



# WARREN CONSOLIDATED SCHOOLS

## Extended COVID-19 Learning Plan Update

Board of Education Meeting,

April 21, 2021

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.



## Updates to our Plan

- ▶ Updates for this month:
  - ▶ How are we providing instruction?
    - ▶ Currently, we are providing both hybrid/in-person and virtual learning to students based on family preferences.
  - ▶ How are we servicing Special Education Students?
    - ▶ Our district is in compliance with state requirements on Contingency Learning Plan documents, and is servicing special education students remotely at this time.
  - ▶ How are we consulting with the health department?
    - ▶ We continue to work with the Macomb County Health Department. Their guidance allows us to update our Preparedness and Response Plan.
  - ▶ Where are we on our Benchmark Assessments?
    - ▶ We met the timeline for assessing students in grades K-8, and met the timeline to published scores to parents.
  - ▶ What are our attendance rates?
    - ▶ Overall, to this point, our attendance rates have been very strong.



## Next Steps

### ▶ Our Spring Benchmark Data:

- ▶ Our spring NWEA assessment, which will provide much of the data for our final update for the year, has gone very well.
- ▶ Elementary teachers are currently assessing students in reading using the DRA assessment, which will keep us on track to meet timelines.



## Wrapping Up

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



# **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](http://www.wcskids.net)

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

**District/PSA Contact Email Address:** [livernois@wcskids.net](mailto:livernois@wcskids.net)

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

**Name of PSA Authorizing Body (if applicable):**

**Date of Approval by ISD/Authorizing Body:**

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

**STATEMENT about STUDENT ENGAGEMENT and ACHIEVEMENT for the 2020-2021 School Year:  
Requirements and District Response**

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 is important to remain flexible and customize instruction to meet the diverse needs of our learning community as we continue to monitor the disease conditions in our county. Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. We have developed plans for a variety of instructional delivery models which include: face-to-face, virtual, hybrid, and remote learning scenarios. In the event that a shift becomes necessary, our district will be able to fluidly transition among instructional delivery methods.

## EDUCATIONAL GOALS: Requirements and District Response

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

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

### **Middle of the Year Goals**

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

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

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

### **End of the Year Goals**

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

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

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



**HOW INSTRUCTION WILL BE DELIVERED:  
Requirements and District Response**

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

**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 non-virtual 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.

Our district has created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. We continue to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers utilize Schoology and WebEx as our standard platforms. Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs.

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.

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**PROVIDING for STUENTS with DISABILITIES:  
Requirements and District Response**

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

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

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

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

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

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

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

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

**DISTRICT GUIDELINES,**  
**in CONSULTATION with the LOCAL HEALTH DEPARTMENT CONCERNING PUPIL INSTRUCTION: [Back to Top](#)**  
**Requirements and District Response**

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>

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

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

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

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

The plan to return students to in-person learning, approved by the Board of Education on January 14, 2021, prioritized the return of students in grades K-5, who will begin returning to school in-person on February 1, 2021.

**TEACHER and STUDENT INTERACTIONS:  
Requirements and District Response**

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

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

Enclosed is a report which runs from February 13 through March 26 for the purposes of this update. Our percent present had a daily rate of nearly 99% per building.

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 8<sup>th</sup> grade within the first nine weeks of the school year and by the last day of the school year, to measure proficiency in reading and math. These assessments could be any of the following or a combination of the following:

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

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

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

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

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

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

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

Our district met the timeline requirements for benchmark assessments set by the Return to Learn Legislation, as well as the K-3 Reading Legislation. Enclosed are spreadsheets with breakdowns of our benchmark assessments, as well as our data to show compliance with Michigan's K-3 Reading Legislation.

**TIMELINE of STUDENT DATA:  
Requirements and District Response**

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

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

## Macomb County GSRP Framework

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

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

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

A link to the Macomb County GSRP Framework is provided here:

[https://docs.google.com/document/d/1EupR1D9db4ZdLb16sLr8zjHHgO\\_2wYxKGrrnVUE/edit?usp=sharing](https://docs.google.com/document/d/1EupR1D9db4ZdLb16sLr8zjHHgO_2wYxKGrrnVUE/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

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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, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
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

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,
  - o the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the MISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - 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.

<b>SIGNATURE:</b>	<b>DATE</b>

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

<b>SIGNATURE:</b>	<b>DATE</b>
<b>Board of Education (optional):</b>	
<b>District Superintendent:</b>	

The Extended COVID-19 Learning Plan Approval

<b>SIGNATURE:</b>	<b>DATE</b>

**MISD Superintendent:**

### 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

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

## MEMORANDUM

Pandemic Response Manager

To: John Bernia  
From: Jodi Badder   
Date: March 29, 2021  
RE: Positive Case Report

The charts below represent the total number of positive and probable cases for the district from 2/13/2021 through 3/26/2021.

