	17.9%	127	26.8%	108	22.8%	49	10.3%
Female	455	71	15.6%	53	11.6%	124	27.3%	131	28.8%	76	16.7%
ED-Yes	638	142	22.3%	113	17.7%	177	27.7%	136	21.3%	70	11.0%
ED-No	291	34	11.7%	25	8.6%	74	25.4%	103	35.4%	55	18.9%
LEP-Yes	164	75	45.7%	52	31.7%	26	15.9%	11	6.7%	0	0.0%
LEP-No	765	101	13.2%	86	11.2%	225	29.4%	228	29.8%	125	16.3%
SWD-Yes	113	66	58.4%	20	17.7%	16	14.2%	10	8.8%	1	0.9%
SWD-No	816	110	13.5%	118	14.5%	235	28.8%	229	28.1%	124	15.2%
Ethnicity											
Caucasian	594	113	19.0%	92	15.5%	159	26.8%	161	27.1%	69	11.6%
Black or African A	122	32	26.2%	16	13.1%	42	34.4%	22	18.0%	10	8.2%
Asian	156	22	14.1%	21	13.5%	37	23.7%	39	25.0%	37	23.7%
Hispanic or Latin	19	5	26.3%	2	10.5%	5	26.3%	5	26.3%	2	10.5%
Native Hawaiiin o	2		0.0%		0.0%		0.0%	1	50.0%	1	50.0%
Multi-ethnic	36	4	11.1%	7	19.4%	8	22.2%	11	30.6%	6	16.7%

NWEA-Rdg MS	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
		8th Grade	893	174	19.5%	165	18.5%	210	23.5%	218	24.4%
Male	462	110	23.8%	91	19.7%	104	22.5%	105	22.7%	52	11.3%
Female	431	64	14.8%	74	17.2%	106	24.6%	113	26.2%	74	17.2%
ED-Yes	614	143	23.3%	123	20.0%	146	23.8%	141	23.0%	61	9.9%
ED-No	279	31	11.1%	42	15.1%	64	22.9%	77	27.6%	65	23.3%
LEP-Yes	171	89	52.0%	46	26.9%	27	15.8%	8	4.7%	1	0.6%
LEP-No	722	85	11.8%	119	16.5%	183	25.3%	210	29.1%	125	17.3%
SWD-Yes	95	46	48.4%	23	24.2%	13	13.7%	8	8.4%	5	5.3%
SWD-No	798	128	16.0%	142	17.8%	197	24.7%	210	26.3%	121	15.2%
Ethnicity											
Caucasian	585	107	18.3%	117	20.0%	155	26.5%	133	22.7%	73	12.5%
Black or African A	116	30	25.9%	22	19.0%	24	20.7%	30	25.9%	10	8.6%
Asian	148	22	14.9%	17	11.5%	22	14.9%	50	33.8%	37	25.0%
Hispanic or Latin	17	5	29.4%	5	29.4%	5	29.4%	1	5.9%	1	5.9%
Native Hawaiiin o	0		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
Multi-ethnic	27	10	37.0%	4	14.8%	4	14.8%	4	14.8%	5	18.5%

Middle School NWEA Growth Math 6+ MI2010

NWEA-Math MS DISTRICT	Students Tested	Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2019	2972	691	23%	680	23%	723	24%	585	20%	293	10%
Fall 2020	2683	540	20%	654	24%	670	25%	547	20%	272	10%

NWEA-Math MS	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
6th Grade	858	208	24.2%	196	22.8%	192	22.4%	182	21.2%	80	9.3%
Male	417	108	25.9%	85	20.4%	90	21.6%	89	21.3%	45	10.8%
Female	441	100	22.7%	111	25.2%	102	23.1%	93	21.1%	35	7.9%
ED-Yes	626	176	28.1%	146	23.3%	141	22.5%	118	18.8%	45	7.2%
ED-No	232	32	13.8%	50	21.6%	51	22.0%	64	27.6%	35	15.1%
LEP-Yes	136	75	55.1%	41	30.1%	12	8.8%	6	4.4%	2	1.5%
LEP-No	722	133	18.4%	155	21.5%	180	24.9%	176	24.4%	78	10.8%
SWD-Yes	108	69	63.9%	22	20.4%	10	9.3%	3	2.8%	4	3.7%
SWD-No	750	139	18.5%	174	23.2%	182	24.3%	179	23.9%	76	10.1%
Ethnicity											
Caucasian	552	117	21.2%	121	21.9%	132	23.9%	124	22.5%	58	10.5%
Black or African Am	126	56	44.4%	35	27.8%	20	15.9%	12	9.5%	3	2.4%
Asian	138	26	18.8%	29	21.0%	28	20.3%	40	29.0%	15	10.9%
Hispanic or Latino	10	3	30.0%	2	20.0%	1	10.0%	3	30.0%	1	10.0%
Native Hawaiian or	1		0.0%		0.0%	1	100.0%		0.0%		0.0%
Multi-ethnic	31	6	19.4%	9	29.0%	10	32.3%	3	9.7%	3	9.7%

