

DATE 10.7.20
Addendum No. #2

IV.A.

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,
October 7, 2020

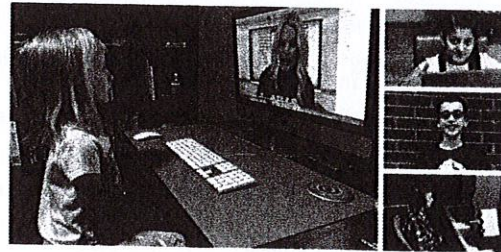
OCI

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.



Contents of Our Plan

- ▶ Critical questions the plan asks us to answer:
 - ▶ How are you providing instruction?
 - ▶ Currently, we are providing Remote Instruction to students
 - ▶ How are you servicing Special Education Students?
 - ▶ Beginning on September 28, Special Education Students in categorical programs are serviced in a hybrid program.
 - ▶ How are we consulting with the health department?
 - ▶ We continue to work with the Macomb County Health Department
 - ▶ What Benchmark Assessments are we using?
 - ▶ K-5 reading - Michigan Literacy Progress Profile (MLPP)/Developmental Reading Assessment 2 (DRA).
 - ▶ 6-8 reading - NWEA MAP Growth Assessment
 - ▶ K-12 math - NWEA MAP Growth Assessment
 - ▶ What are our attendance rates?
 - ▶ Overall, to this point, our attendance rates have been very strong.



Wrapping Up



- ▶ We continue to evaluate options that would allow interested students to return in-person safely in small groups, but a timeline has not yet been established.
- ▶ We are expecting another shipment of laptop computers this week with distribution to follow very soon. To date, we have already distributed nearly 5,000 laptop computers to students and will distribute the next phase as they arrive in the district.
- ▶ Our careful restart of athletics and extracurricular activities has gone very well. On occasion, we have had to remind students and parents to wear their wear masks and socially distance, but overall, everyone has been doing a very good job.
- ▶ Finally, we are all very much aware of how difficult remote learning is for many families, and while this pandemic has tested all of us in many ways, we remain committed to finding a way for students to be students again, in person, where they belong.



Wrapping Up

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

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: llvernois@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

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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.

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:

Our comprehensive learning plan identifies the following necessary intentional conditions to minimize disruptions to instruction and learning:

- 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.

There's no one-size-fits-all solution. It's 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.

EDUCATIONAL GOALS: Requirements and District Response

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. On October 12, students receiving Teacher Consultant and Resource Room services, as well as students receiving Speech services will have the option of In-person supports.

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

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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.)

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. We continue to provide professional

Our district has created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. Teacher collaboration and ongoing 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.

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. 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.

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.

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%20Students%20and%20Staff%2008.28.20.pdf>

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.

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.

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:

Benchmark assessment from approved provider generally:

Benchmark assessment from approved provider made available to districts at no cost:

- 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.

- 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.

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.

TIMELINE of STUDENT DATA: Requirements and District Response

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 will be sent to the parent/guardian of students within 30 days of the test.

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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/11EupRID9db4ZdLb16sLr8zjHHgO_2wYxKGrrrnjVUE/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
 - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - o administer the approved benchmark assessment, or local benchmark assessment, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - o expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - o COVID-19 Cases or Positive COVID-19 tests
 - o Hospitalizations due to COVID-19
 - o Number of deaths resulting from COVID-19 over a 14-day period
 - o COVID-19 cases for each day for each 1 million individuals
 - o The percentage of positive COVID-19 tests over a 4-week period
 - o Health capacity strength
 - o Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

Assurances Continued

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7. The District/PSA assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year, and every 30 days 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
 - o thereafter at a meeting of the Board, and
 - o 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.
9. 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:	<i>Robert J. Guerin</i>	SIGNATURE:	DATE
			9/17/20

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

Board of Education (optional):		SIGNATURE:	DATE
District Superintendent:	<i>Robert J. Guerin</i>		9/30/20

The Extended COVID-19 Learning Plan Approval

MISD Superintendent:		SIGNATURE:	DATE

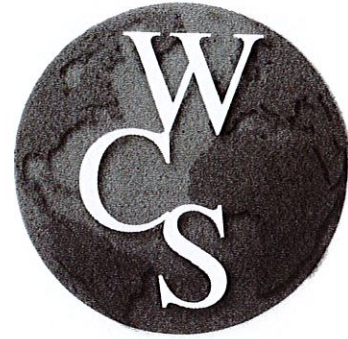
Transparency Reporting

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

Reconfirmation Meeting Requirements

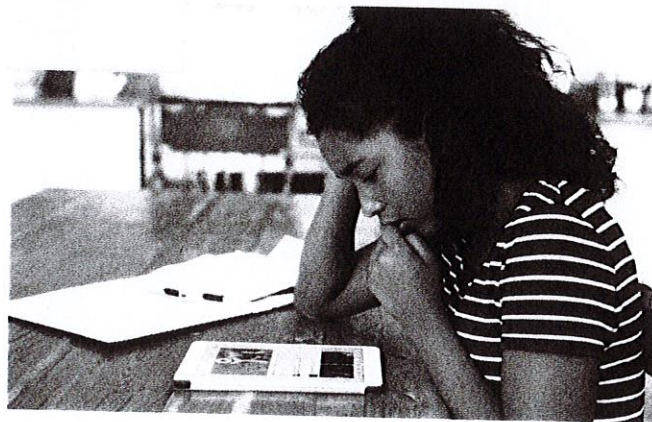
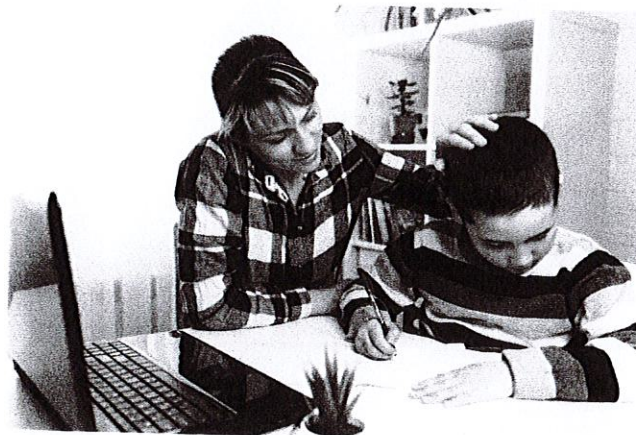
- Every 30 days after the school district's Extended COVID-19 Learning Plan has been approved, the school district must reconfirm the manner in which instruction is going to be delivered during the 2020-2021 school year.
- Reconfirmation must occur at a meeting of the school district's board or board 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.

Warren Consolidated Schools



A Parent's Guide to Remote Learning

2020-2021 School Year



Introduction

The Warren Consolidated Schools Board of Education will consider starting school in September remotely for all grades TK-12. This guide provides details on what a remote instructional schedule would include along with information on technology, in-person supports, special education, our district calendar, and related issues. Wednesday, August 19, 2020, at 7:30pm, the Board of Education will consider this plan. Meeting information is available at wcskids.net.

As you read through this plan, it is important to understand how things have changed over the summer. For example, when we first set-up our virtual option in July, it was done with the expectation that we would still offer in-person instruction and therefore, students who chose virtual could not stay in many of our magnet programs like MSVPA, MS2TC, MMSTC, CPC, etc. and certain courses like auto shop, band, etc. because a teacher could not be in two places at once doing both in-person and virtual. However, this plan moves all students to a remote option, allowing them to remain in these programs. When the district resumes in-person learning, families will have a choice to either return to school or move to a virtual option, which may also come with schedule adjustments to help accommodate families.

This plan awaits further direction from the Michigan High School Athletic Association (MHSAA) and the Michigan School Band and Orchestra Association (MSBOA), both of which have been issuing guidance on activities. For example, MHSAA recently moved football to spring with additional announcements about other sports coming soon. As our decisions are finalized on extra-curricular activities, we will update you.

Finally, as we continue to adapt to changes from the state legislature and health officials, it is important to clarify some terms that have been used regarding learning at-home, virtual, online, and remote.

Before the pandemic: WCS offered traditional face-to-face instruction known as "In-Person Learning." Other online academies and cyber schools, not part of WCS, existed and were known as "Virtual Learning."

During the pandemic: "In-Person Learning" was suspended by the Governor, requiring WCS and other schools to do "Remote Learning." Other online academies and cyber schools continued "Virtual Learning" as they were never face-to-face doing "In-Person Learning."

For September 2020: This plan recommends that all students are put into "Remote Learning," and when the district returns to "In-Person Learning," families will have the choice to remain online through a "Virtual Learning" option if they do not want face-to-face, "In-Person Learning."

Please submit any questions to info@wcskids.net, and we will publish information on our website as we prepare for the start of school.

District Calendar

Our district will follow our published calendar, which can be found [at this link](#) or below. Parents can expect an alternate, shortened schedule for scheduled half days.

Warren Consolidated Schools 2020 - 2021 Calendar

August							September							October							
2	3	4	5	6	7	8	6	NS	7	T	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	

November							December							January							
1	2	NS	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	NS	19	NS	NS	21	22	
22	23	NS	NS	NS	NS	28	27	NS	NS	NS	NS			23	24	25	26	27	28	29	30

February							March							April						
1	2	3	4	5	6		7	8	9	10	11	12	13	4	NS	NS	NS	NS	NS	10
7	8	9	10	11	12	13	14	15	16	17	18	19	20	11	12	TD	14	15	16	17
14	NS	NS	NS	NS	NS	20	21	22	23	24	25	26	27	18	19	20	21	22	23	24
21	22	23	24	25	26	27	28	29	30	31				25	26	27	28	29	30	

May							June														
2	3	4	5	6	7	8	6	7	8	9	10	11	12							GD	
9	10	11	12	13	14	15	13	14	NS	NS	18	19									
16	17	18	19	20	21	22	20	21	22	23	24	25	26								
23	24	25	26	27	28	29	27	28	29	30											
30	NS																				

