MISD

Leadership, Service & Support in Education

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

Fraser Public 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 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.

(Fraser Public Schools) Extended COVID-19 Learning Plan

Address of School District/PSA: 33466 Garfield, Fraser, MI 48026

District/PSA Code Number: 50100

District/PSA Website Address: https://www.fraser.k12.mi.us/

District/PSA Contact and Title: Superintendent - Ms. Carrie Wozniak

District/PSA Contact Email Address: carrie.wozniak@fraserk12.org

Name of Intermediate School District/PSA: Macomb ISD

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.

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

Leveraging the work from our Return to School Plan, we have decided that in the best interest of the safety of our students and staff, we will start the school year in a virtual mode, with opportunities for small group, in-person learning for every grade level in the District. We plan to continue in that mode through the first semester of school (January 22, 2021). This date is subject to change. The District will continually monitor and adjust accordingly based upon the data and research provided by the Health Department. However, a virtual option will stay in place throughout the year.

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.

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.

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.

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.

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.

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.

Leveraging the work from our Return to School Plan, we have decided that in the best interest of the safety of our students and staff, we will start the school year in a virtual mode, with opportunities for small group, in-person learning for every grade level in the District. We plan to continue in that mode through the first semester of school (January 22, 2021). This date is subject to change. The District will continually monitor and adjust accordingly based upon the data and research provided by the Health Department. However, a virtual option will stay in place throughout the year.

Students will participate in online learning at home with Fraser teachers providing direct instruction virtually from our schools.

This will be a robust learning experience with direct instruction. Teachers will meet virtually with students each day.

In addition, there are opportunities for small groups to meet Face-to-Face. Groups would consist of approximately 10 students meeting in-person for a half day on either Tuesday, Wednesday, or Thursday mornings. Some priority group students may have the opportunity to meet more frequently. Small group participation is optional.

Student Expectations:

- Establish an at-home learning routine
- Have a dedicated learning space at home
- Attendance is expected at each class period
- Active participation throughout the day
- Communicate with teacher if you are having technology issues
- Manage technology appropriately
- Communicate with teacher if you are having academic issues
- Participate in collaborative and small group work
- Adhere to Student Code of Conduct-Academic Integrity

Teacher Expectations:

- Class Format:
  - Begin class with synchronous instruction
  - Ongoing teacher support for students in small group, independent work
  - Close class with synchronous

- Lessons will be recorded
- Small Group/remediation during class
- Assess for student understanding
- Frequent two-way communication with parent on student progress

Link to Board Workshop - Return to School Plan

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.

At Fraser Public Schools, we believe:

- Grades should reflect achievement of intended learning outcomes.
- Grades should aim to give parents, students, and teachers useful, timely, actionable information.
- Grades should support a student's sense of accomplishment and motivation by pinpointing what has not been learned so it can be re-taught.

Fraser High School will follow the same grading procedures as our traditional face-to-face program. Students are expected to follow all course procedures and assignment deadlines. All grades will count towards graduation progress, GPA, and class rank.

Career and Technical Course Grading

Fraser High School will use a different grading scale for all CTE courses. This includes any courses taken in the business, culinary, family & consumer science, health sciences and patient services, and industrial technology. This scale is due to State and National requirements for CTE programs. This policy is based on the four levels of rigor that students can demonstrate when receiving Career & Technical Education, per the program's Gap Analysis.

In order to get credit for CTE classes at FHS, students must pass with at least a 70%.

Failure to earn at least 70% results in a failing grade AND the student will not be able to continue with subsequent classes in the program.

Students who receive an FC in a CTE program are not eligible to move on into subsequent classes in the program.

Fraser Course Grading Scales

Final course grades are determined based on the below grade scales:

Non - CTE Courses   **CTE Courses**   **SMART**

Grade	Percentage
A	94 - 100
A-	90 - 93
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	< 60

Grade	Percentage
A	90 - 100
B	80 - 89
C	70 - 79
F	< 70

Grade	Percentage
A	85 - 100
B	80 - 85
C	75 - 80
F	< 75

Fraser Public Schools will provide instruction and assessment by delivering an aligned Competency Based Curriculum that has been developed over the past 10 years. Our instruction and curriculum is aligned to state standards and is digitally curated within our Learning Management Systems.

- 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 and face to face contact
- Identifying essential competencies and learning objectives f

- Practice work will be relevant and reasonable focusing on offering opportunities to meet competency
- 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
- We will allow for remediation and re-assessment to meet competency.
- 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.

