

Over the Fence

PROGRESS REPORT: UNIVERSAL DESIGN FOR LEARNING IN FRASER

TEACHING PRACTICES

For the last several years, our district has worked to implement the principles of Universal Design for Learning (UDL). UDL focuses on multiple means of engagement, representation, action and expression.

Throughout the year, our District Provided Professional Development focuses on the UDL principles and provides teachers with tips they can bring back to their classrooms.

So far two cohorts of teachers — about 85 in all — representing every school and a variety of grade levels and content areas, have participated in deeper UDL professional learning. The two cohorts, along with each school's 21st Century teaching coach and principal are now providing feedback to help the district make the next step in UDL implementation.

"It's a journey we're on together," said Superintendent Carrie Wozniak. "It's going to take time, but now we're at the point to start talking about large-scale building implementation."

The district is also working with Sue Hardin, a consultant from the Macomb Intermediate School District, on the implementation.

Representatives from each school recently summarized the work that has been done and goals for their next steps.

"There are really connected pieces throughout the district," Ms. Hardin said. "But, there are also pieces that are specific to each school."

Many schools are working on student goal setting and helping students self-evaluate their progress toward reaching their goals. They

are also aligning them with the 6Cs from the Portrait of a Graduate.

"Teachers and grade levels are doing it in different ways, but I feel like every time I'm in a classroom I hear teachers talk about goals — both formally and informally," said Edison Elementary Principal Kristy Wiegand.

At Richards Middle School, staff are working with students to align goals with monthly honor the castle themes.

Schools are also working on sharing information — both among teachers and with parents. Teachers in several schools are hosting lunch n' learns, where they can share tips with their colleagues. Schools are also creating opportunities for teachers to observe their coworkers.

"We want to work on equity and inclusion, and be more purposeful inviting parents in to see learning in our school," said Mark Twain Elementary Principal Laura Woods.

Another common theme among schools was to work on interventions, specifically among Tier II and Tier III students, and inclusion of special education populations.

"It's an intense process to remove barriers for some students while challenging others," said Disney Elementary Principal Aaron Sutherland.

At Fraser High School, special education and general education teachers are team teaching and working on differentiated outcomes for students.

"We want to continue to give opportunities to celebrate what we are doing and what is going on in our district," said Ms. Wozniak. "This process has been intense, but also very beneficial."

SUPERINTENDENT'S MESSAGE

Hello Fraser Families,



As we continue to dive into our new strategic plan, it is important to make connections to the work currently happening in our district. As district leaders, we want to maintain a laser focus on student achievement and make sure that all of our decisions maintain the focus of Designing Learning for All.

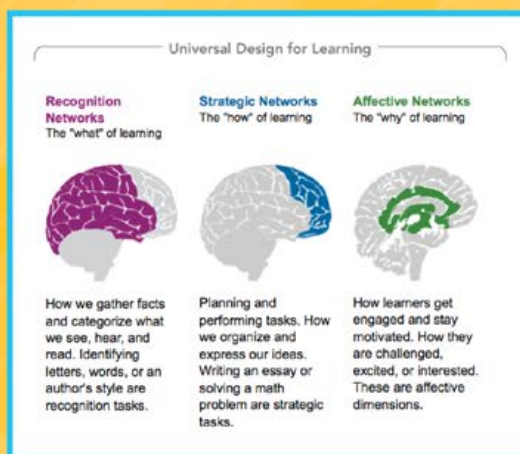
One of the four goal areas of our new plan is Teaching Practices and how Fraser will implement opportunities for deeper learning using the Universal Design for Learning framework to increase student achievement.

As I have shared previously, student achievement is about so much more than academics. It's also about the 6Cs of our Portrait of a Graduate. When we held focus groups and gathered our feedback, our parents, students, staff and community made it clear that our graduates need to be global citizens, have character, think critically, communicate well, be creative and collaborate with others.

Universal Design for Learning (UDL) focuses on three areas: multiple means of engagement, representation and action and expression. As you will see in the article on this page, our teachers are embracing UDL and seeing results.

Our teachers and staff are working together to develop building level UDL plans to embed these guidelines into their teaching practices.

Continued on Page 2 ...



CURRICULUM CORNER

SCIENCE CURRICULUM UPDATES

The science requirements and course sequencing at Fraser High School are getting an update. The changes were adopted by the Board of Education in January and will align with the Michigan Science Standards that were adopted in November 2015.

The Michigan standards are based on the Next Generation Science Standards, which have three dimensions of science learning: science and engineering practices, cross-cutting concepts, and disciplinary core ideas. Those three dimensions fit into three scientific disciplines: life science, physical science and earth science.

Before the changes, FHS did not have a science course focused on earth science.

"Our science teachers attempted to embed the new earth science standards into the existing required courses at FHS," said Dr. Donna Anderson, assistant superintendent of curriculum and instruction. "This proved

challenging — adding content to existing courses — and did not always address the three-dimensional approach."

To resolve this issue, a new Environmental Science course was created. Students will be required to take Environmental Science I, as well as Chemistry I and Physics I in either their sophomore or junior year. Each course is one semester. Students will also need to take an additional semester of either Environmental Science II, Chemistry II or Physics II.