- Sept. 8 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
- Sept. 9 K-12 Full Day - All students - AM and PM ECSE Report at Regular Times
- Sept. 25 K-12 Half Day (HD) - NO AM ECSE - PM REPORT IN AM
- Oct. 7 Official Student Court Day (CD)
- Oct. 16 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
- Nov. 1 No School (NS) - District Wide
- Nov. 6 K-12 Half Day (HD) - NO AM ECSE - PM REPORT IN AM
- Nov. 11 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
- Nov. 23 K-12 Full Day - Evening Parent Teacher Conferences (PTC)
- Nov. 24 K-12 Half Day (HD) - NO AM ECSE - PM REPORT IN AM
Afternoon & Evening Parent Teacher Conferences (PTC)
- Nov. 25-27 No School (NS) - Thanksgiving Recess
- Nov. 30 Classes Resume
- Dec. 18 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
- Dec. 21-Jan. 1 No School (NS) - Holiday Break
- Jan. 4 Classes Resume
- Jan. 18 No School (NS) - Dr. Martin Luther King, Jr. Day
- Jan. 20-9-12 Half Day (HS) - High School Only - Exams
- Jan. 21-9-12 Half Day (HS) - High School Only - Exams
- Jan. 22 K-12 Half Day (HD) - NO AM ECSE - PM REPORT IN AM HS - Exams
- Feb. 10 Supplemental Student Court Day (CD)
- Feb. 15-19 No School (NS) - Winter Break
- Feb. 22 Classes Resume
- Feb. 26 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
- March 18 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
Afternoon & Evening Parent Teacher Conferences (PTC)
- March 26 K-12 Half Day (HD) - NO AM ECSE - PM REPORT IN AM
- April 1 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
- April 2-9 No School (NS) - Spring Break
- April 12 Classes Resume K-5 - Full day
- April 13 HS/MS Testing Day (TD) - Schedules to follow
- May 7 K-12 Half Day (HD) - AM ECSE ONLY NO PM ECSE
- May 20 K-12 Half Day (HD) - NO AM ECSE - PM REPORT IN AM - Senior Last Day
- May 31 No School (NS) - Memorial Day
- June 1 Classes Resume
- June 4 K-12 Half Day (HD) - NO AM ECSE - PM REPORT IN AM
- June 5 High School Graduation Ceremony (GD)
- June 15-9-11 Half Day (HS) - High School Only - Exams
- June 16-9-11 Full Day (HS) - High School Only - Exams
- June 17 K-11 Half Day (HD) - NO AM ECSE - PM REPORT IN AM HS - Exams
*Dates Subject to Change

Elementary (K-5) Marking Periods

- 1st Term: 09/08/2020 - 1/11/2020
- 2nd Term: 1/11/2020 - 2/26/2021
- 3rd Term: 3/1/2021 - 6/17/2021

Secondary (6-12) Marking Periods

- 1st Marking Period: 09/08/2020 - 11/6/2020
- 2nd Marking Period: 11/9/2020 - 1/22/2021
- 3rd Marking Period: 1/26/2021 - 3/26/2021
- 4th Marking Period: 4/29/2021 - 6/17/2021

T	Teacher Work Day
NS	No School
AS	All Students Half Day
CD	Official Court Days
PTC	P/T Conferences
HS	High School Only Half Day
TD	MS/HS Testing Day
GD	Graduation Day

Schedule

Parents can expect a set schedule from their school, and for their child to interact virtually with their teachers every day, Monday through Friday. Teachers will take attendance, deliver our district curriculum, and students will be expected to submit work and receive feedback and grades. Below are sample schedules for elementary and secondary students.

Sample Elementary Schedule:

Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15
ELA Block (combination of whole group/small group)	9:15 – 10:45	ELA Block (combination of whole group/small group)	9:15 – 10:45	Ancillary Groups/ Intervention Groups/Student Supports/ Counseling Services	9:20 – 12:00	ELA Block (combination of whole group/small group)	9:15 – 10:45	ELA Block (combination of whole group/small group)	9:15 – 10:45
Break 10:45 – 11:00		Break 10:45 – 11:00		Lunch 12:00 – 12:45		Break 10:45 – 11:00		Break 10:45 – 11:00	
Specials	11:00 – 12:00	Specials	11:00 – 12:00	12:45 – 4:00 – Teacher collaboration time Instructional Materials Pick Up day	Specials	11:00 – 12:00	Specials	11:00 – 12:00	
Lunch 12:00 – 1:00		Lunch 12:00 – 1:00			Lunch 12:00 – 1:00		Lunch 12:00 – 1:00		
Math Instruction (combination of whole group/small group)	1:00 – 2:30	Math Instruction (combination of whole group/small group)	1:00 – 2:30		Math Instruction (combination of whole group/small group)	1:00 – 2:30	Math Instruction (combination of whole group/small group)	1:00 – 2:30	
Science	2:45 – 3:30	Social Studies	2:45 – 3:30		Specials Lesson/Grade Level Teacher work time	2:45 – 3:30	Specials Lesson/Grade Level Teacher work time	2:45 – 3:30	
Teacher Work Time	3:30 – 4:00	Teacher Work Time	3:30 – 4:00	Teacher Work Time	3:30 – 4:00	Teacher Work Time	3:30 – 4:00		

Schedule

Parents can expect a set schedule from their school, and for their child to interact virtually with their teachers every day, Monday through Friday. Teachers will take attendance, deliver our district curriculum, and students will be expected to submit work and receive feedback and grades. Below are sample schedules for elementary and secondary students.

Sample Secondary Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Check In – 7:30 – 8:00	4 th hour – 8:10 – 9:10	Check In – 7:30 – 8:00	4 th hour – 8:10 – 9:10	Check In – 7:30 – 8:00
1 st hour – 8:10 – 9:10		1 st hour – 8:10 – 9:10		8:00 – 12:00 Extra support groups
2 nd hour – 9:20 – 10:20	5 th hour – 9:20 – 10:20	2 nd hour – 9:20 – 10:20	5 th hour – 9:20 – 10:20	Counselor/Student meetings
3 rd hour – 10:30 – 11:30	6 th hour – 10:30 – 11:30	3 rd hour – 10:30 – 11:30	6 th hour – 10:30 – 11:30	Weekly Materials Pickup time
				Student work time
Lunch – 11:30 – 12:00	Lunch 11:30 – 12:00	Lunch – 11:30 – 12:00	Lunch 11:30 – 12:00	Lunch 12:00 – 12:30
Office Hours – 12:00 – 2:30	Office Hours – 12:00 – 2:30	Office Hours – 12:00 – 2:30	Office Hours – 12:00 – 2:30	Teacher Collaboration Time – 12:30 – 2:30

Student Attendance and Grades: Daily attendance will be taken, and students will be expected to submit assignments for grades and feedback. We will publish report cards on our regular schedule. High School students will earn credits in their classes and their grades will be calculated as part of their Grade Point Average. As has been our practice for many years, grades and attendance will be tracked through Power School.

Technology Access: Students will be able to check out a laptop device should they need one. More information regarding request and checkout procedures will be forthcoming.

Curriculum and Instruction: The Warren Consolidated Schools curriculum, which families have known for years, and aligns with the State Standards, will be used in our remote learning environment. Our curriculum is warehoused digitally in our Schoology platform for all teachers to have quick access. Instruction will consist of whole group and small group synchronous (live) and asynchronous (off-line or recorded delivery method) delivery methods.

A variety of instructional materials will be used, both electronic and hard copy. Material pick up dates will be scheduled for classes that require textbooks or other materials.

Teacher Work Time: To support our teachers as they continue to shift their instructional practices from in-person instruction to a remote platform, you will notice time in our sample schedules is reserved for "teacher work time." This could be a professional learning opportunity for teachers, time to collaborate with colleagues, or a chance to connect with students or parents.

"Office Hours": In our plan for secondary schools, "Office Hours" are created as an opportunity for teachers to meet online with small groups of students or to support students with work from their classes. These may also be times teachers are asked to attend meetings about their students.

Students with Disabilities: All students with an IEP will be contacted by a member of our Special Education Department to write an Individualized Contingency Learning Plan. This document will be written in collaboration with families and will overview the supports and services students will receive in a Remote Learning Environment. In addition, Primary providers will be taking data on IEP goals this fall. This data will be utilized to discuss IEP services later in the first semester or second trimester. Decisions will be made collaboratively with parents via an IEP or IEP Amendment based on parent input.

Nutrition Services: The District will continue to offer meals for all students while in a remote environment on school days. Meals (including breakfast and lunch) will be available for pick-up. Similar to a traditional school year, Nutrition Services will be collecting payment for the meals or deducting the price of the meal from each student account, upon meal pick-up. However, all families are encouraged to complete a free and reduced lunch application at www.lunchapp.com. We will continue to accommodate any documented food allergies and menu modifications that are on file with Nutrition Services will be handled using a preorder system.

Facilities Management: Custodians will be staffed in buildings to accommodate the needs of each building. Regular sanitization; particularly of frequently touched surfaces and restrooms will occur. The buildings will also be stocked with hand sanitizer, wipes and masks.

Technology Platform: Schoology will serve as our virtual learning hub. This will allow parents to log into a single site and have access to all of their student's information, regardless of how many children they have. WebEx, a premium, secure, video conferencing service, will be another platform available for teacher/student interactions.

Technology Support: WCS will offer training for parents and students on our technology platforms. In addition to handouts and prerecorded videos on our website, we will offer parent trainings on the following days/times:

August 26 – 2 pm

August 27 – 2 pm

August 27 – 6 pm

September 2 – 9 am

September 3 – 9 am

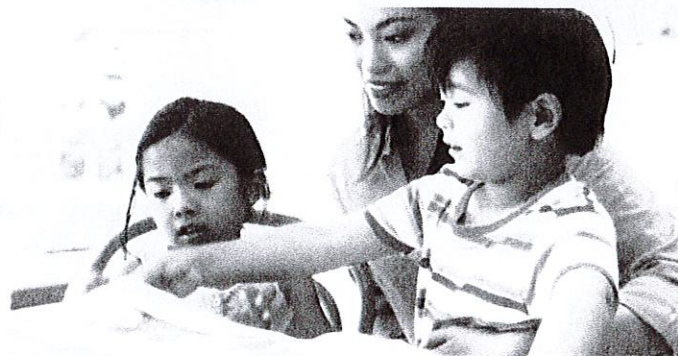
September 3 – 6 pm

Watch for a special update on our district website, wcskids.net, with links for these training and resources.

Role of Parents: Parents are vital supports to their children's learning in a remote environment and should be prepared to assist their students in logging on and monitoring their time spent on school work.

Parent Support: In addition to our Schoology training plan, our district will operate a Technology Help Desk to provide technical support. A phone number will be provided with scheduled hours that students and parents can call for technical help. If a technician is not available, voicemails left will be automatically transcribed into help tickets and will be addressed by the next available WCS representative.

Communication: As always, our district will keep you informed of important developments. It is critically important that families maintain accurate contact information in PowerSchool to ensure they receive all the information from our schools/district. Schools will have information for families about how to update contacts should addresses or phone numbers change.