Curriculum Resources:
[Elementary Continuity of Learning Plan Templates](#)
[Secondary Continuity of Learning Plan Templates](#)

In Fraser, 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. These practices will support and ensure our high quality core academic instruction in both a virtual and face to face environment. 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.

INSTRUCTION DELIVERED VIRTUALLY: Requirements and District Response

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 devises 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 hybrid and remote learning.

Macomb County districts have created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. Macomb County continues to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers may utilize county developed templates for consistent instructional delivery through various platforms including BlackBoard, Google Classroom, and Schoology. 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.

Device and Instructional Support
We understand that students and parents may encounter technical issues with their devices and need instructional support. We have created a form that will be monitored by our media center staff and 21st century coaches. Response to your request will happen at the earliest opportunity during the hours of 8:00 am and 2:30 pm. Monday through Friday.

Device and Instructional Support Assistance Form
Technology Support Frequently Asked Questions

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.

Sample Contingency Learning Plan

DISTRICT GUIDELINES, in CONSULTATION with the LOCAL HEALTH DEPARTMENT CONCERNING PUPIL INSTRUCTION: 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

COVID-19 Return to School Toolkit
COVID-19 Parent Toolkit

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

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, ad remote. While we continue to monitor and adjust our instructional plan to meet the needs of our students, priority will be given to 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.

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.

Fraser Public Schools will be evaluate teacher and student interactions 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
- Powerschool attendance data collection

This data will be analyzed on a weekly basis to ensure all students are engaged and supported. Our counselors, teachers, 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.

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	

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

In Fraser, we have a formal process used to identify gaps using screening assessments administered in Fall, Winter and Spring in grades DK-9. We review the student scores and profiles, and tier each student in the area of Math, Reading, and Behavior. We leverage our Multi-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies.

Fraser's process for monitoring Student Learning using Benchmark Assessments:

- Due to the COVID closure, Spring 2020 benchmark data was not collected.
- Fall 2020, benchmark assessments will be administered DK-9 and compared to Winter 2020 data.
- Assessments will be administered whether we are in a face to face or virtual setting.
- Assessments will be similar with consideration given to time required to test and need for more instructional time with the teacher.
- Data will provide us the needed information to implement classwide and small group interventions.

Link to Fraser Student Achievement Plan and Benchmark Assessment

Sample Data Chart:

Reading	January 2020			Reading	Fall 2020	
K	**#**	**%**		**K**	**#**	**%**
Tier 1	248	77%		Tier 1		
Tier 2	43	13%		Tier 2		
Tier 3	32	10%		Tier 3		
	323	100%				
Grade 1*	**#**	**%**		**Grade 1***	**#**	**%**
Tier 1	239	64%		Tier 1		
Tier 2	100	27%		Tier 2		
Tier 3	36	10%		Tier 3		
	375	100%				
Grade 2*	**#**	**%**		**Grade 2***	**#**	**%**
Tier 1	204	70%		Tier 1		
Tier 2	40	14%		Tier 2		
Tier 3	47	16%		Tier 3		
	291	100%				
Grade 3*	**#**	**%**		**Grade 3***	**#**	**%**
Tier 1	223	71%		Tier 1		
Tier 2	41	13%		Tier 2		
Tier 3	48	15%		Tier 3		
	312	100%				

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.

Fraser Public Schools has developed a comprehensive timeline for Benchmarking Assessments in Reading, Math, and Behavior.

We have developed a timeline for Face to Face, Hybrid, and Virtual learning to assess students. Using the timeline below, we will be able to provide student data to the student's parent or guardian within 30 days of testing.

Reading Assessment Plan - Fall 2020
All Students DK-12

	Face to Face	Hybrid / Virtual Choice = Scheduled Assessment	District-Wide 100% Virtual (No Face to Face)
DK (PEARL, AW+)	PEARL - SLPs - 1st two / three weeks of school AW+ (LNF, LWSF) - GE Teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	PEARL - SLPs - 1st two / three weeks of school AW+ (LNF, LWSF) - GE Teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	PEARL - SLPs - 1st two / three weeks of school AW+ (LNF, LWSF) - GE Teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)
K (PEARL, AW+)	PEARL - SLPs - 1st two / three weeks of school AW+ (LNF, LWSF) - Interventionist - Sept 28 - Oct 9	PEARL - SLPs - 1st two / three weeks of school AW+ (LNF, LWSF) - Interventionist - Sept 28 - Oct 9	PEARL - SLPs - 1st two / three weeks of school AW+ (LNF, LWSF) - Interventionist - Sept 28 - Oct 9