NWEA-Math MS	Students Tested	Lo		LoAvg		AVG		HiAvg		Hi	
		%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
7th Grade	929	191	20.6%	224	24.1%	251	27.0%	173	18.6%	90	9.7%
Male	476	103	21.6%	109	22.9%	117	24.6%	98	20.6%	49	10.3%
Female	453	88	19.4%	115	25.4%	134	29.6%	75	16.6%	41	9.1%
ED-Yes	637	156	24.5%	166	26.1%	159	25.0%	107	16.8%	49	7.7%
ED-No	292	35	12.0%	58	19.9%	92	31.5%	66	22.6%	41	14.0%
LEP-Yes	163	73	44.8%	57	35.0%	23	14.1%	9	5.5%	1	0.6%
LEP-No	766	118	15.4%	167	21.8%	228	29.8%	164	21.4%	89	11.6%
SWD-Yes	112	76	67.9%	23	20.5%	7	6.3%	5	4.5%	1	0.9%
SWD-No	817	115	14.1%	201	24.6%	244	29.9%	168	20.6%	89	10.9%
Ethnicity											
Caucasian	592	121	20.4%	143	24.2%	166	28.0%	107	18.1%	55	9.3%
Black or African An	124	35	28.2%	40	32.3%	30	24.2%	16	12.9%	3	2.4%
Asian	155	20	12.9%	30	19.4%	42	27.1%	36	23.2%	27	17.4%
Hispanic or Latino	19	6	31.6%	3	15.8%	5	26.3%	5	26.3%		0.0%
Native Hawaiian or	2		0.0%		0.0%	1	50.0%		0.0%	1	50.0%
Multi-ethnic	37	9	24.3%	8	21.6%	7	18.9%	9	24.3%	4	10.8%

NWEA-Math MS	Students Tested	Lo %ile <21		LoAvg %ile 21-40		AVG %ile 41-60		HiAvg %ile 61-80		Hi %ile >80	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
8th Grade	896	160	17.9%	215	24.0%	227	25.3%	192	21.4%	102	11.4%
Male	462	90	19.5%	110	23.8%	122	26.4%	86	18.6%	54	11.7%
Female	434	70	16.1%	105	24.2%	105	24.2%	106	24.4%	48	11.1%
ED-Yes	618	133	21.5%	164	26.5%	155	25.1%	109	17.6%	57	9.2%
ED-No	278	27	9.7%	51	18.3%	72	25.9%	83	29.9%	45	16.2%
LEP-Yes	172	72	41.9%	56	32.6%	33	19.2%	10	5.8%	1	0.6%
LEP-No	724	88	12.2%	159	22.0%	194	26.8%	182	25.1%	101	14.0%
SWD-Yes	95	59	62.1%	18	18.9%	9	9.5%	7	7.4%	2	2.1%
SWD-No	801	101	12.6%	197	24.6%	218	27.2%	185	23.1%	100	12.5%
Ethnicity											
Caucasian	585	89	15.2%	147	25.1%	153	26.2%	132	22.6%	64	10.9%
Black or African An	120	43	35.8%	30	25.0%	25	20.8%	20	16.7%	2	1.7%
Asian	147	14	9.5%	26	17.7%	38	25.9%	36	24.5%	33	22.4%
Hispanic or Latino	17	5	29.4%	5	29.4%	5	29.4%	2	11.8%		0.0%
Native Hawaiian or Other Pacific Islander			#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
Multi-ethnic	27	9	33.3%	7	25.9%	6	22.2%	2	7.4%	3	11.1%



**Warren Consolidated Schools Extended COVID-19 Learning Plan
Training Report on Delivery, Access, and Use of Virtual Content**

Warren Consolidated Schools Professional Learning Opportunities for Teachers

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.