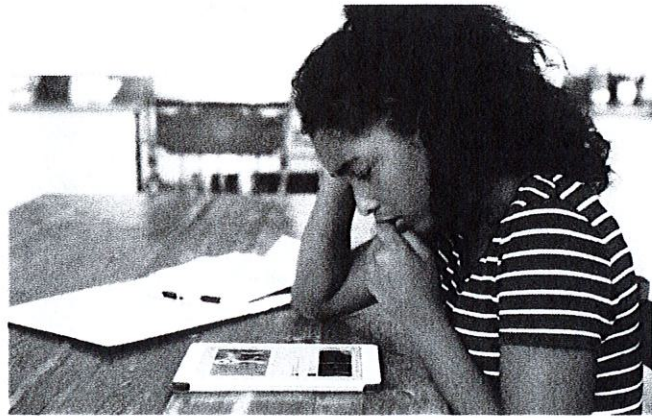
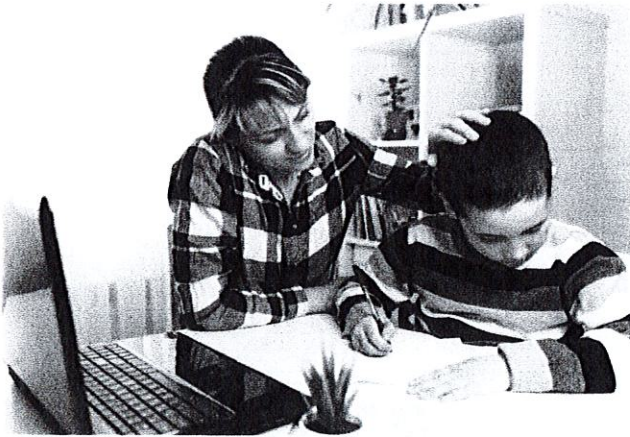


Warren Consolidated Schools



دليل الوالدين

السنة الدراسية 2020-2021



المقدمة

سينظر مجلس وارن الموحد للمدارس للتعليم في بدء الدراسة في أيلول/سبتمبر عن بعد لجميع الصفوف من الحضانة حتى الثاني عشر. يقدم هذا الدليل تفاصيل حول ما يمكن أن يتضمنه الجدول التعليمي عن بعد إلى جانب معلومات عن التكنولوجيا، والدعم الشخصي، والتعليم الخاص، والتقويم في منطقتنا، والقضايا ذات الصلة. الأربعاء 19 أغسطس 2020، في الساعة 7:30 مساءً، سينظر مجلس التعليم في هذه الخطة. تتوفر معلومات الاجتماع في wcskids.net

كما تقرأ من خلال هذه الخطة، من المهم أن نفهم كيف تغيرت الأمور خلال فصل الصيف. على سبيل المثال، عندما تم إعداد الخيار الظاهري في يوليو، تم ذلك مع توقع أننا قد نقدم في التعليم الشخصي، وبالتالي، الطلاب الذين اختاروا التعلم الظاهري لا يمكن البقاء في العديد من البرامج لدينا مثل MSVPA، MS2TC، MMSTC، الخ ودورات معينة مثل، الفرقة، الخ لأن المعلم لا يمكن أن يكون في مكانين في وقت واحد القيام على حد سواء شخصياً وظاهرياً. ومع ذلك، هذه الخطة ينقل جميع الطلاب إلى خيار بعيد، مما يسمح لهم بالبقاء في هذه البرامج. وعندما تستأنف المقاطعة التعلم الشخصي، سيكون للأسر خيار إما العودة إلى المدرسة أو الانتقال إلى خيار افتراضي، والذي قد يأتي أيضاً مع تعديلات في الجدول الزمني للمساعدة في استيعاب الأسر.

هذه الخطة تنتظر المزيد من التوجيه من جمعية ميشيغان الرياضية في المدارس الثانوية (MHSAA) ورابطة فرقة مدرسة ميشيغان والأوركسترا (MSBOA)، وكلاهما تم إصدار إرشادات حول الأنشطة. على سبيل المثال، انتقلت MHSAA مؤخراً إلى الربيع مع إعلانات إضافية حول الرياضات الأخرى التي سرعان ما. بما أن قراراتنا قد تم الانتهاء منها بشأن الأنشطة اللاصفية، سنقوم بتحديثك. وأخيراً، مع استمرارنا في التكيف مع التغييرات التي تطرأ على الهيئة التشريعية للولاية والمسؤولين الصحيين، من المهم توضيح بعض المصطلحات التي تم استخدامها فيما يتعلق بالتعلم في المنزل، والظاهري، وعلى الإنترنت، ومن بعيد.

قبل الجائحة: قدمت الجمعية العالمية للتعليمات التقليدية وجهاً لوجه المعروفة باسم "التعلم الشخصي". كانت الأكاديميات الإلكترونية والمدارس الإلكترونية الأخرى، التي ليست جزءاً من WCS، موجودة وكانت تعرف باسم "التعلم الافتراضي".

خلال انتشار الوباء: أوقف الحاكم "التعلم الشخصي" مما تطلب من الجمعية العالمية للمدارس وغيرها من المدارس القيام "بالتعلم عن بعد". واصلت الأكاديميات الإلكترونية الأخرى ومدارس الإنترنت "التعلم الافتراضي" لأنها لم تكن أبداً وجهاً لوجه و لم تقوم "بالتعلم الشخصي".

بالنسبة لشهر سبتمبر 2020، توصي هذه الخطة بأن يتم وضع جميع الطلاب في "التعلم عن بعد"، وعندما تعود المنطقة إلى "التعلم الشخصي"، سيكون للعائلات خيار البقاء على الإنترنت من خلال خيار "التعلم الافتراضي" إذا كانوا لا يريدون "التعلم الشخصي" وجهاً لوجه. يرجى تقديم أي أسئلة إلى info@wcskids.net، وسوف نقوم بنشر المعلومات على موقعنا على الإنترنت ونحن نستعد لبدء الدراسة.

الجدول

يمكن للآباء توقع جدول زمني محدد من مدرستهم، وأن يتفاعل أطفالهم تقريباً مع معلمهم يوميًا، من الاثنين إلى الجمعة. المعلمون سيأخذون الحضور، ويقدمون لدينا المناهج الدراسية في المنطقة، وسوف يتوقع من الطلاب لتقديم العمل وتلقي الملاحظات والدرجات. وفيما يلي عينات الجداول الزمنية للطلاب الابتدائية والثانوية

نموذج الجدول الابتدائي

الجمعة		الخميس		الأربعاء		الثلاثاء		الاثنين	
9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي
9:15		9:15		9:15		9:15		9:15	
9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 5	9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 5	9:20 -	المجموعات الإضافية / مجموعات التدخل / دعم الطلاب / خدمات الإرشاد	9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 5	9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 5
10:4 5		10:4 5		12:0 0		10:4 5		10:4 5	
10:45 - 11:00 إستراحة		10:45 - 11:00 إستراحة		12:00 - 12:45 غداء		10:45 - 11:00 إستراحة		10:45 - 11:00 إستراحة	
11:0 0 -	السببشيلس ك الرياضة / الموسيقى / المي ديا-المكتبة	11:0 0 -	السببشيلس ك الرياضة / الموسيقى / المي ديا-المكتبة	12:45 - 4:00 - وقت تعاون المعلم يوم المواد التعليمية إنقطاع		11:0 0 -	السببشيلس ك الرياضة / الموسيقى / المي ديا-المكتبة	11:0 0 -	السببشيلس ك الرياضة / الموسيقى / المي ديا-المكتبة
12:0 0		12:0 0				12:0 0		12:0 0	
12:00 - 1:00 الغداء		12:00 - 1:00 الغداء				12:00 - 1:00 الغداء		12:00 - 1:00 الغداء	
1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 2:30	1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 2:30			1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 2:30	1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة) (مجموعة صغيرة) 2:30
2:45 -	درس السببشيل / مستوى الصف المعلم وقت العمل 3:30	2:45 -	درس السببشيل / مستوى الصف المعلم وقت العمل 3:30			2:45 -	الدراسات الاجتماعية 3:30	2:45 -	العلوم 3:30
3:30 -	وقت عمل المعلم 4:00	3:30 -	وقت عمل المعلم 4:00			3:30 -	وقت عمل المعلم 4:00	3:30 -	وقت عمل المعلم 4:00

الجدول الزمني

يمكن للآباء توقع جدول زمني محدد من مدرستهم، وأن يتفاعل أطفالهم تقريبًا مع معلمهم يوميًا، من الاثنين إلى الجمعة. سيأخذ المعلمون الحضور، ويقدمون مناهجنا الدراسية في المنطقة، ومن المتوقع أن يقدم الطلاب العمل ويحصلون على الملاحظات والدرجات. وفيما يلي عينات الجداول الزمنية للطلاب الابتدائية والثانوية.

نموذج الجدول الثانوي

الاثنين	الثلاثاء	الأربعاء	الخميس	الجمعة
7:30 - 8:00 الحضور	8:10 - الساعة الرابعة 9:10	7:30 - 8:00 الحضور	8:10 - 9:10 الساعة الرابعة	7:30 - 8:00 الحضور
1 st hour - 8:10 - 9:10		8:10 - 9:10 الساعة الأولى		
9:20 - الساعة الثانية 10:20	9:20 - الساعة الخامسة 10:20	9:20 - الساعة الثانية 10:20	9:20 - الساعة الخامسة 10:20	8:00 - 12:00 مجموعات دعم إضافي مستشار / اجتماعات الطلاب الأسبوعية المواد بيك اب وقت عمل الطالب
10:30 - الساعة الثالثة 11:30	10:30 - الساعة السادسة 11:30	10:30 - الساعة الثالثة 11:30	10:30 - الساعة السادسة 11:30	
11:30 - 12:00 الغداء	11:30 - 12:00 الغداء	11:30 - 12:00 الغداء	Lunch 11:30 - 12:00	12:00 - 12:30 الغداء
ساعات العمل - 12:00 - 2:30	11:45 - ساعات العمل - 2:30	12:00 - ساعات العمل - 2:30	12:00 - ساعات العمل - 2:30	وقت تعاون المعلمين 12:30 - 2:30

حضور الطلاب والدرجات: سيتم الحضور اليومي، ومن المتوقع أن يقدم الطلاب مهام للصفوف والملاحظات. سننشر بطاقات التقرير في جدولنا الزمني العادي. سيحصل طلاب المدارس الثانوية على اعتمادات/كريدت في فصولهم الدراسية وسيتم حساب درجاتهم كجزء من متوسط نقطة الصف. كما كانت ممارستنا لسنوات عديدة، سيتم تتبع الدرجات والحضور من خلال باورسكول.

الحصول على التكنولوجيا: سيتمكن الطلاب من الحصول على جهاز كمبيوتر محمول إذا احتاجوا إليه. مزيد من المعلومات حول إجراءات الطلب والحصول سوف تكون قادمة .

المنهج والتعليم: سيتم استخدام منهج وارن الموحد للمدارس، الذي عرفته الأسر منذ سنوات، ويتماشى مع معايير الدولة، في بيئة التعلم عن بعد. يتم تخزين مناهجنا الدراسية رقمياً في منصة المدرسة لدينا لجميع المعلمين للوصول السريع. وسوف تتكون من مجموعة كاملة ومجموعة صغيرة متزامن (العيش) وغير متزامن (خارج الخط أو طريقة التسليم المسجلة) طرق التسليم. وستستخدم مجموعة متنوعة من المواد التعليمية، سواء منها الإلكترونية أو المطبوعة. سيتم جدولة مواعيد التقاط المواد للصفوف التي تتطلب الكتب المدرسية أو غيرها من المواد .

وقت عمل المعلم: لدعم مدرسينا وهم يواصلون تحويل ممارساتهم التعليمية من التعليم الشخصي إلى منصة نائية ، ستلاحظ أن الوقت في جداول العيّنات الخاصة بنا محجوز لـ "وقت عمل المعلم". قد تكون هذه فرصة تعلم احترافي للمعلمين، أو وقت للتعاون مع الزملاء، أو فرصة للتواصل مع الطلاب أو أولياء الأمور .