		(flexible / makeups through 16th)	(flexible / makeups through 16th)	(flexible / makeups through 16th)
1 (AW+ ORF, DRA)	CUBED NLM - SLPs - before October 16 DRA - GE teachers - 10/15 at 5pm AW+ ORF - Interventionist - Sept 28 - Oct 9 (flexible / makeups through 16th)	CUBED NLM - SLPs - before October 16 DRA - GE teachers - 10/15 at 5pm AW+ ORF - Interventionist - Sept 28 - Oct 9 (flexible / makeups through 16th)	CUBED NLM - SLPs - before October 16 DRA - GE teachers - 10/15 at 5pm AW+ ORF - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	
2-3 (AW+, SRI, DRA)	SRI - GE teachers - Sept 28 - Oct 2 DRA - GE teachers - 10/15 at 5pm AW+ ORF - Interventionist - Sept 28 - Oct 9 (flexible / makeups through 16th)	SRI - GE teachers - Sept 28 - Oct 2 DRA - GE teachers - 10/15 at 5pm AW+ ORF - Interventionist - Sept 28 - Oct 9 (flexible / makeups through 16th)	SRI - GE teachers - Sept 28 - Oct 2 DRA - GE teachers - 10/15 at 5pm AW+ ORF - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	
4-6 (AW+, SRI, DRA)	SRI - GE teachers - Sept 28 - Oct 2 DRA - GE teachers - 10/15 at 5pm AW+ ORF - Interventionist - Sept 28 - Oct 9	SRI - GE teachers - Sept 28 - Oct 2 DRA - GE teachers - 10/15 at 5pm AW+ ORF - Interventionist - Sept 28 - Oct 9	SRI - GE teachers - Sept 28 - Oct 2 DRA - GE teachers - 10/15 at 5pm AW+ ORF - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	

		(flexible / makeups through 16th)	(flexible / makeups through 16th)	
	7-8 (SRI, AW+)	SRI Group Admin - Social Studies - 10/1 AW+ Group Admin - ELA class - 9/29 AW+ ORF - before 10/16 -Ariella Lombardo, and/or Aide for ELL students - SE caseload teacher for SE students -S. Brodi and/or Aide for Intervention students	SRI Group Admin FtF - SS class - Week of 9/28 AW+ Group Admin FtF - ELA class - Week of 9/28 AW+ ORF - before 10/16 -Ariella Lombardo, and/or Aide for ELL students - SE caseload teacher for SE students -S. Brodi and/or Aide for Intervention students	***Virtual w/o FtF** SRI/AW+ Group Admin 7th - Sept 15 8th - Sept 17 ORF - before 10/16 - Ariella Lombardo for ELL students - SE caseload teacher for SE students - S. Brodi & Intervention teachers for Intervention students
	9 (SRI, AW+)	SRI Group Admin - World History - 9/10 and 9/11 AW+ Group Admin - 9/10 and 9/11 ● ELA9 ● Supp ELA9 AW+ ORF - before 9/18 - Smith / Belvedere - T2/T3 - SE ELA teachers - SE - Turner - ELL - Fisher - *Non-Int ELA9 students*	SRI Group Admin - World History - 9/10 - 9/16 AW+ Group Admin - 9/10 - 9/16 ● ELA9 ● Supp ELA9 AW+ ORF - before 9/18 - Smith / Belvedere - T2/T3 - SE ELA teachers - SE - Turner - ELL - Fisher - *Non-Int ELA9 students*	SRI Group Admin - World History - 9/10 - 9/16 AW+ Group Admin - 9/10 - 9/16 ● ELA9 ● Supp ELA9 AW+ ORF - before 9/18 - Smith / Belvedere - T2/T3 - SE ELA teachers - SE - Turner - ELL - Fisher - *Non-Int ELA9 students*

Reading Assessment Windows:

PEARL - 1st two / three weeks of school

CUBED NLM - Before October 16

DRA - due no later than Thursday, October 15 at 5pm

Ele SRI - September 28 - October 2 (flexible / makeups through 16th)

Ele AW+ - September 28 - October 9 (flexible / makeups through 16th)

RMS SRI/AW+ - 9/15 - 10/2 (flexible / makeups through 10/16)

FHS SRI/AW+ - 9th grade only - 9/10 and 9/11 (flexible / makeups through 9/18)

Data Meetings - 10/21 - 10/30

IRIPs - due no later than 30 days after Building's Data Meetings (November 21 - 30)

