

Fraser Public Schools
Continuity of Learning Plan
Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances

Date Submitted: April 10th, 2020

Name of District: Fraser Public Schools

Address of District: 33466 Garfield, MI 48026

District Code Number: 50100

Email Address of the District: carrie.wozniak@fraserk12.org

Name of Intermediate School District: Macomb Intermediate School District

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief childcare centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Fraser Public Schools
Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public-School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public-school academies.

Date Submitted: **April 10th, 2020**

Name of District: **Fraser Public Schools**

Address of District: **33466 Garfield, MI 48026**

District Code Number: **50100**

Email Address of the District Superintendent: **carrie.wozniak@fraserk12.org**

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

Name of Authorizing Body (if applicable): **Macomb Intermediate School District**

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

- 1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.**

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

In Fraser Public Schools, all K-8 students have a dedicated wifi-compatible iPad, and all 9-12 students have a wifi-compatible MacBook in their possession. These devices include filtered internet access, camera, microphone and speakers and are capable of cloud and local file storage. In addition, all iPads have preloaded applications that are centrally purchased and deployed over-the-air. Similarly, all student and staff MacBooks have local copies of Microsoft Office (Word, Outlook, PowerPoint) and other productivity applications installed.

Since 2011, Fraser High School and Richards Middle School classes have dedicated classroom sites in the District's Blackboard Learning Management System (LMS) at [<https://blackboard.misd.net>] and elementary teachers have had a dedicated classroom site in itslearning LMS [<https://fraser.itslearning.com>]. The classroom pages include a class/course syllabus and big ideas, learning resources and materials, and student and class expectations.

In response to Coronavirus/COVID-19 crisis, several additional supports were implemented:

- A public Technology Support form was launched on the Fraser Public Schools website [<https://www.fraser.k12.mi.us/EOLO>] for students and parents that includes a closed-loop follow-up to ensure contact is attempted and/or made for each request
- The District's staff Help Desk system [<https://helpdesk.fraserk12.com>] continues to be monitored and supported
- Device support requests are distributed and routed to the Media Technology Assistant in each school
- Application/login support requests are distributed and routed to one or more 21st Century Literacy Teacher, in each school
- A remote device repair/replacement process was implemented
- Wifi hotspots were acquired for students with no wifi or internet [in a recent connectivity survey, the vast majority of Fraser students reported having wifi access]
- A delivery process was initiated to provide cellular hotspot devices to students with wifi issues and to provide replacement iPads and MacBook
- GotoMeeting video-conferencing software and accounts were remotely implemented for all teachers, principals, staff members, Board members and support staff
- Professional Development was provided to GotoMeeting users and meeting/best practice guidelines were distributed

Paper packets are available for students who need additional support.

Since the district-wide launch of remote learning in Fraser Public Schools on March 18, 2020, over 325 Fraser Teachers and Administrators have conducted over 3800 GotoMeeting sessions with a combined 27,000 attendees and provided over 110,000 minutes of instructions, sharing, and collaboration.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

Fraser Public Schools remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. Because Fraser is a one to one district, we are fortunate to be able to provide each DK - 12 grade student with either an ipad or MacBook. These tools are the conduit that provide teachers and staff with multiple ways to connect with students and provide instructional and emotional support.

We have developed tools and resources to support families with Extended Online Learning. This includes:

- Sample schedules to support learning
- Parent Resources
- Mental Health Resources

Our teachers are expected to attempt to make contact with each student weekly. We have provided our teachers with resources to support students who may need additional support and check-ins, as evidenced during the weekly check in. We have a district-wide system that allows us to cross-reference student contact data across buildings. We have a system in place with dedicated staff members who will follow up on student/family concerns.

Our data collection system also assures us that our students are engaged in their learning and alerts us when they are not. Our district wide system also allows us to cross-reference student engagement data across teachers/classes/buildings. When students are not engaging, either at the individual class level or the school level, we have created processes and dedicated staff members to reach out to students/families to provide additional support.