"ساعات العمل": في خطتنا للمدارس الثانوية ، "ساعات العمل" هي فرصة للمعلمين لقاء على الانترنت مع مجموعات صغيرة من الطلاب أو لدعم الطلاب مع العمل من فصولهم. وقد تكون هذه أيضاً أوقات يطلب فيها من المعلمين حضور اجتماعات حول طلابهم .

الطلاب ذوي الإعاقة: سيتم الاتصال بجميع الطلاب الذين لهم برنامج التعليم الخاص من قبل أحد أعضاء قسم التعليم الخاص لكتابة خطة التعلم الفردية الطارئة. سيتم كتابة هذا المستند بالتعاون مع العائلات، وسوف يلقي نظرة عامة على الدعم والخدمات التي سيحصل عليها الطلاب في بيئة التعلم عن بعد. وبالإضافة إلى ذلك، فإن مقدمي الخدمات الأولية سوف تأخذ البيانات عن أهداف IEP هذا الخريف. سيتم استخدام هذه البيانات لمناقشة خدمات IEP في وقت لاحق في الفصل الدراسي الأول أو الثلث الثاني. وسيتم اتخاذ القرارات بالتعاون مع الآباء والأمهات عن طريق IEP أو IEP التعديل على أساس مدخلات الآباء .

خدمات التغذية: ستواصل المقاطعة تقديم وجبات الطعام لجميع الطلاب أثناء وجودهم في بيئة نائية في أيام الدراسة. تتوفر وجبات الطعام (بما في ذلك وجبة الإفطار والغداء) للاستلام. وعلى غرار السنة الدراسية التقليدية، ستقوم خدمات التغذية بجمع مدفوعات الوجبات أو خصم سعر الوجبة من حساب كل طالب، عند استلام وجبة الطعام. ومع ذلك، يتم تشجيع جميع الأسر على إكمال طلب وجبة غداء مجانية ومخفضة في www.lunchapp.com سنستمر في استيعاب أي وثيقة عن حساسية غذائية وسيتم التعامل مع تعديلات القائمة الموجودة في ملفات خدمات التغذية باستخدام نظام طلب مسبق.

دورة المبنى: سيتم توظيف أمناء المباني في المباني لتلبية احتياجات كل مبنى. التعقيم المنتظم؛ بشكل خاص السطوح الأكثر استعمالاً ودورات المياه/الحمامات. كما سيتم تزويد المباني بمطهر اليد والمناديل والكمامات.

منصة التكنولوجيا: ستكون المدارس بمثابة مركز التعلم الافتراضي لدينا. وهذا سيسمح للآباء بتسجيل الدخول إلى موقع واحد والحصول على جميع المعلومات الخاصة بطلابهم، بغض النظر عن عدد الأطفال الذين لديهم WebEx .، قسط ، آمنة ، وخدمة مؤتمرات الفيديو ، وسوف تكون منصة أخرى متاحة للمعلمين / الطالب التفاعلات.

سوف توفر WCS التدريب لأولياء الأمور والطلاب على منصاتنا التكنولوجية. بالإضافة إلى النشرات ومقاطع الفيديو المسجلة مسبقاً على موقعنا، سنقدم تدريبات للوالدين في الأيام/الأوقات التالية:

26 آب في الساعة 2:00 بعد الظهر

27 آب في الساعة 2:00 بعد الظهر

27 آب في الساعة 6:00 مساءً

2 أيلول في الساعة 9:00 صباحاً

3 أيلول في الساعة 9:00 صباحاً

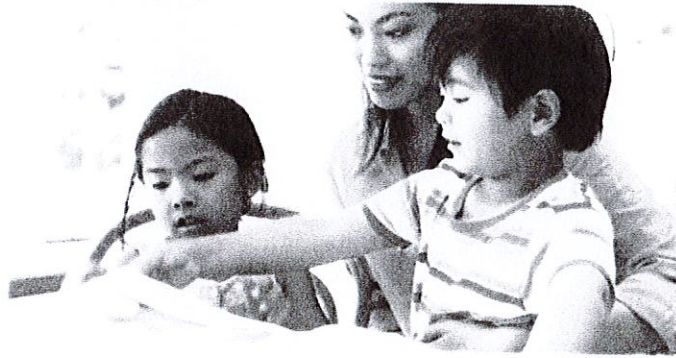
3 أيلول في الساعة 6:00 مساءً

توقع تحديثاً خاصاً على موقعنا على الويب ، wcskids.net، مع روابط لهذه التدريبات والموارد .

الآباء هم دعم حيوي لتعلم أطفالهم في بيئة نائية وينبغي أن يكونوا مستعدين لمساعدة طلابهم في تسجيل الدخول ومراقبة الوقت الذي يقضونه في العمل المدرسي .

دعم الوالدين: بالإضافة إلى خطة التدريب على المدرسة، ستقوم منطقتنا بتشغيل مكتب مساعدة تقنية لتقديم الدعم الفني. سيتم تزويد رقم الهاتف بالساعات المجدولة التي يمكن للطلاب وأولياء الأمور الاتصال بها للحصول على المساعدة التقنية. إذا لم يكن الفني متاحاً، سيتم نسخ رسائل البريد الصوتي التي يتم تركها تلقائياً إلى تذاكر المساعدة وسيتم معالجتها من قبل ممثل WCS التالي المتاح .

كما هو الحال دائماً، سوف تبقيك مقاطعتنا على اطلاع على التطورات الهامة. من المهم للغاية أن تحتفظ العائلات بمعلومات الاتصال الدقيقة في PowerSchool لضمان تلقيها جميع المعلومات من مدارسنا/ المنطقة. سيكون لدى المدارس معلومات للعائلات حول كيفية تحديث جهات الاتصال في حالة تغيير العناوين أو تغيير أرقام الهواتف .



**Warren Consolidated Schools
31300 Anita Dr
Warren, Michigan 48093-1646
Phone: 586-698-4093**

Contingency Learning Plan	
Student Name: Sammi WCSample	Plan Date:
Date of Birth: 01/02/2009 Age:	Date of IEP to which this plan relates:
Grade: Fourth grade	UIC: 9999999999
Parent/Guardian:	School/District: Wilde Elementary School / Warren Consolidated
Rationale for Contingency Planning	

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.

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 Sammi 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 she would under the current IEP;
- 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.

How was the Contingency Learning Plan developed? By the IEP Team in a special meeting for this purpose.

The following IEP Team members participated in the development of this plan:

District Representative: ,

Special Education Teacher or Provider: ,

Triggers for the Contingency Learning Plan

The current IEP was developed with the assumption that instruction is being delivered under the following model:
Full-time brick-and-mortar with in-person instruction.

This Contingency Learning Plan will be implemented when:

- The district moves to a full-time virtual model with distance learning.
- The district moves to a hybrid model that includes both in-person instruction and distance learning.
- The student is ill, or at risk for becoming ill, with COVID-19, or is quarantined due to COVID-19 in the household.

Planning for FAPE in a Full-Time Virtual Model with Distance Learning

1. Are there any supplementary aids/supports in the current IEP that cannot be implemented as written in a full-time virtual model with distance learning? Yes No

Supplementary Aid/Support from the Current IEP	How will this Supplementary Aid/Support be Modified for Distance Learning?

2. Are there any different/additional supplementary aids/supports (other than those in the current IEP) that will be necessary in a full-time virtual model with distance learning? Yes No

Different/Additional Supplementary Aids/Supports to be Provided for Distance Learning	Frequency/Duration or Conditions under which the SAS will be Provided	Location

3. Are there any annual goals/STOs in the current IEP that cannot be taught, progress monitored, or measured as written in a full-time virtual model with distance learning? Yes No

Annual Goal or STO from the Current IEP	How will this Annual Goal/STO be Modified for Distance Learning?

4. Are there changes to the special education services (type, frequency, duration, location) that the student will receive in a full-time virtual model with distance learning? Yes No

Service	Frequency and Duration	Location	Comments

5. Are there changes to the special education programs (type, frequency, duration, location) that the student will receive in a full-time virtual model with distance learning? Yes No

Program	Frequency and Duration	Location	Comments

6. Are there changes as to how the student will participate (such as type of assessment or accommodations needed) for state and/or district assessments that will be administered in a full-time virtual model with distance learning? Yes No

Test	Mode	Subtest	Accommodations

7. Describe any other modifications to the current IEP that will be necessary in a full-time virtual model with distance learning:

Planning for FAPE in a Hybrid Model that includes both In-Person and Distance Learning

- Are there any supplementary aids/supports in the current IEP that cannot be implemented as written in a hybrid model? Yes No
- Are there any different/additional supplementary aids/supports (other than those in the current IEP) that will be necessary in a hybrid model? Yes No
- Are there any annual goals/STOs in the current IEP that cannot be taught, progress monitored, or measured as written in a hybrid model? Yes No
- Are there changes to the special education services (type, frequency, duration, location) that the student will receive in a hybrid model? Yes No
- Are there changes to the special education programs (type, frequency, duration, location) that the student will receive in a hybrid model? Yes No
- Are there changes as to how the student will participate (such as type of assessment or accommodations needed) for state and/or district assessments that will be administered in a hybrid model? Yes No
- Describe any other modifications to the current IEP that will be necessary in a hybrid model:

Student Name: Sammi WCSample

Plan Date:

Prior Written Notice of Contingency Learning Plan

Dear Parent/Guardian:

The school district intends to implement the Contingency Learning Plan described in this document. This Contingency Learning Plan will be triggered when the district shifts to a different instructional delivery model due to changes in the public health situation. This Contingency Learning Plan will remain in place until the district resumes the instructional delivery model under which the current IEP was developed, at which time the district will revert to implementing the current IEP as written.

The Contingency Learning Plan is considered part of the current IEP and is therefore subject to all the procedural safeguards and dispute resolution options available under IDEA/MARSE. The Contingency Learning Plan may be reviewed/revised by the IEP Team (including the parent) without revising the IEP itself. If a new IEP is developed, the Contingency Learning Plan will be reviewed, and revised as necessary, to align with the new IEP.

The following options were considered but not included in this Contingency Learning Plan:

Options Considered but not Selected	Basis for not Selecting the Option

Other factors relevant to the development of this Contingency Learning Plan:

The Procedural Safeguards Notice that you have received previously describes protections under the Individuals with Disabilities Education Act (IDEA). The following sources are available to help you understand your rights:

- MICHIGAN ALLIANCE FOR FAMILIES, 1819 South Wagner Road, PO Box 1406, Ann Arbor, MI 49106; 1-800-552-4821; www.michiganallianceforfamilies.org
- MICHIGAN DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES, PO Box 30008, Lansing, MI 48909; 1-517-373-0923; www.michigan.gov/mde
- MICHIGAN PROTECTION AND ADVOCACY, 4095 Legacy Parkway, Suite 500, Lansing, MI 48911-4263; 1-800-288-5923; www.mpas.org

A copy of this notice and plan is being provided to the parent/guardian:		
Date of Delivery	Mode of Delivery	Staff Name/Title

**Warren Consolidated Schools
31300 Anita Dr
Warren, Michigan 48093-1646**

Contingency Learning Plan for Section 504 Plan

Student Name: <small>Click or tap here to enter text.</small>	Plan Date: <small>Click or tap here to enter text.</small>
Date of Birth: <small>Click or tap here to enter text.</small>	Date of 504 Plan to which this plan relates: <small>Click or tap here to enter text.</small>
Grade: <small>Click or tap here to enter text.</small>	School/District: <small>Click or tap here to enter text.</small>

Rationale for Contingency Planning

Due to the COVID-19 pandemic, Section 504 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.