[Math Assessment Plan - Fall 2020](#)
All Students DK-12

	Face to Face	Hybrid / Virtual Choice = Scheduled Assessment	District-Wide 100% Virtual (No Face to Face)
*DK (AW+)	AW+ (NNF, QTF, CA) - Interventionists - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ (NNF, QTF) - Interventionists - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ (NNF, QTF) - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)
*K (AW+)	AW+ (NNF, QTF, CA) - Interventionists - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ (NNF, QTF) - Interventionists - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ (NNF, QTF) - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)
*1 (AW+)	AW+ (NCF-P, MFF-1s, CA) - Interventionists - Sept 28 - Oct 9	AW+ (NCF-P, MFF-1s) - Interventionists - Sept 28 - Oct 9	AW+ (NCF-P, MFF-1s) - GE teachers - Sept 28 - Oct 9

		(flexible / makeups through 16th)	(flexible / makeups through 16th)	(flexible / makeups through 16th)
2-3 (AW+)		AW+ Group Admin - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ Group Admin - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ Group Admin - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)
4-6 (AW+)		AW+ Group Admin - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ Group Admin - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)	AW+ Group Admin - GE teachers - Sept 28 - Oct 9 (flexible / makeups through 16th)
7-8 (AW+)		AW+ Group Admin - Math class - Sept 15 (flexible / makeups through 10/16)	AW+ Group Admin - Math class - Week of September 21 (flexible / makeups through 10/16)	AW+ Group Admin - 7th - 9/16 8th - 9/22 (flexible / makeups through 10/16)
9 (AW+)		AW+ Group Admin - Sept 10 and 11 ● Algebra 1 ● DBA ● Supp Alg 1 (flexible / makeups through 9/18)	AW+ Group Admin - Week of Sept 8 ● Algebra 1 ● DBA ● Supp Alg 1 (flexible / makeups through 9/18)	AW+ Group Admin - Week of Sept 8 ● Algebra 1 ● DBA ● Supp Alg 1 (flexible / makeups through 9/18)

C/A in DK-1 is 1:1 - only to be done if face to face by Interventionists

Math Assessment Windows:

Ele AW+ - September 28 - October 9 (flexible / makeups through 16th)

RMS AW+ - September 15 - October 2 (flexible / makeups through 10/16)

FHS AW+ - 9th grade only - Week of September 8 (flexible / makeups through 9/18)

Social and Emotional Learning
SAEBRS Assessment Plan - Fall 2020
All Students K-12

	Face to Face	Hybrid / Virtual Choice = Scheduled Assessment	District-Wide 100% Virtual (No Face to Face)
K-6 (Teacher Report)	GE Teachers - October 12 - 16	GE Teachers - October 12 - 16	GE Teachers - October 12 - 16
7-8 (Student Self Report)	Silent Reading - Oct. 7th (makeups through 10/16)	Silent Reading - Week of Oct 5 (makeups through 10/16)	Seminar - Week of October 5 (makeups through 10/16) *Self assessment completed remotely. Teachers explain, give details, due date and reminders.
9-12 (Student Self report)	Seminar - Sept 11 Seminar - Week of Oct 12	Seminar - Sept 11 - 18 Seminar - Week of Oct 12	Seminar - Sept 11 - 18 (makeups through 9/25) Seminar - Week of Oct 12 *Self assessment completed remotely. Teachers explain, give details, due date and reminders.

SEL Assessment Windows:
- September / October - K-12 Daily/Weekly Check Ins with students
- K-6 - Teacher Report SAEBRS - October 12 - 16
- 7-8 - Self Report SAEBRS - October 5 - 9 (makeups / flexible to October 16)
- 9-12 - Self Report SAEBRS - September 11 - 18 (makeups / flexible to 9/25) & October 12 - 16

Macomb County GSRP Framework

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/1IEupR1D9db4ZdLbI6sLr8zIjHHgO_2wYxKGrrnjnVUE/edit?usp=sharing

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

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
   - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
   - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.

4. If delivering pupil instruction virtually, the District/PSA will
   - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
   - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as 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:

   - COVID-19 Cases or Positive COVID-19 tests
   - Hospitalizations due to COVID-19
   - Number of deaths resulting from COVID-19 over a 14-day period
   - COVID-19 cases for each day for each 1 million individuals
   - The percentage of positive COVID-19 tests over a 4-week period
   - Health capacity strength
   - Testing, tracing, and containment infrastructure with regard to COVID-19

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

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

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: Fraser Public Schools

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

	SIGNATURE:	DATE
District Superintendent:	*Carrie Wozniak*	9-15-2020

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

	SIGNATURE:	DATE
Board of Education (optional):	*Linda A Corbat*	9-15-2020
District Superintendent:	*Carrie Wozniak*	

The Extended COVID-19 Learning Plan Approval

	SIGNATURE:	DATE
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.