Some of those ways include:

- Weekly Virtual Staff Office and Instructional Hours utilizing GoTo Meetings
- Usage of our Learning Management Platforms: Blackboard for Secondary and itslearning for the elementary level. These platforms will allow students to procure classwork, understand timelines, and receive information on when virtual classes will be in session.

- Social Work support for those students struggling with new expectations, home, COVID-19 related issues, etc. These sessions could have the social workers joining office hours of general education staff, phone calls from school counselors and social workers, or one on one virtual meetings with students and families that require direct assistance.
- Resource Room support for those students receiving special education services to accommodate and modify gen ed classwork given. This support would be in conjunction with a student's IEP, if appropriate, and would see our special education staff joining in general ed instructional sessions, planning with general education teachers to provide alternate assignments and assessments when needed. Resource Room support will also be provided to students individually or in small group sessions when needed.
- Templates to record engagement will be utilized so that we can monitor what students are and are not attending the posted virtual teacher instructional sessions and office hours. Those students that are not attending posted sessions will be receiving a scripted phone call from district staff to ensure that the health and well-being of the student and family are being monitored from our end.
- Website Resources are also being provided on the district website for students and families to take advantage of, as it relates to instructional opportunities, as well as social emotional learning resources. We understand that we do not have students in front of us during the school day, and that there may be factors that are prohibiting fluent student learning. These resources, along with communication from the district, will ensure that we are giving all students in the district the opportunity to take part in meaningful learning while out on closure. Fraser Public Schools remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance.

In addition, our district Mental Health Team continues to support our families using the Whole Child Model. (Resource: Illinois State Board, (2020) Remote Learning Recommendations during COVID-19 Emergency). We are committed to do all we can to help students feel safe and valued.

Social-Emotional Learning and Relationships

In Fraser we provide:

- Opportunities for communication among all stakeholders
- Opportunities for positive feedback/connection between students and teachers
- Students with appropriate supports to process events
- Trauma-informed practices, when possible
- School and community resources to provide mental health supports
- Guidance Counselors/Social Workers for ongoing support and check-ins

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

Fraser Public Schools is prepared to deliver content in multiple ways in order to ensure that all students are able to access learning.

In order to make this happen, we are:

- **Utilizing instructional technology to deliver professional development**
 - All teacher resources are posted on district websites, district Learning Management Systems, and Google Docs cloud website
 - Direct teacher support and communication is regularly scheduled at the district, building, and department/PLC/grade level using online GoToMeeting videoconferencing
 - Utilize technology teams to support staff in technology use in the delivery of content so students experience content in multiple ways
- **Providing professional development to staff to support the development of reasonable and meaningful curriculum**
 - District Provided Professional Development includes sharing the district vision; hearing feedback and concerns; supporting instructional and assessment practices; supporting social/emotional needs of self, students, and families; sharing of learning resources; and encouraging and requiring teacher collaboration.
 - DPPD is planned on scheduled dates and times to allow for full staff participation
 - Utilize administration, Instructional coaches, consultants, and department heads to identify and develop processes and procedures that support sustainable and relevant learning opportunities for our pupils
 - Planning templates have been developed for teachers to ensure curriculum is consistent across grade levels/PLCs, is reasonable in volume, maintains appropriate rigor, and that address competencies and learning objectives that align to state and national standards
 - Teacher resources for learning have been compiled, developed, and shared to all staff including tutorials, templates, slide decks, access to learning sites and recorded webinars, and GoToMeeting accounts to support the continuity of learning
- **Providing students with a meaningful and flexible learning experience**
 - All content at all grade levels is available to students via an LMS that all teachers and students had been using daily prior to the pandemic
 - Students use a variety of online resources including published videos, teacher-created direct instruction videos, virtual class discussions, online discussion boards and blogs, teacher-created tutorials, live virtual instruction, online published curriculum sites, slide shows, online newspapers, e- book resources, library databases, and presentation applications (example, Book Creator, Adobe Spark, QuickTime)
- **Providing students with the means to get academic assistance and feedback**
 - Teacher to student contact is made using virtual meetings at least two per week per grade level or course. These virtual contact meetings are regularly scheduled. Email is used by both teachers and students for communication. All students have district-provided email addresses.
- **Providing parents with support for learning at home**
 - Published tips on establishing routines and best practices for student learning at home