The 504 Plan is the district's current offer of accommodations 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 504 Plan as written. The purpose of a Contingency Plan is to modify the 504 Plan in light of the public health circumstances while ensuring that the student continues to receive accommodations in the current 504 Plan to an extent that is safe, reasonable, and practicable in light of the public health circumstances.

How was the Contingency Learning Plan developed: By the 504 Team during a regular 504 meeting
OR By the 504 Team during a special meeting for this purpose OR Other _____

The following 504 Team members participated in the development of this plan:

Student Name: <small>Click or tap here to enter text.</small>
Parent/Guardian(s): <small>Click or tap here to enter text.</small>
District Representative: <small>Click or tap here to enter text.</small>
Counselor: <small>Click or tap here to enter text.</small>
General Education Teacher(s): <small>Click or tap here to enter text.</small>
Other: <small>Click or tap here to enter text.</small>
Other: <small>Click or tap here to enter text.</small>
Other: <small>Click or tap here to enter text.</small>

Triggers for the Contingency Learning Plan

The current 504 Plan was developed with the assumption that instruction is being delivered under the following model:

- Full-time brick-and-mortar with in-person instruction
- Other _____

This Contingency Learning Plan will be implemented when: (check all that apply)

- The district moves to a full-time virtual model with distance learning.
- The district moves to a hybrid model that includes both in-person instruction and distance learning.
- The student is ill, or at risk for becoming ill, with COVID-19, or is quarantined due to COVID-19 in the household.

Planning for Accommodations in a Full-Time Virtual Model with Distance Learning

1. Are there any accommodations in the current 504 Plan that cannot be implemented as written in a full-time virtual model with distance learning? Yes No

Accommodation from the current 504 Plan	How will this accommodation be modified for Distance Learning?
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

2. Are there any additional accommodations (other than those in the current 504 Plan) that will be necessary in a full-time virtual model with distance learning? Yes No

Different/Additional Accommodations to be Provided for Distance Learning	Conditions under which accommodations will be provided
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

3. Describe any other modifications to the current 504 Plan that will be necessary in a full-time virtual model with distance learning:

Click or tap here to enter text.

Planning for Accommodations in a Hybrid Model that includes both In-Person and Distance Learning

1. Are there any accommodations in the current 504 Plan that cannot be implemented as written in a hybrid model?
 Yes No

Accommodation from the current 504 Plan	How will this accommodation be modified for Distance Learning?
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

2. Are there any additional accommodations (other than those in the current 504 Plan) that will be necessary in a hybrid model? Yes No

Different/Additional Accommodations to be Provided for Distance Learning	Conditions under which accommodations will be provided
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

3. Describe any other modifications to the current 504 Plan that will be necessary in a hybrid model:

Click or tap here to enter text.

Prior Written Notice of Contingency Learning Plan

Dear Parent/Guardian:

The school district intends to implement the Contingency Learning Plan described in this document. This Contingency Learning Plan will be triggered when the district shifts to a different instructional delivery model due to changes in the public health situation. This Contingency Learning Plan will remain in place until the district resumes the instructional delivery model under which the current 504 Plan was developed, at which time the district will revert to implementing the current 504 Plan as written.

The Contingency Learning Plan is considered part of the current 504 Plan and is therefore subject to all the procedural safeguards and dispute resolution options available under Section 504. The Contingency Learning Plan may be reviewed/revised by the 504 Team (including the parent) without revising the 504 Plan itself. If a new 504 Plan is developed, the Contingency Learning Plan will be reviewed, and revised as necessary, to align with the new IEP.

The following options were considered but not included in this Contingency Learning Plan:

Options Considered but not Selected	Basis for not Selecting the Option
Click or tap here to enter text.	Click or tap here to enter text.

Other factors relevant to the development of this Contingency Learning Plan:

Click or tap here to enter text.

Resources for Parents/Guardians

The Notice of Section 504 Procedural Safeguards that you have received previously describes protections under Section 504 of the Rehabilitation Act of 1973 to students with disabilities, or suspected disabilities, and some related rights provided by Title VI of the Civil Rights Act of 1964 and the Family Educational Rights and Privacy Act.

The following sources are available to help you understand your rights:

- FAMILY MATTERS-Online resource center for families developed by the Michigan Department of Education-Office of Special Education (MDE-OSE). <http://bit.ly/MDEFamilyMatters>
- THE ARC OF MACOMB COUNTY-586-469-1600 www.arc-resources.org
- MICHIGAN ALLIANCE FOR FAMILIES-800-552-4821 www.michiganallianceforfamilies.org
- MICHIGAN SPECIAL EDUCATION MEDIATION PROGRAM-800-8-RESOLVE
- MICHIGAN PROTECTION AND ADVOCACY-800-288-5923 www.mipas.org
- MICHIGAN DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION-1-517-373-0923 www.michigan.gov/mde

	A copy of this notice and plan is being provided to the parent/guardian
Date:	Click or tap here to enter text.
Mode of Delivery:	Click or tap here to enter text.
Staff Name/Title:	Click or tap here to enter text.

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

Start Date: 09/08/2020 End Date: 09/25/2020

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
09/08/2020	12676	135	12541	98.935%		
09/09/2020	12718	41	12677	99.678%		
09/10/2020	12785	78	12707	99.390%		
09/11/2020	12943	58	12885	99.552%		
09/14/2020	12874	536	12338	95.837%		
09/15/2020	12870	342	12528	97.343%		
09/16/2020	12885	371	12514	97.121%		
09/17/2020	12885	311	12574	97.586%		
09/18/2020	12959	210	12749	98.380%		
09/21/2020	12882	371	12511	97.120%		
09/22/2020	12885	301	12584	97.664%		
09/23/2020	12897	314	12583	97.565%		
09/24/2020	12894	325	12569	97.479%		
09/25/2020	12840	32	12808	99.751%		

Total Number of Days: 14

Signature: _____ Date: _____

Warren Consolidated Schools



The MI Safe Schools:

Michigan's 2020-21 Return to School Roadmap

**September 2020
Revised 9/30/2020**

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

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

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 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.
- Office staff will complete a screening form for guests.

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.

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.
- Busing protocols will be followed when transporting students.

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.

- 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.

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, and 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

Administration Building
Educational Service Center
Black Elementary
Cromie Elementary
Green Acres Elementary
Harwood Elementary
Holden Elementary
Jefferson Elementary
Lean Elementary
Siersma Elementary
Susick Elementary
Wilde Elementary
Wilkerson Elementary
Willow Woods Elementary
Beer Middle School
Carleton Middle School
Carter Middle School
Grissom Middle School
Butcher Educational Center
Career Prep Center
Community High School
Cousino High School
Sterling Heights High School
Warren Mott High School

Designated Quarantine Room

Vestibule at Door #10 for guests; staff stay in office or leave building if able
Staff stay in office or leave building if able
Room 101, 403
Conference Room in main office
Room D2
Conference room
Stage, Room 301, office clinic, or principal's conference room
Office copy room
Two rooms in the office area are designated quarantine rooms
Conference room and back office common area
Room 305 or Room 209
Back office
Office clinic or Room 102
Office clinic or conference room
Counseling center
Room 501
Room 403
Counseling center
Attendance office
Teacher work room
Room 301 (Qtr 1), Stage (Qtrs 2-4)
Room 82
Room B14
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
Educational Service Center	Transportation door	All doors	NA
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 Possible COVID-19 Cases in Students

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 has ANY close contact or potential exposure risk in the past 14 days:

- Had close contact with a person with confirmed COVID-19
- Traveled to or lives in an area with a high level of community transmission of COVID-19

No

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

Yes

Notify the Macomb County Health Department and refer to a healthcare provider for possible COVID-19 testing

Negative test for COVID-19

Not tested for COVID-19

Healthcare provider note not provided

Positive test for COVID-19

Student had close contact with confirmed case of COVID-19 in past 14 days

No

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

Yes

Complete 14 day quarantine period

Healthcare provider note indicating another explanation for symptoms

Macomb County Health Department Possible COVID-19 Case in a Teacher or Staff Person

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

One of the following

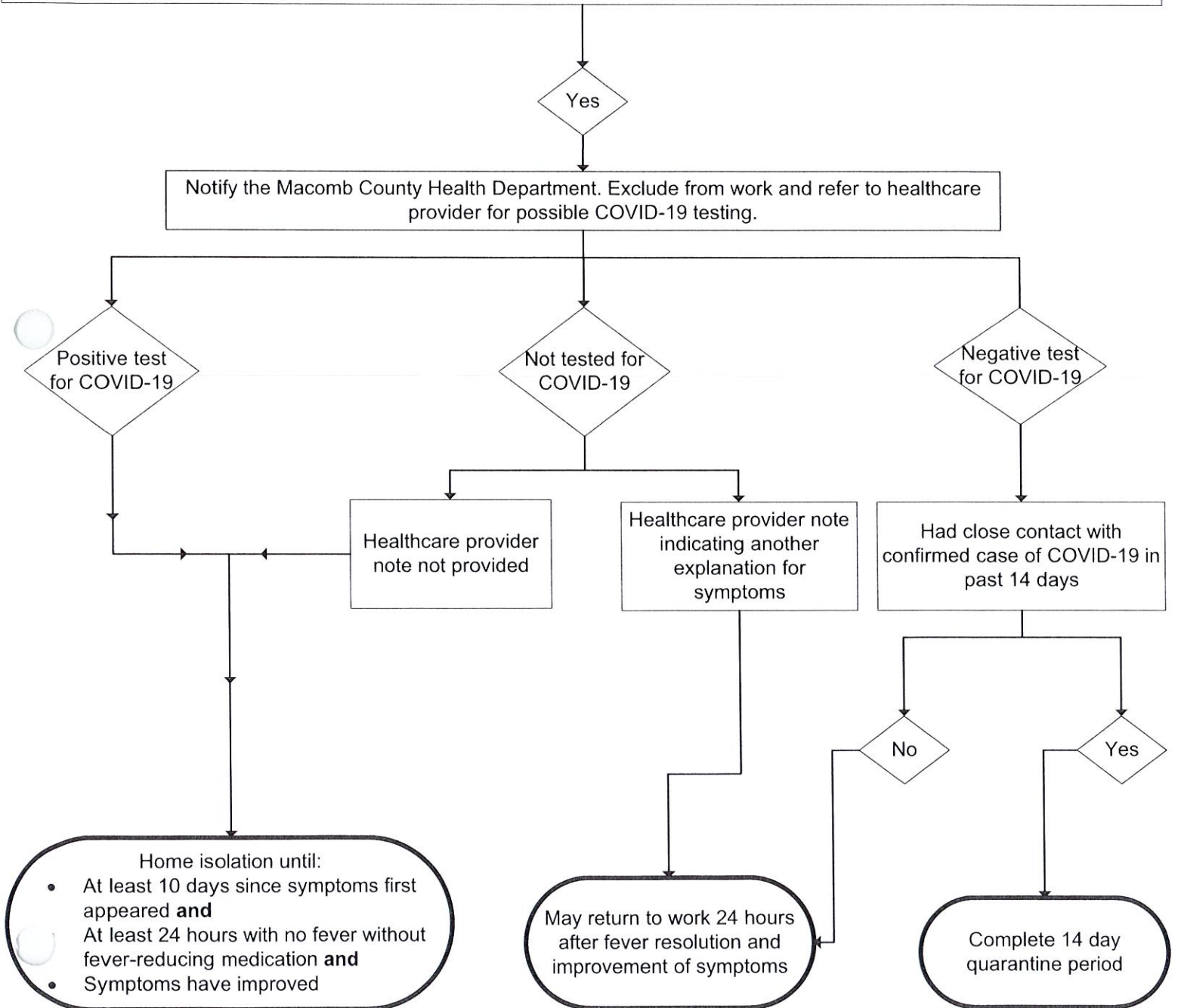
- Cough
- Shortness of breath
- Difficulty breathing
- New loss of smell
- New loss of taste