Number of Sessions	Type (Title) of Training	Offered Synchronous	Offered Asynchronous
5	Introduction to Schoology for Virtual Instruction- self paced modules on Schoology	<input type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
25	Advanced Schoology Uses for Virtual Instruction	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
15	Elementary ELA and Math Virtual Instruction including Tier 2 targeted instruction	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
1	Teaching Language for Learning In a Virtual Elementary Classroom	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
8	Secondary Math and Science Virtual Instruction	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
4	Secondary ELA and Social Studies Virtual Instruction	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
2	Secondary Spanish Virtual Instruction	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
1	Middle School ELA Title I & Special Education Virtual Direct Instruction	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
5	Tools/Resources for Virtual Instruction	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
5	Increasing Student Engagement in a Remote Environment	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous

Warren Consolidated Schools Professional Learning Opportunities for Parents

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.

Number of Sessions	Type (Title) of Training	Offered Synchronous	Offered Asynchronous
6	Schoology and WebEx Access and Use	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
1	Schoology and WebEx Access and Use with Arabic Translation	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
1	WCS and the Chaldean Community Foundation Live Back to School Townhall	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous

Warren Consolidated Schools Professional Learning Opportunities for Students

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.

Number of Sessions	Type (Title) of Training	Offered Synchronous	Offered Asynchronous
1	WCS and the Chaldean Community Foundation Live Back to School Townhall	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
Ongoing	Classroom teachers providing training to students	<input checked="" type="checkbox"/> Synchronous	<input checked="" type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous
		<input type="checkbox"/> Synchronous	<input type="checkbox"/> Asynchronous

DATE 1.20.21
Addendum No. #7

IV.C.

PRESENTATION: RETURN TO IN-PERSON LEARNING UPDATE

Chief Human Resource Officer, Dr. Christine Lewis, will present the Return to In-Person Learning Update.



WARREN CONSOLIDATED SCHOOLS

In-Person Return to School Update



Introduction

As we all know well, The COVID-19 coronavirus pandemic has created significant challenges for our entire community. Balancing student and staff safety, technology, and food distribution with the difficulty of having students home so much, for so long, has been unprecedented.

As we begin to bring students in-person while also offering virtual instruction, it is important for the community to know that our schools are staffed with highly qualified teachers and professional staff with very specific certifications and licenses that govern what subjects and grade levels they can teach. The task of assigning teachers to specific students, grade levels, and courses for both in-person and virtual is one very big puzzle that requires an extraordinary amount of schedule work.

Our Pre-K-12 system was not designed initially to offer both in-person and virtual learning, especially one that changes due to a pandemic. Since March 2020 when our schools were closed due to COVID-19, our plans have had to remain flexible due to numerous factors, including the spread of the virus, the effects of quarantining students and staff along with staffing shortages in important areas like transportation, nutrition services, and latchkey.

As these new schedules begin, it is important for all of us to remember that things can change quickly. District administration receives regular COVID-19 updates from county, state, and federal officials, which help us adjust our plans accordingly. With that in mind, this model reflects our best thinking based on the current conditions.

The following schedules are presented separately for In-Person/Hybrid and Virtual. There are two very important terms to understand when reading the schedules.

- **Asynchronous:** Learning that occurs when the teacher **IS NOT** present. Also known as “independent learning.”
- **Synchronous:** Learning that occurs when the teacher **IS** present, either virtually or in-person. Also known as “live” learning.

Finally, our decision to phase in these new schedules for in-person/hybrid and virtual learning is to ensure that things go as smoothly as possible for students and staff.

Timeline at a Glance

January 25th

- Elementary students will continue with their current teachers.
- Middle and high school students will begin second semester classes remotely.

February 1st

- Elementary grades Pre-K-2, including Early Childhood Special Education (ECSE) begin the in-person/hybrid or the virtual schedule.

February 8th

- Elementary grades 3-5, including elementary Special Education—Cross Categorical Resource Room (CCRR), Moderately Cognitively Impaired (MOCI), Mildly Cognitively Impaired (MICI), Emotionally Impaired (EI) begin the in-person/hybrid or the virtual schedule.
- 6th & 9th grade students will begin the in-person/hybrid schedule for new student orientation. These students will be attending new schools for the first time, so an orientation is important to help them get to know their new school. 6th & 9th grades students who have chosen virtual also start this week.