- Continued communication with parents via School Messenger and email at the district and building level
- **Supporting students without using technology**
 - Student support regarding the use of technology is continuous; however, students who cannot complete course work using technology will be handled on a case by case basis using paper teaching packets and other physically tangible resources that can be delivered to the home
- **Suggested Minimum and Maximum Times of Engagement for Remote Learning Activities**

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15minutes/day Total: 90minutes/day	Class: 30minutes/day Total: 180minutes/day	1 subject area or class
9-12	Class: 20minutes/day Total: 120minutes/day	Class: 45minutes/day Total: 270minutes/day	1 subject area or class

Source: Illinois State Board, (2020) *Remote Learning Recommendations during COVID-19 Emergency*

Furthermore, we have taken on a Universal Design for Learning (UDL) Approach. Our Macomb ISD has provided UDL training throughout our entire district.

In Fraser, we have the opportunity to embrace the principles of UDL and provide multiple ways for students to access, engage with, and demonstrate their learning. With this in mind, our teachers will continue:

- Take the opportunity to make time and space to get to know students even better. Connection with our students right now is essential, and the opportunity to build rapport and obtain deeper knowledge of various dimensions of their identities will help teachers be culturally and linguistically responsive and design more meaningful learning experiences.
- Create modules that are structured by goals and essential questions but are also flexible and offer multiple options to accomplish and address such goals. These modules can thus maximize opportunities for students to engage in ways that are most appropriate, interesting, and authentic for them.
- Create digital resources in multiple formats and languages and/or prompt students to choose a format and language for their work product. Even when teachers cannot understand student work in languages other than English, there is intrinsic value for the student while articulating their thoughts, ideas, stories, and learning.

We will focus on designing instruction for equity and inclusion.

MISD Tool kit to support these principles:

<https://sites.google.com/udl-irn.org/misd-designing-for-access/home?authuser=0>

4. Please describe the district's plans to manage and monitor learning by pupils.

Student assessment, feedback and grading will be based upon the premise of 'no educational harm' to any child with the best interest of each student in mind.

Fraser Public Schools will provide instruction and assessment by modifying pre-pandemic curriculum

- Grading will begin April 20
- Secondary: grade recording in PowerSchool
- Elementary: students will continue to receive Secure, Developing, or Beginning for each of the competencies deemed essential
- Modifying instruction and assessment activities to accommodate virtual learning without face to face contact
- Identifying essential competencies and learning objectives for the school year while reducing less essential items (to be addressed in a subsequent course or grade level)
- Practice work will be relevant and reasonable focusing on offering opportunities to meet competency
 - Example: 1-2 assignments per content area considered per week plus the opportunity

to meet competency when appropriate

- Student evidence of learning may be personalized and demonstrated in a variety of ways including performance tasks and traditional assessment
- Continued competency-based grading will occur; however, the number of essential competencies, amount of student evidence to show competency, and type of student evidence will be modified to accommodate new learning and time parameters
- Continued pre-pandemic model allowing for remediation and re-assessment to meet competency without time limitations or grading penalties
- For student work prior to the stay-at-home order, teachers will work with the students in providing opportunities to meet competencies that had not been met
- Teachers will monitor student access and assignment completion on a timely basis
- Teachers will provide feedback to students on assignments as they are completed
- Teachers will differentiate instruction within the platform to meet each student's needs.

Secondary (Grade 12) Grading Protocols will be as follows:

- Graduating seniors will be provided with continued remote learning aligned to competencies
- Seniors in the Class of 2020 who were in good standing and passing all of the required courses and competencies for graduation before schools closed on March 13, 2020, will graduate on time
- All student work must be completed and submitted to teachers by May 15
- Senior second semester grades will be submitted for each senior by May 22

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

Fraser Public Schools	
Covid 19 Pandemic - Estimated Budget (We will amend as needed).	
<u>General Operating</u>	
Custodial Cost including FICA, Retirement and Benefits	\$ 5,000
Increased use of disinfecting supplies	\$1,000
Potential self-funded medical cost COVID-19	\$ 500,000