OR **Two** or more of the following

- Fever (measured or subjective)
- Chills
- Rigors (shaking or exaggerated shivering)
- Muscle aches
- Headache
- Sore throat
- Nausea or vomiting
- Diarrhea
- Fatigue
- Congestion or runny nose

OR

- Temperature 100.4 degrees Fahrenheit or higher





Warren Consolidated Schools
2020-21 Board of Education
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Robert D. Livernois, Ph.D.
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: October 14, 2020
RE: Back to School Proposal

Enclosed with this document is an update of my full proposal to allow interested students to return to school. You will see information about the spread of COVID, the plans of other districts from Macomb County, information from the state, logistics, sample schedules, and a timeline.

While the document I am submitting today is largely the same as what I shared last week, the differences are:

- After a review, the Connect classes from Monday and Friday have been removed. The thinking behind this decision was to limit the number of movements from one classroom to another during in-person instruction days.
- I updated the data charts from the American Academy of Pediatrics, as well as the Macomb County Health Department.
- The second map of Macomb County has an updated date (we did our weekly check on Monday), but no other differences.
- In preparation to publish this document to the community:
 - I changed several uses of the word "my" to "our."
 - I removed information about negotiations.
 - I updated the "Start Dates" portion under the timeline.



WARREN CONSOLIDATED SCHOOLS

Returning to School: A Framework

Board of Education Special Meeting,

October 15, 2020



For your consideration:

- ▶ This afternoon, we will present to the board a framework for bringing students back to school in person. Your approval will position us to:
 - ▶ Begin surveying families (in-person or remaining virtual)
 - ▶ Building cohorts and schedules
- ▶ We will keep working on staffing and logistics, and will continue to update you.

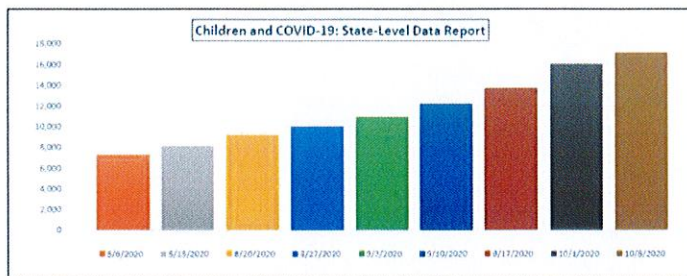


Background information

Children and COVID-19 State Data Report

Date	Cumulative Cases (Age 0-19)	Amount of New Cases	Difference from previous week	Cumulative Total Cases (All Ages)	Percent children of total cases	Cases per 100,000 children	Hospitalization	Mortality	Cumulative Total Confirmed Deaths (All Ages)	Percent of children of total deaths
7/30/2020	6,275			88,974	7.1%	260.6	n/a	4	6,422	1.00%
8/6/2020	7,260	985		93,893	7.7%	301.5	n/a	0	6,478	0.00%
8/13/2020	8,121	861	-84	98,589	8.2%	337.3	n/a	0	6,539	0.00%
8/20/2020	9,149	1,028	+167	104,091	8.8%	380	n/a	0	6,618	0.00%
8/27/2020	10,044	895	-133	109,480	9.2%	417.2	0	0	?	0.00%
9/3/2020	10,958	914	+19	114,468	9.6%	455.1	0	0	?	0.00%
9/10/2020	12,229	1,271	+357	119,863	10.2%	507.0	0	0	?	0.00%
9/17/2020	13,657	1,428	+157	125,752	10.9%	567.2	0	2	6,680	0.00%
9/24/2020	14,770	1,113	-315	131,259	11.3%	613.5	0	0	6,781	0.00%
10/1/2020	16,042	1,272	+159	138,014	11.6%	666.3	0	0	6,816	0.00%
10/8/2020	17,072	1,030	-242	145,092	11.8%	709.1	0	0	6,898	0.00%

American Academy of Pediatrics and the Children's Hospital Association
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/children-and-covid-19-state-level-data-report/>



Additional Background information

Macomb County Health Department
 COVID-19 Cases in School-Aged Children by City/Township



	Recent Cases (9/10/2020 - 9/24/2020)				All Cases			
	School-Aged Children*		All Ages		School-Aged Children*		All Ages	
	Count	%	Count	%	Count	%	Count	%
Armada Twp	1	1.4%	3	0.4%	1	0.1%	48	0.3%
Bruce Twp	0	0.0%	5	0.6%	5	0.7%	43	0.3%
Center Line	0	0.0%	6	0.7%	2	0.3%	152	1.1%
Cherofield Twp	0	0.0%	32	3.9%	15	2.0%	441	3.2%
Clinton Twp	5	6.8%	74	9.0%	43	5.9%	1,650	11.9%
Eastpointe	1	1.4%	14	1.7%	11	1.5%	571	4.1%
Fraser	0	0.0%	10	1.2%	7	1.0%	245	1.8%
Harrison Twp	5	6.8%	19	2.3%	13	1.8%	280	2.0%
Lenox Twp	0	0.0%	2	0.2%	0	0.0%	24	0.2%
Macomb Twp	9	12.2%	103	12.5%	107	14.6%	1,307	9.4%
Memphis	0	0.0%	0	0.0%	0	0.0%	4	0.0%
Mount Clemens	0	0.0%	4	0.5%	3	0.4%	231	1.7%
New Baltimore	1	1.4%	9	1.1%	25	3.4%	255	1.8%
Now Haven	0	0.0%	1	0.1%	4	0.5%	73	0.5%
Ray Twp	0	0.0%	3	0.4%	2	0.3%	39	0.3%
Richmond Twp	0	0.0%	1	0.1%	15	2.0%	119	0.9%
Romeo	0	0.0%	0	0.0%	0	0.0%	34	0.2%
Roseville	0	0.0%	17	2.1%	9	1.2%	548	4.0%
Shelby Twp	6	8.1%	75	9.1%	47	6.4%	874	6.3%
St. Clair Shores	1	1.4%	25	3.0%	19	2.5%	668	4.8%
Sterling Heights	35	47.3%	271	32.8%	230	31.3%	3,003	22.1%
Utica	0	0.0%	7	0.8%	44	6.0%	464	3.3%
Warren	9	12.2%	116	14.1%	103	14.0%	2,425	17.5%
Washington Twp	1	1.4%	27	3.3%	28	3.8%	287	2.1%
Missing	0	0.0%	1	0.1%	1	0.1%	26	0.2%
TOTAL	74		825		734		13,873	

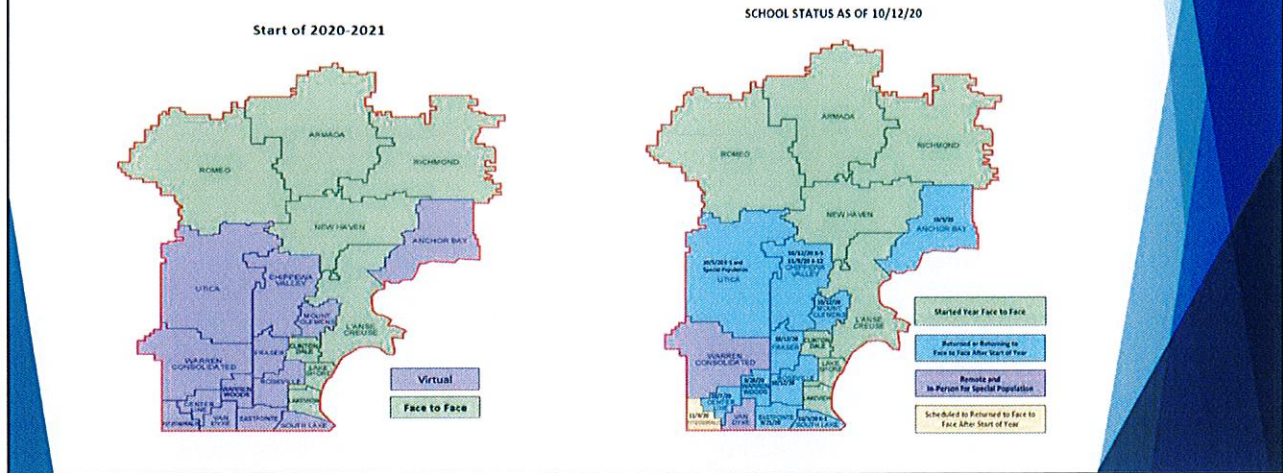
*Cases between the ages of 5 and 17 years old at the time of positive COVID-19 result.

Cases are organized by referral date, the day the positive test result is sent to the health department for case investigation.

Around Macomb County

To begin the school year

As of October 12, 2020



A safety plan

- ▶ The Michigan Department of Health and Human Services replicated many of the Executive Orders from the Governor as it related to safety measures for schools:
 - ▶ Students and staff must wear masks at all times.
 - ▶ Desks spaced 6 feet apart.
 - ▶ Cleaning protocols for schools, buses, etc.
 - ▶ Protocols to respond to positive cases



Why a framework?

- ▶ To get our process started, we built a basic concept to inform families and plan.
- ▶ Our current concept is based on how we could bring all 13,000 of our students back to school.
- ▶ We will continue to offer a virtual option to families who are not comfortable.
- ▶ Survey data from families could impact our plan.



Details

- ▶ This proposal splits students into two groups, or cohorts.
- ▶ An important lesson learned this summer was the Health Department's recommendation on contact tracing. When there is a positive case, people who were within 6 feet of the individual for more than 15 minutes during the 48 hours before symptoms first developed must quarantine. Our cohort schedules found below were constructed with this 48 hour period in mind.