February 15th Winter Break— Schools Closed

February 22nd Classes Resume

- Middle & high school students grades 6-12, including Secondary Moderately Cognitively Impaired (MOCI) & Secondary Mildly Cognitively Impaired (MICI) begin the in-person/hybrid or the virtual schedule.

Our Data

In December, a robo-call was placed to families confirming the current learning preference the district had on record (virtual or in-person) with instructions on how to change that preference from the previous first semester choice for in-person or virtual instruction for the second semester. District-wide, 54% of students chose virtual and 46% chose in-person.

SCHOOL	VIRTUAL TOTAL #	VIRTUAL %	IN-PERSON TOTAL #	IN-PERSON %
ELEMENTARY				
BLACK	245	52%	222	48%
CROMIE	292	58%	212	42%
GREEN ACRES	259	53%	230	47%
HARWOOD	292	59%	202	41%
HOLDEN	177	51%	173	49%
JEFFERSON	252	59%	174	41%
LEAN	351	63%	210	37%
SIERSMA	254	60%	167	40%
SUSICK	248	53%	217	47%
WILDE	272	60%	181	40%
WILKERSON	189	42%	257	58%
WILLOW WOODS	185	51%	176	49%
MIDDLE SCHOOL				
BEER	390	49%	401	51%
CARLETON	374	55%	300	45%
CARTER	381	50%	376	50%
GRISSOM	446	60%	292	40%
HIGH SCHOOL				
BUTCHER	330	48%	355	52%
COUSINO	695	52%	629	48%
SHHS	810	54%	677	46%
WMHS	796	54%	667	46%
COMMUNITY	81	55%	65	45%
CPC	420	52%	385	48%
WCS	7739	54%	6568	46%

Please note: Due to students simultaneously enrolled in special programs and at traditional middle and high school buildings, the WCS total double counts a number of students at Butcher and CPC. Removing that data, 6,989 chose virtual and 5,828 chose in-person (55% virtual, 45% in-person).

Elementary

As a beginning to an in-person/hybrid schedule, we believe it is important for students to remain with their current teachers as much as possible. This familiarity will be particularly important during the initial return as students are re-introduced to the general school environment. Although some students may have to change teachers, we have done our best to keep them together.

Students choosing in-person/hybrid will attend school in-person two days per week (Monday & Thursday) and have 2 days per week of independent (asynchronous) instruction (Tuesday & Friday).

Students choosing virtual will have synchronous instruction with their teacher in a virtual format on alternating days and receive the same independent (asynchronous) instruction the in-person/hybrid students receive on the opposite days.

This plan will begin with half days with the expectation that we will increase to a full day of instruction based on staffing later in the year. We are working very hard to fill many vacant positions for bus drivers, lunchroom supervisors, and latchkey, which are critical to running a full day of school.

Specific start and end times for the school day are still being determined as we make final transportation adjustments. These times will be announced well before the start of these new schedules:

- February 1st— Pre-K-2 and Early Childhood Special Education (ECSE) students.
- February 8th— Elementary grades 3-5 and Special Education – Cross Categorical Resource Room (CCRR), Moderately Cognitively Impaired (MOCI), Mildly Cognitively Impaired (MICI), Emotionally Impaired (EI).

PreK-2 begin February 1 & Grades 3-5 begin February 8

Elementary (Majority of Students Remain with Teachers)				
In-Person/Hybrid: Group A				
Monday	Tuesday	Wednesday	Thursday	Friday
In-Person learning	At home, Independent virtual learning	At home, Intervention groups SEL Supports	In-Person learning	At home, Independent virtual learning
At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning
At home, synchronous virtual learning	At home, synchronous virtual learning	Teacher Collaboration Time	At home, synchronous virtual learning	At home, synchronous virtual learning

Please note, in limited cases, due to class size maximums for social distancing, some students may be in-person on Tuesday/Thursday and at home on Monday/Wednesday. You will be notified by your school if that is the case.

Elementary (Majority of Students Remain with Teachers)				
Virtual: Group B				
Monday	Tuesday	Wednesday	Thursday	Friday
At home, Independent virtual learning	At home, Synchronous virtual learning	At home, Intervention Groups SEL Supports	At home, Independent virtual learning	At home, Synchronous virtual learning
At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning	At home, Lunch/Specials Independent virtual learning
At home, Synchronous virtual learning	At home, Synchronous virtual learning	Teacher Collaboration Time	At home, Synchronous virtual learning	At home, Synchronous virtual learning

Please note, the final start and end times for all schools will be announced when transportation plans are finalized.