<u>Food Distribution</u>	
Increased use and volume of prepackaged shelf stable foods	\$13,750
Bags and container supplies to distribute food	\$15,400
Increased use of Personal Protection Equipment (PPE)	\$850
Transportation costs to deliver food to various pick-up or drop-off points	\$ 5,000
Potential increased pay for those participating in Food Distribution	\$10,000
<u>Instruction and Technology</u>	
Providing Home Internet access for Students and Staff (WiFi Hotspots)	\$ 12,600
Increased use of PPE for staff and students	\$500
<u>Outreach</u>	
Increased cost of postage for increased number of mailings	\$ 1,000
<u>Sources of Revenue</u>	

CARES Act Funding	
Redeploy existing Grant resources (i.e. MDE - Title 1- March 27, 2020 Flexibility letter and USDOE April 3, 2020 Waiver Letter to State School Officers)	
General Fund Subsidy	
Food Service Fund Subsidy	

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

Fraser Public Schools values the opinions and ideas of all stakeholders. For this reason, we have included each of the following groups to develop a comprehensive plan for providing continuity of learning (this is ongoing and will continue throughout the implementation of the plan):

- Board of Education
- District Administrators and Staff
- Building Administrators and Staff
- Teachers
- Parents
- Students

Link to student and [parent survey](#).

We will continue to seek feedback from our stakeholders as we move through the process.

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

It is important to ensure all stakeholders have access to our Plan for continued learning. When released and posted to the district website, every family in the Fraser School District will receive a notification that the Plan has been released and include a direct link to the Plan. Our comprehensive communication plan includes key information on our district website, weekly district emails, social media posts, building principal communications as well as postings on student learning management systems. Understanding that our community may rely on different modes of communication, our Plan

also includes robo-calls, texting, emails and individual phone calls to ensure each stakeholder is knowledgeable about our District Plan.

While the entire Plan is accessible on our website, key information will be reviewed with stakeholders at critical times during implementation. Students will utilize the learning management system (ItsLearning / Blackboard) to not only view new content, but also access GoToMeeting links where they can virtually connect with their teacher. Weekly district communications will provide pertinent and timely information to parents as the Plan is implemented throughout the school year.

[Parent Tips for At-home learning](#)

[Elementary establishing home routines](#)

[Secondary establishing home routines](#)

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28th.

It is our goal to offer our students continued remote learning. These opportunities have been continuous since school has been closed. In Fraser, we have a strong digital ecosystem that allows for this to occur. To that end, our district is committed to thoughtfully and systematically roll out this comprehensive implementation on April 13th.

This coincides with the conclusion of the county-wide spring break in accordance with the required state common calendar for Macomb County.

9. Provide for assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act, 1996 PA 160, as amended, MCL 388.511 to 388.524, and the Career and Technical Preparation Act, 2000 PA 258, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

Dual enrollment classes are being facilitated by the colleges via on-line in most instances. Counselors and administrators have a plan of communication to determine how our students are progressing with their classes and assist in problem solving any issues that have arisen with teachers at the college level.

Early College students continue to participate in college classes online and are receiving ongoing virtual support from the Early College Counselors.

CTE classes continue to be supported with on-line resources through MDE and the MISD.

CTE teachers will continue to directly communicate with students as to completion of class assignments. Given that many CTE classes are project-based, there will need to be flexibility provided to students in completion of some assignments. Shannon Williams, the CTE Director for the MISD has already been in communication with our CTE Director.

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

Within Fraser Public Schools approximately 46% of our students qualify for free or reduced lunch. During the Covid 19 health crisis, all students are eligible for free meals, both breakfast and lunch. Through March 31, 2020 we have served 6,377 meals to students.

Our current plan includes food distribution at 4 sites. The serving times and plan specifics can be found on the following link:

https://drive.google.com/open?id=1UXLjSGQOyFuIIN_BtbaLV6hwO8HEgom

Steps have been taken to ensure that social distancing is practiced by all food service staff to protect both staff and families.

We will continue our food distribution as outlined above. The number of sites may vary based on participation.