Elementary Schedule

Cohort A:					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:30	In-Person Instruction	Asynchronous Learning	Intervention Groups SEL Supports	In-Person Instruction	Asynchronous Learning
12:30 – 1:10	Specials	Specials	Specials	Specials	Specials
1:15 – 3:30	Remote Learning	Remote Learning	Teacher work time	Remote Learning	Remote Learning

Cohort B:					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:30	Asynchronous Learning	In-Person Instruction	Intervention Groups SEL Supports	Asynchronous Learning	In-Person Instruction
12:30 – 1:10	Specials	Specials	Specials	Specials	Specials
1:15 – 3:30	Remote Learning	Remote Learning	Teacher work time	Remote Learning	Remote Learning



Additional details - Elementary

- ▶ Our goal is to bring students back to school for full days. However, as a first step, due to the challenges of spacing in our cafeterias, the mask fatigue we are currently seeing in our elementary special education students, and to minimize asynchronous remote learning, we are proposing students come to school for a half-day in person.
- ▶ Cohort A and Cohort B both participate in the “Remote Learning” in the afternoon on Monday, Tuesday, Thursday, and Friday.



Secondary Schedule

Cohort A					
	Monday	Tuesday	Wednesday	Thursday	Friday
Hours 1-6	In-Person Learning	Asynchronous Learning	Connect Class Remote Learning, 30 minute classes (8 am until 11:30 am) Teacher work time 12 pm until 3 pm)	In-person Learning	Asynchronous Learning

Cohort B					
	Monday	Tuesday	Wednesday	Thursday	Friday
Hours 1-6	Asynchronous Learning	In-Person Learning	Connect Class Remote Learning, 30 minute classes (8 am until 11:30 am) Teacher work time 12 pm until 3 pm)	Asynchronous Learning	In-Person Learning



Additional details - Secondary

- ▶ Being that our secondary students are older, can tolerate masks longer, and our district has to balance the programs at Butcher (MMSTC, MS2TC and MSVPA), as well as CPC, this proposal is for a full day of school.
- ▶ While not marked on this sample schedule, students will eat lunch each day in our cafeteria. The number of students in the building will determine if students are spread over 3 or 4 lunch periods. Times will be adjusted accordingly.
- ▶ Cohort A and Cohort B both participate in the “Remote Learning” on Wednesday mornings.



Next steps

- ▶ Should the Board of Education approve this framework, we would publish this information, survey the community, and begin building cohorts.
- ▶ We would return to next week's Board of Education meeting with an update.
- ▶ Our target of bringing students back begins in November.
- ▶ We have identified the order of the return:
 - ▶ Our Pre-K - 2 would be included in the first group;
 - ▶ 3 - 5 next;
 - ▶ Followed by 6 and 9;
 - ▶ The remaining secondary grades as the final group.



Wrapping Up

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

Introduction

As the 2020-2021 school year moves into October, this is a formal proposal to bring students back to school. It includes a disclaimer, some important background information, a reminder about state policy, an updated version of our "Parent's Guide for In-Person learning," and proposed schedules for elementary, middle, and high schools with context to consider. Please note, while this proposal focuses on bringing students back to school, our district will continue to offer a virtual option for families.

Disclaimer

As has been the case since March when our schools were closed due to the spread of COVID-19, our plans remain fluid to respect the pandemic, as well as the politics. As I began to formalize this document, the Michigan Supreme Court overturned all Executive Orders from the Governor since April. The following week, the Michigan Department of Health and Human Service issued a range of guidelines intended to replicate the safety items outlined by Executive Orders from the Governor. Our district continues to stay informed about developments, adjusting our plans accordingly.

With that in mind, this proposal represents our best thinking based on the current conditions.

Background Information

Before reviewing a proposal of tentative schedules, timelines, and logistics, a look at the status of COVID cases across the state as well as locally, along with a review of what other districts in our county are doing is important.

COVID-19 Spread in Michigan:

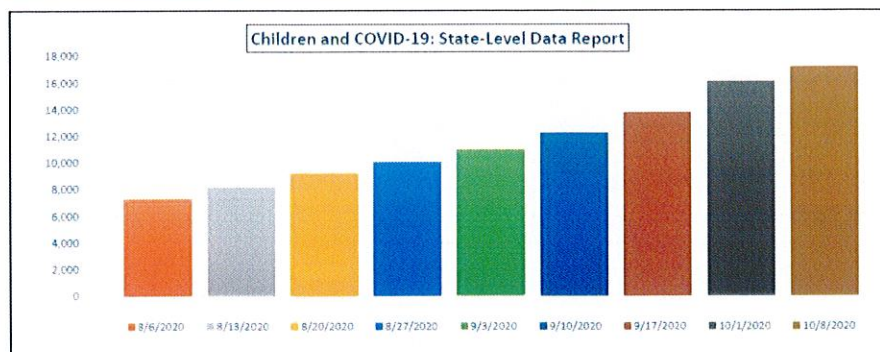
The American Academy of Pediatrics maintains a count (updated weekly) of reported COVID cases in children. Our office has monitored this report weekly since July. You will find a chart below, developed internally using this data:

Children and COVID-19 State Data Report

Date	Cumulative Cases (age 0-19)	Amount of New Cases	Difference from previous week	Cumulative Total Cases (all ages)	Percent children of total cases	Cases per 100,000 Children	Hospitalization	Mortality	Cumulative Total Confirmed Deaths (all ages)	Percent of children of total deaths
7/30/2020	6,275			88,974	7.1%	260.6	n/a	4	6,422	1.00%
8/6/2020	7,260	985		93,893	7.7%	301.5	n/a	0	6,478	0.00%
8/13/2020	8,121	861	-84	98,689	8.2%	337.3	n/a	0	6,539	0.00%
8/20/2020	9,149	1,028	+167	104,091	8.8%	380	n/a	0	6,618	0.00%
8/27/2020	10,044	895	-133	109,480	9.2%	417.2	0	0	?	0.00%
9/3/2020	10,958	914	+19	114,468	9.6%	455.1	0	0	?	0.00%
9/10/2020	12,229	1,271	+357	119,863	10.2%	507.9	0	0	?	0.00%
9/17/2020	13,657	1,428	+157	125,752	10.9%	567.2	0	2	6,680	0.00%
9/24/2020	14,770	1,113	-315	131,259	11.3%	613.5	0	0	6,781	0.00%
10/1/2020	16,042	1,272	+159	138,014	11.6%	666.3	0	0	6,816	0.00%
10/8/2020	17,072	1,030	-242	145,092	11.8%	709.1	0	0	6,898	0.00%

American Academy of Pediatrics and the Children's Hospital Association

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/children-and-covid-19-state-level-data-report/>



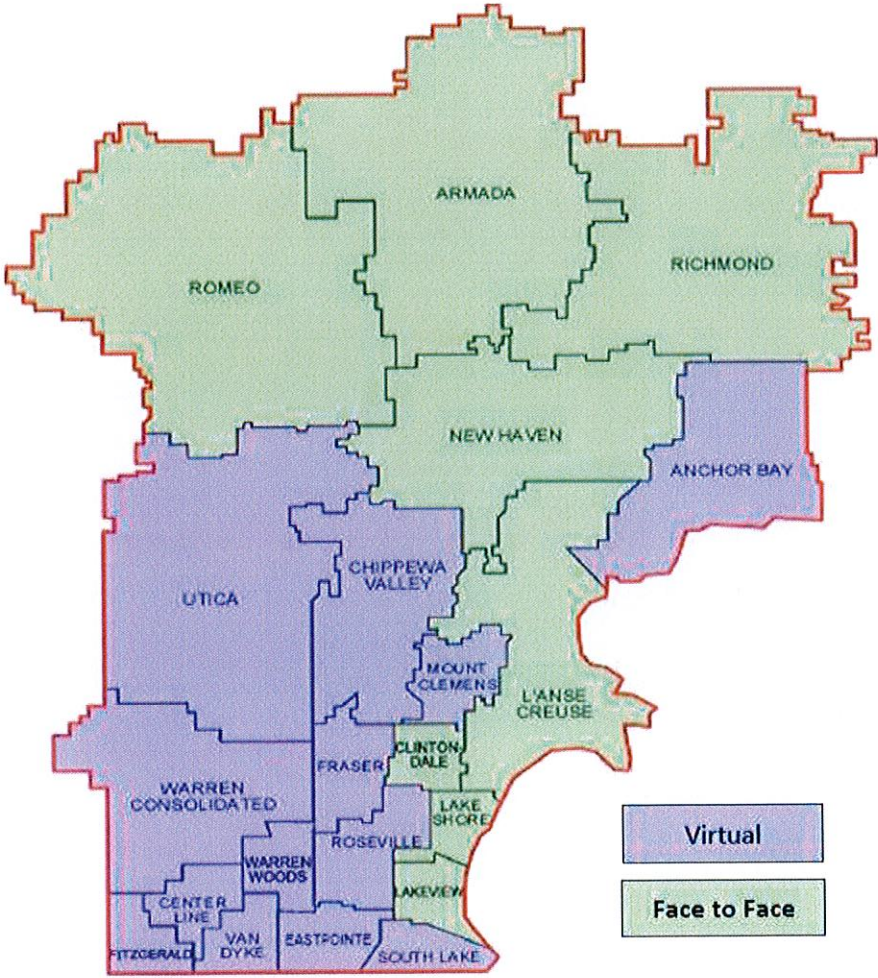
You will notice that while overall cases of COVID have grown since late July, which corresponds to an increase in the percentage of total cases of children, “new cases” have not gone up each week, even after school started across the state.

For these purposes, “children” are defined as ages 0-19, which does include some young people in their first year beyond high school.

Approaches to Opening School in Macomb County:

To follow developments from around the county, our office has monitored School Board meetings, public messages, and regular contact with colleagues and parents from other communities. Below is a map, showing how districts in Macomb County opened the school year:

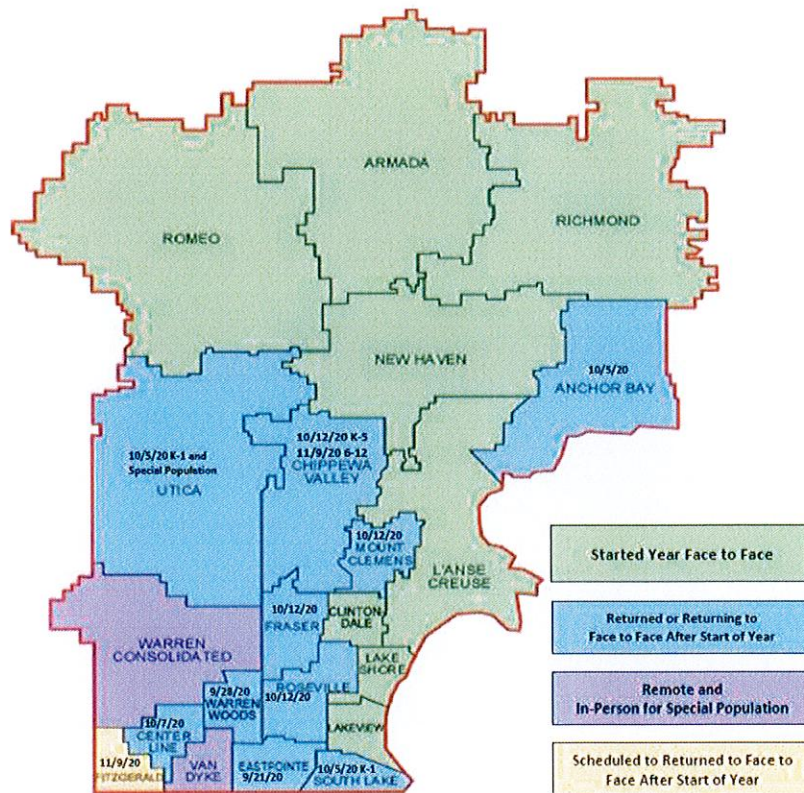
Start of 2020-2021



You will notice eight of 21 districts in our county opened the school year with some form of Face-to-Face instruction. All districts in Macomb County offered a virtual option for families who were uncomfortable with their children returning to school.