Middle and High School

The week of February 8th, 6th & 9th grade students will begin this schedule as an orientation to their new school, supporting a successful transition. The week of February 22nd, all remaining middle and high school students will begin this schedule.

It is very important to note that all middle and high school students including Moderately Cognitively Impaired (MOCI) & Mildly Cognitively Impaired (MICI) will start their second semester classes on January 25th but will transition to this schedule on February 22nd.

This hybrid option allows special programs and courses such as CPC, MS2TC/MSVPA, MMSTC, some Advanced Placement (AP) courses, and other single courses, like band, to continue both in-person/hybrid and virtual.

Grades 6 & 9 begin February 8 & Grades 7-8 & 10-12 begin February 22

Middle and High Schools				
In-Person/Hybrid: Group A				
Monday	Tuesday	Wednesday	Thursday	Friday
In-Person Learning Hours 1-6	At home, Independent virtual learning Hours 1-6	At home, Synchronous virtual speed schedule Shortened hours 1-6 Teacher Collaboration Time	In-Person Learning Hours 1-6	At home, Independent virtual learning Hours 1-6

Middle and High Schools				
Virtual: Group B				
Monday	Tuesday	Wednesday	Thursday	Friday
At home, Independent virtual learning Hours 1-6	At home, Synchronous virtual learning Hours 1-6	At home, Synchronous virtual speed schedule Shortened hours 1-6 Teacher Collaboration Time	At home, Independent virtual learning Hours 1-6	At home, Synchronous virtual learning Hours 1-6

Please note, the final start and end times for all schools will be announced when transportation plans are finalized.



School Contact Information — If you have any questions, please contact your child’s school.

ELEMENTARY SCHOOLS			
School	Administrator Name	Email Address	Office Number
Black Elementary School	Khris Nedam	knedam@wcskids.net	586-825-2840
Cromie Elementary School	Jack Stanton	jstanton@wcskids.net	586-574-3160
Green Acres Elementary School	Stacey Leavell	sleavell@wcskids.net	586-825-2890
Harwood Elementary School	Jason Clark	Clark@wcskids.net	586-825-2650
Holden Elementary School	Cheryl Priemer	Priemer@wcskids.net	586-825-2670
Jefferson Elementary School	Keith Karpinski	Kkarpinski@wcskids.net	586-825-2680
Lean Elementary School	Kerry Keener	kkeener@wcskids.net	586-574-3230
Siersma Elementary School	Corey Tremmel	Ctremmel@wcskids.net	586-574-3174
Susick Elementary School	Michele Babbish	Mbabbish@wcskids.net	586-825-2665
Wilde Elementary School	Matt Guinn	Mguinn@wcskids.net	586-294-8490
Wilkerson Elementary School	Anthony Viviano	aviviano@wcskids.net	586-825-2550
Willow Woods Elementary School	Vera Ivezaj	Vivezaj@wcskids.net	586-825-2850
MIDDLE SCHOOLS			
School	Administrator Name	Email Address	Office Number
Beer Middle School	Robin Stanton	Rstanton@wcskids.net	586-574-3175
Carleton Middle School	Eric Kausch	ekausch@wcskids.net	586-825-2590
Carter Middle School	Amy Hendry	Hendrya@wcskids.net	586-825-2620
Grissom Middle School	Elizabeth Iljkoski	Elijkoski@wcskids.net	586-825-2560
Butcher Educational Center	Catherine Neuhoff	Cfealaneuhoff@wcskids.net	586-574-3171
HIGH SCHOOLS			
School	Administrator Name	Email Address	Office Number
Cousino High School	Andre Buford	abuford@wcskids.net	586-574-3100
Sterling Heights High School	Craig Miller	cmiller@wcskids.net	586-825-2700
Warren Mott High School	Dave Meengs	meengs@wcskids.net	586-574-3250
Butcher Educational Center	Catherine Neuhoff	Cfealaneuhoff@wcskids.net	586-574-3171
Career Prep Center	Carlie McClenathan	CMcClenathan@wcskids.net	586-825-2800
Community High School	Cathy West	cwest@wcskids.net	586-825-2900