Below is the plan for all 21 Local School Districts and Macomb ISD

[Macomb County Meet Up and Eat Up Locations March-April 2020 UPDATED 04.07.2020.pdf](#)

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

We confirm that we will continue to pay school employees, while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining unit.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

Fraser pupil participation in the Plan will be evaluated by several data collection methods:

Data Collection as evidence of remote learning

- Log in data from our LMS (both Blackboard and Itslearning)
- Learning opportunities/Activities/Assignments posted on the LMS is evidence of providing learning opportunities. Page history is documentation.
- History data in GoToMeeting (single sign on with district accounts provides access to all of the district data to central administration)

- Gradebook for grades 6-12 is evidence of work completion and as of 4/20, the grades that students earn.
- Grades K-6 have a Building Online Learning Record where each teacher reports information.
- Illuminate Assessment completed weekly by teachers to keep track of which students have not had any contact with any of their teachers. (begins 4/20)

This data will be analyzed on a weekly basis to ensure all students are engaged and supported. Our counselors, mental health staff and at-risk staff will reach out to unengaged students/families to provide support and resources as needed. These contacts (and attempted contacts) are logged. We understand that throughout this period of time many students/families may be experiencing loss (due to virus or missed school events), sickness, and financial hardships that may require social-emotional support. Our data collection process will help us to identify who those students are that need support. We will then utilize our mental health team to provide appropriate resources.

Data that suggests a student is struggling with the academic concepts will be provided with an opportunity to remediate, review content, and/or reassess with their teacher.

Other academic support will be provided by Title I teachers, EL staff, at-risk and special education staff. This will be determined based on individual student needs and may include additional GoToMeetings with staff, extra online practice or paper packets.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

Our district has created a comprehensive plan to deal with the social emotional health of our families while in school and now while we are out on closure. While out for the remainder of the year, and with students not in our sight on a daily basis, it is important to give those students and their families opportunities to reach out as they navigate this new “normal”. We are currently providing the following for our students and families to check in, as well as our staff to reach out to those that may be in need:

Created Social Emotional/Mental Health Resources Link for Families on our district website

<https://www.fraser.k12.mi.us/parentseolo>

- Social Workers providing weekly virtual office hours on GoTo Meeting for students to access if needed. They are also sitting in on virtual instructional lessons to co-teach with staff.
- Social Workers and staff sharing social stories with parents and staff on how to discuss the COVID-19 virus with their children

- We have asked our teaching staff to take note of students that are not showing up to virtual instructional sessions so that we can reach out to those students to make sure that everything is going ok.
- Protocol for addressing immediate family death within district so that all pertinent parties are informed, and we can reach out to students to see how they are dealing with the loss and to let them know that they are there to discuss moving forward if needed.
- Utilizing District Psychologists to assist and work with Social Workers in providing resources and services to families and students that reach out, or that staff have identified as needing additional assistance.
- Behavior Consultant researching additional ways to support our families and add to the district website. Consultant has also sat in on a number of Go To Meetings with staff where at-risk students have been involved.
- Google Folders have been created for all staff to access as resources to use when dealing with mental health and outside resources for families

https://drive.google.com/drive/folders/1BmFXt6jTmi9ioaEj34MbBcJH70Z_-Iji?usp=sharing

- Weebly currently under construction by Social Workers with additional resources to support families and staff as well.

<https://frasersel.weebly.com/>

- Working with local ISD to create a county-wide Google doc of resources for all local districts to share and utilize while out on closure.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order or any executive order that follow it.

Macomb ISD Emergency Child Care Plan was put into place to provide childcare services for Essential Workers during the COVID-19 pandemic.

We are working to support families who have children birth-12 years old.

In times of uncertainty, skilled and trusted early childhood educators are needed more than ever to support children and families and to keep them safe. The Macomb ISD, in cooperation with state and local partners will ensure that all health and safety protocols are in place and followed.

Childcare sites have been determined based on the 3 hospitals in Macomb County

- Ascension Macomb, Warren
- Henry Ford Macomb, Clinton Twp.

- McLaren Macomb, Mt. Clemens

Additional sites have been strategically identified in the Northern, Middle, and Southern parts of the county

These [documents](#) are located on our website.