Below is the latest update of our county map, updated on October 2, 2020:

SCHOOL STATUS AS OF 10/12/20



You will notice most districts in Macomb County have returned to some form of Face-to-Face after the start of the school year. As an important point of context, while some district such as Chippewa Valley have plans for a K-12 return, others such as Utica are beginning with smaller groups such as K-1 and Special Education students. "Face-to-Face" represents a true mixed bag; most districts are pursuing a hybrid model with small groups of students attending partial days. To our knowledge, very few districts in the northern part of Macomb County have all students who wanted in-person instruction present at school each day.

An important consideration is potential enrollment loss to other districts around Macomb County. Should infection rates remain steady, and as schools continue to bring students in and programs continue to evolve, families choosing Schools of Choice options becomes a stronger possibility.

State Policy Information

The recent decision by the State Supreme Court prompted a response from the Michigan Department of Health and Human Service issued a range of guidelines intended to replicate the safety items outlined by

Executive Orders from the Governor. Considering the similarities between the Governor’s Plan and the MDHHS guidelines, the “Safe Schools Roadmap” from June remains a strong way to organize logistics. This guidance created the framework of our District Crisis team response to COVID. As a refresher:

	Phase 4	Phase 5
	In-person instruction permitted with required safety protocols	In-person instruction permitted with minimal required protocols
Personal Protective Equipment	<p>Face Coverings are required for:</p> <ul style="list-style-type: none"> • All staff • PreK-12 students in hallways and common areas • TK-12 students in classrooms • All people on a bus 	<p>Face Coverings are strongly recommended, but not required, for:</p> <ul style="list-style-type: none"> • All staff • Pre-K-12 students in hallways and common areas.
Hygiene	<p>Schools are required to:</p> <ul style="list-style-type: none"> • Provide supplies including soap, hand sanitizer, paper towels, tissues, and informational signs • Procure portable handwashing stations to be set up throughout school buildings • Teach and reinforce proper handwashing procedures • Wash hands or use hand sanitizer before entering the cafeteria or school buses 	<p>It is strongly recommended, but not required, that:</p> <ul style="list-style-type: none"> • Schools provide supplies including soap, hand sanitizer, paper towels, tissues, and education about healthy behaviors • Students wash hands or use hand sanitizer when changing classrooms, entering the cafeteria, or getting on a bus.
Spacing, Movement, Access	<p>Schools are required to:</p> <ul style="list-style-type: none"> • Prohibit indoor assemblies with more than one class <p>It is strongly recommended, but not required that:</p> <ul style="list-style-type: none"> • Desks, students, and teachers be spaced 6 feet apart • Guests are limited in buildings • Signage, floor markings, and seating encourage distancing and proper hygiene. 	<p>It is recommended that:</p> <ul style="list-style-type: none"> • Desks, students, and teachers be spaced as far apart as possible • Guests are limited in buildings • Signage, floor markings, and seating encourage distancing and proper hygiene
Testing Protocols	<p>Schools are required to:</p> <ul style="list-style-type: none"> • Cooperate with the local health department regarding implementing protocols for screening students and staff <p>It is strongly recommended that:</p> <ul style="list-style-type: none"> • Schools identify a space and designate it as a quarantine area • Send symptomatic students and staff home until they have a negative test or have recovered according to CDC guidelines. 	<p>It is strongly recommended that:</p> <ul style="list-style-type: none"> • Schools identify a space and designate it as a quarantine area • Send symptomatic students and staff home until they have a negative test or have recovered according to CDC guidelines.

<p>Responding to Positive Tests Among Staff and Students</p>	<p>It is required that schools:</p> <ul style="list-style-type: none"> • Cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school. <p>It is strongly recommended, but not required, that schools:</p> <ul style="list-style-type: none"> • Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. <p>It is strongly recommended, but not required, that the health department:</p> <ul style="list-style-type: none"> • Initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. 	<p>It is strongly recommended, but not required, that schools:</p> <ul style="list-style-type: none"> • Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. <p>It is strongly recommended, but not required, that the health department:</p> <ul style="list-style-type: none"> • Initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure.
<p>Cleaning</p>	<p>Schools are required to:</p> <ul style="list-style-type: none"> • Clean frequently touched surfaces including light switches, doors, benches, bathrooms at least every four hours • Clean libraries, computer labs, arts, and other hand-on classrooms after every class period • Wipe down student desks after every class period • Playground structures must continue to undergo normal routine cleaning 	<p>It is strongly recommended, but not required, that:</p> <ul style="list-style-type: none"> • Clean frequently touched surfaces including light switches, doors, benches, bathrooms at least every four hours • Clean libraries, computer labs, arts, and other hand-on classrooms after every class period • Wipe down student desks after every class period • Playground structures must continue to undergo normal routine cleaning

Logistics

At the close of business last Friday, October 2, our region was in Phase 4 of the Governor's Roadmap. This served as the basis for our plans to return Special Education students, our plans for in-person SAT testing, and remains the framework for this proposal. With that in mind, our proposal to bring back all students includes:

Personal Protective Equipment

Face Coverings are **required** for all staff and TK-12 students in hallways, common areas, classrooms, and on buses. Face coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings must be washed daily, and disposable facial coverings must be disposed of at the end of each day. For those who do not bring a face covering from home, WCS will provide disposable face coverings. Any staff or student who is unable to medically tolerate a facial covering must not wear one. Our district will require documentation for those unable to wear a facial covering.

Hygiene

Regardless of the Phase of the Governor's plan, our schools will provide supplies including soap, hand sanitizer, paper towels, tissues, and informational signs. We will also teach and reinforce proper handwashing procedures and ensure students and staff wash their hands or use hand sanitizer before entering the cafeteria or school buses.

Spacing, Movement, and Access

Work stations/desks for students and teachers will be spaced 6 feet apart, and all work stations/desks will face the same direction. Furniture that cannot be easily sanitized or does not allow for spacing will be removed from classrooms and not available for use.

Guests will have limited access to our buildings.

Hallways and Common Areas

Schedules will be staggered to limit the number of students in hallways at one time. We will adjust lunch schedules to maximize spacing, and students can expect assigned seating in our cafeterias. Recess will be held outside as often as possible.

Responding to Positive Tests Among Staff and Students

As has been our practice, should a staff member or student test positive for Covid-19, our School Nurse and COVID manager would notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. We would follow Health Department recommendations on cleaning and sanitizing any areas.

Cleaning

Custodians will continue to follow our daily cleaning protocols that staff was trained on last spring. You will notice in the proposed schedules below, Wednesday is reserved as a "Remote Learning/Teacher Collaboration" day. This approach will give our custodians extra time to ensure our buildings stay clean.

Proposed Elementary Schedule

A Cohort Model

This proposal splits students into two groups, or cohorts. To ensure proper spacing and logistics, our plan assumes all students will return to in-person learning, realizing many families will choose to remain virtual. This approach allows us to be prepared for the eventual reality that some families who choose to remain virtual will return to school at some point.

Staffing

This proposal would see teachers report to school to work with students 4 days per week.

Context

Our goal is to bring students back to school for full days. However, as a first step, due to the challenges of spacing in our cafeterias, the mask fatigue we are currently seeing in our elementary special education students, and to minimize asynchronous remote learning, I am proposing students come to school for a half-day in person. To allow us to properly space students, we will have two cohorts of half the students per class.

Cohort A and Cohort B both participate in the "Remote Learning" in the afternoon on Monday, Tuesday, Thursday, and Friday.

Nutrition Services

Our approach to feeding students (Wednesday distributions) would remain intact as we bring in elementary students. Operating lunch periods at the elementary level, even with reduced numbers of students, requires extra staffing, which would be part of our future planning.

Days of the week

An important lesson learned this summer was the Health Department's recommendation on contact tracing. When there is a positive case, people who were within 6 feet of the individual for more than 15 minutes during the 48 hours before symptoms first developed must quarantine. Our cohort schedules found below were constructed with this 48 hour period in mind.

Elementary Schedule

Cohort A:					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:30	In-Person Instruction	Asynchronous Learning	Intervention Groups SEL Supports	In-Person Instruction	Asynchronous Learning
12:30 – 1:10	Specials	Specials	Specials	Specials	Specials
1:15 – 3:30	Remote Learning	Remote Learning	Teacher work time	Remote Learning	Remote Learning

Cohort B:					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:30	Asynchronous Learning	In-Person Instruction	Intervention Groups SEL Supports	Asynchronous Learning	In-Person Instruction
12:30 – 1:10	Specials	Specials	Specials	Specials	Specials
1:15 – 3:30	Remote Learning	Remote Learning	Teacher work time	Remote Learning	Remote Learning

Proposed Secondary School Schedule

Context

Much like the elementary proposal, the Secondary School Schedule has a cohort model, which allows us to space students in classrooms. Being that our secondary students are older, can tolerate masks longer, and our district has to balance the programs at Butcher (MMSTC, MS2TC and MSVPA), as well as CPC, this proposal is for a full day of school.

While not marked on this sample schedule, students will eat lunch each day in our cafeteria. The number of students in the building will determine if students are spread over 3 or 4 lunch periods. Times will be adjusted accordingly.

Cohort A and Cohort B both participate in the “Remote Learning” on Wednesday mornings.

Secondary Schedule

Cohort A					
	Monday	Tuesday	Wednesday	Thursday	Friday
Hours 1-6	In-Person Learning	Asynchronous Learning	Connect Class	In-person Learning	Asynchronous Learning
			Remote Learning, 30 minute classes (8 am until 11:30 am) Teacher work time 12 pm until 3 pm)		

Cohort B					
	Monday	Tuesday	Wednesday	Thursday	Friday
Hours 1-6	Asynchronous Learning	In-Person Learning	Connect Class	Asynchronous Learning	In-Person Learning
			Remote Learning, 30 minute classes (8 am until 11:30 am) Teacher work time 12 pm until 3 pm)		

Proposed Timeline

Start Dates

Should the Board of Education approve this framework, we would publish this information, survey the community, and begin building cohorts. Though the final timeline will be entirely dependent on the survey to determine the needs of the community, and being able to work out final staffing and logistics, we have established a target of bringing students back as soon as practical. We have identified, however, the order of the return. Our Pre-K - 2 would be included in the first group; 3 – 5 next; followed by 6 and 9; and the remaining secondary grades as the final group.