As a reminder, a probable case is defined as an individual who has been exposed to the virus and has symptoms, but has not received a positive test result.

Please let me know if you have any questions.

Students – Total of 103

Building	Total Positive	Total Probable	
Beer	1		
Black	1	2	
Carleton	3	3	
Carter	5	1	
Cousino	8	2	6 athletes
Cousino/CPC	4		
Cousino/SHHS	2		1 athlete
Community HS/CPC	1		
Cromie	1		
Green Acres	6	1	
Grissom	1	1	1 athlete
Harwood	2		
Holden	2	1	
Jefferson	2		
Lean	3	3	
MMSTC/MS2TC	2	1	
Siersma	2		
Sterling	10	3	7 athletes
Sterling/CPC	4		
Susick	5		
Warren Mott	9		1 athlete
Warren Mott/CPC	2		
Wilde	1		
Wilkerson	7		
Willow Woods		1	

Staff – total of 19

Building	Total Positive	Union Group
Angus/Fillmore	1	Exempt
Black	3	1815, WEA
Carleton	1	WEA
Carter/Holden/Wilde	1	WEA
Cousino	2	1815, Other
CPC	1	WEA
Fillmore	1	WAA
Grissom	1	WAA
Lean	2	WEA
Service Center	2	1346
Sterling	1	WEA
Susick/Green Acres	1	WEA
Wilde	1	1815
Wilkerson	1	WEA

**Covid Pupil Accounting Transparency Report  
Warren Consolidated Schools**

<b>School Name</b>	<b>Date Range</b>	<b>Enrolled</b>	<b>Eligible</b>	<b>Percent</b>
Warren Mott High School	2/13/2021 - 3/26/2021	1459	1459	100.00%
Cousino High School	2/13/2021 - 3/26/2021	1293	1293	100.00%
Cromie Elementary School	2/13/2021 - 3/26/2021	509	508	99.80%
Green Acres Elementary School	2/13/2021 - 3/26/2021	488	488	100.00%
Middle School Math Science Tech Center	2/13/2021 - 3/26/2021	86	86	100.00%
Black Elementary School	2/13/2021 - 3/26/2021	451	450	99.78%
Wilde Elementary School	2/13/2021 - 3/26/2021	521	521	100.00%
Hatherly Educational Center	2/13/2021 - 3/26/2021	218	217	99.54%
Lean Elementary School	2/13/2021 - 3/26/2021	553	549	99.28%
Siersma Elementary School	2/13/2021 - 3/26/2021	528	526	99.62%
Susick Elementary School	2/13/2021 - 3/26/2021	464	464	100.00%
Wilkerson Elementary School	2/13/2021 - 3/26/2021	444	444	100.00%
Carter Middle School	2/13/2021 - 3/26/2021	763	763	100.00%
Beer Middle School	2/13/2021 - 3/26/2021	792	791	99.87%
Grissom Middle School	2/13/2021 - 3/26/2021	735	735	100.00%
Willow Woods Elementary School	2/13/2021 - 3/26/2021	349	348	99.71%
Harwood Elementary School	2/13/2021 - 3/26/2021	465	465	100.00%
Sterling Hts High School	2/13/2021 - 3/26/2021	1455	1454	99.93%
Carleton Middle School	2/13/2021 - 3/26/2021	684	684	100.00%
Holden Elementary School	2/13/2021 - 3/26/2021	339	339	100.00%
Jefferson Elementary School	2/13/2021 - 3/26/2021	428	428	100.00%
WCS Community High School	2/13/2021 - 3/26/2021	155	155	100.00%
Macomb Math Science Tech Center	2/13/2021 - 3/26/2021	125	125	100.00%
<b>District Totals</b>	<b>2/13/2021 - 3/26/2021</b>	<b>13305</b>	<b>13293</b>	<b>99.91%</b>



WARREN CONSOLIDATED SCHOOLS

## 2021 Summer Programs

Board of Education Meeting,  
April 21, 2021

OCI  
Office of Curriculum & Instruction



### Before we begin

- ▶ Utilizing grant funds, this summer, all of our programs in WCS will be offered to registered students free of charge.



 **For High School Students:****High School Credit Recovery-**

- ▶ Semester 1:  
June 28-July 15  
(No class July 5<sup>th</sup>, Make-up date July 9)
- ▶ Semester 2:  
July 19-August 5

 **For Middle School Students:**

- ▶ Math Mindset MISD program Session A:  
June 28-July 22 (no class July 5<sup>th</sup>),  
Mon-Thurs, 4 hours
- ▶ Literacy:  
July 26-August 13,  
Program details TBD
- ▶ 6<sup>th</sup> grade transition camp:  
Week of August 16 and 23



## For Elementary School Students:

- ▶ **PreK (WoF) MISD KinderConnect Program:**
  - June 28-July 23  
(no class July 5, Make-up date July 23),  
Mon-Thurs, 4 hours per day
    - In person or Virtual
    - Location TBD
- ▶ **K-5:**
  - 2 week mini sessions Literacy/Math/SEL  
Mon-Fri, 4 hours per day
    - In Person and Virtual
    - Locations - TBD plus virtual
      - Session 1: June 28-July 9 (no class July 5)
      - Session 2: July 19-30
      - Session 3: August 9-20
  - Kindergarten, 1<sup>st</sup> Grade transition sessions:  
August TBD by schools



## In Addition:

- ▶ This summer, many of our teachers have offered to lead Enrichment Programs for students.
- ▶ Fitness, outdoor activities, book clubs, art, writing, coding, performing arts, film, and academic preparation are all examples.



## Next steps:

- ▶ We will publish information to the community on an “Extended Learning Opportunity” website, with locations, times and registration information.



## Wrapping Up

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

DATE

Addendum No.

4.21.21  
# 4

## WARREN CONSOLIDATED SCHOOLS

### 2021-2022 Virtual Academy

Board of Education Meeting,

April 21, 2021

OCI

Office of Curriculum & Instruction



## Key Assumptions in our Planning

- ▶ There will still be COVID-19 cases in the fall of 2021 in Michigan, and specifically, in Macomb County.
- ▶ People will continue to be vaccinated, which could impact the need to quarantine after an exposure. However, our plan assumes there will still be mandatory quarantines next fall.
- ▶ We believe the Pupil Accounting Manual, which governs our operations, will return to the 2019/2020 rules (180 days, 1098 hours of instruction).



## Virtual Academy - Key things to know

- ▶ Option for families for children to learn completely online for a semester/trimester or the entire school year.
  - ▶ Must be all virtual or all in-person
- ▶ Taught by WCS teachers, delivering our curriculum, aligned to state standards.
- ▶ At this time, some programs, such as WCSPA, CPC, MS2TC, MMSTC, MSVPA, TK are only offered in person.
  - ▶ Students who hold seats in these programs who choose the virtual academy will not lose their spots.
- ▶ Schoology is our platform, with supplemental support from WebEx.



## For an Elementary Student:

A Sample Elementary (K-5) Virtual Learning Day, Classes meet Monday through Friday	
8:00 am – 8:15 am	Teacher and Student Set up Time-log on to Schoology, review any daily announcements from teacher, organize learning space, optional morning meeting
8:15 am – 10:15 am	ELA instruction- incorporates whole group instruction, small group instruction, transition times and independent student work time, embed Social Studies & Science literacy content
10:15 am – 10:30 am	A.M. Student Recess, Brain Break, Movement
10:30 am – 11:30 am	Lunch/Recess, Brain Break, Movement/Independent Reading Time
11:30 am – 1:00 pm	Math instruction- incorporates whole group instruction, small group instruction, transition times and independent student work time
1:00 pm – 1:45 pm	Teacher Prep/Student Elective-live instruction
1:45 pm – 2:00 pm	P.M. Student Recess, Brain Break, Movement
2:00 pm – 3:00 pm	Science or Social Studies instruction or time for student support services



## For a Secondary Student:

### A Sample Secondary (6-12) Virtual Learning Day, Classes meet Monday through Friday

8:00 am – 9:00 am	Math
9:10 am – 10:10 am	ELA
10:20 am – 11:20 am	Social Studies
11:20 am – 12:00 pm	Lunch/Break
12:00 pm – 1:00 pm	Science
1:10 pm – 2:10 pm	Elective 1
2:20 pm – 3:20 pm	Elective 2



## For Students with Disabilities:

- ▶ Students who receive special education services ARE eligible to register and take classes through our virtual academy.
- ▶ Our district must determine, for each Special Education student, how we provide “Free and Appropriate Public Education” (FAPE) services.
- ▶ Our district would determine through the IEP process, whether, with special education and related and supplemental services, the virtual program can provide the student’s FAPE services.



## Other Considerations:

- ▶ The Pupil Services Manual will require students to be online, receiving instruction for 180 days of school and 1098 hours.
- ▶ Our current plan allows quarantined students to move back and forth between remote learning and in-person, a move to a virtual academy would limit that ability.



## Another Important Consideration:

- ▶ In some cases, particularly at the high school level, students have not been regularly attending their virtual classes.
- ▶ Board of Education policy 5120 allows for the Superintendent/designee to “assign a student to a school other than that designated by the attendance area when such exception is justified by circumstances and is in the best interest of the student.”
- ▶ After the first semester of 2021/2022, if virtual students were falling behind on their credits for graduation, schools would have to analyze the pandemic and if an in-person option may be more appropriate.



## Next steps:

- ▶ We will publish information to the community.
- ▶ To ensure we can properly staff our program, interested families will have the opportunity to register for our Virtual Academy between April 26 and May 21.



## Wrapping Up

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