The changes provide purposeful pathways for students to follow based on their anticipated career path. They also give students an opportunity to self-select a science II course based on their area of interest, and provides more opportunities for students to pursue an advanced science pathway.

Existing science classes will also be restructured to increase the focus on three-dimensional learning.

IMPLEMENTATION PLAN

CLASS OF 2020 AND 2021

- Current Sequence

CLASS OF 2022

- One Semester of Physics AND
- Environmental Science I

CLASS OF 2023 AND BEYOND

Minimum Graduation Requirements:

- Biology A and B
- Physics I
- Chemistry I
- Environmental Science I (or College Chemistry or AP Biology)
- Science II (Chemistry II, Physics II, OR Environmental Science II)

SUPERINTENDENT'S MESSAGE

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Our students have a variety of talents and gifts. As educators, it is our responsibility to tap into those strengths and provide students with opportunities to demonstrate the what, the how and, most importantly, the why of their learning in a variety of ways. Understanding learner variability is the key to our work. We know that each child comes to school with many different needs, and as a collective community, we need to work together to grow not only the academic, but also the social and emotional learning of our children.

When I visit schools and classrooms, I feel that we are on the cusp of a shift in what learning looks like in our district and how we reach all students. Our teachers realize the importance of educating the whole child, and they strive each and every day to personalize the learning experience for all students.

I know there is still work to be done, but with the strategic plan and Portrait of a Graduate as a road map, I am confident our staff will move our district down that path and, in turn, will increase our student achievement.

With Fraser Pride,
Ms. Wozniak

CODE OF CONDUCT UPDATED



The Board of Education recently approved updates to the Fraser Public Schools Code of Conduct.

"The updated code of conduct was just a revision to reflect current trends in student discipline," said Fraser High School Principal Ryan Sines.

The code of conduct was updated by Lusk Albertson, PLC. The revised code is about 10 pages longer than the previous version, but more reflective of today's needs.

"What I appreciate about the updates to our code of conduct is that it provides greater clarity while addressing topics that are relevant today for our school community," said Richards Middle School Principal Huston Julian. "The language is user-friendly and provides the appropriate detail in regard to our behavioral and academic expectations for FPS students."

The code of conduct can be found on our [website](#).

"The language is user-friendly and provides the appropriate detail in regard to our behavioral and academic expectations for FPS students."

— HUSTON JULIAN,

Principal, Richards Middle School

Celebrating Career and Technical Education



Students at Fraser High School have the unique opportunity to enroll in 15 state-certified career and technical education programs without having to

leave the FHS campus.

Each February, the career and technical education community recognizes CTE Month to raise awareness and celebrate the achievements and accomplishments of CTE programs.

Two FHS seniors, Brianna Daley and Shelby Roberts, were among an elite group of students representing every public school district in the county at the Macomb Career and Technical Education Administrators Association (MCTEAA) annual awards breakfast.

Brianna represents the Health Science program. She has taken nearly every class offered in the program and served as president of the Fraser HOSA–Future Health Professionals for the past two years. She plans on pursuing a career in osteopathic medicine after graduation.

Shelby Roberts represents the Welding program. She has been a member and captain of the FHS FIRST Robotics team since its inception two years ago. Under her leadership, the team has grown from 13 to 32 students. She also participates in the pre-apprenticeship program with Sheet Metal Workers Local 80. Shelby plans to attend the Industrial Arts Institute after graduation and apply to be a member of Local 80.

Students are selected starting with teacher recommendations, confirmed by CTE department chairs, and then screened to look at their total number of CTE classes completed, cumulative



Brianna Daley



Shelby Roberts

CTE GPA, participation in career technical student organization, and community involvement.

Fraser Public Schools also recognized a team from General Motors Global Design for their efforts to support the CTE programs at FHS. Jim Suzak, Joy Richards and Steve Hart at GM Global Design have been pivotal thought leaders in Fraser Public Schools' manufacturing industry partnership. GM's generous advocacy has empowered Ramblers to start training on a variety of new professional quality equipment that helps students better understand the skills and processes that are in-demand across our region.

"This service to our community is appreciated beyond measure and we look forward to the talent development pipeline that will result from GM Global Design's commitment to supporting public education," said Brent Brasure, CTE Director at FHS. "These efforts will surely empower our Ramblers to achieve success should they choose to pursue careers in our vibrant local manufacturing industry."

PLANNING AHEAD

MARCH 6

Elementary Half Day – End of Second Trimester
Students Dismissed at 12:00 p.m.

MARCH 7

Spring Craft Show
Fraser High School, 10:00 a.m. – 4:00 p.m.

MARCH 10

Early Release, All Levels

MARCH 12

Elementary Half Day – Afternoon and Evening Conferences
Students Dismissed at 12:00 p.m.

MARCH 14

Science Olympiad

MARCH 19

RMS Half Day – Afternoon and Evening Conferences
Students Dismissed at 11:35 a.m.

TALK TO YOUR STUDENTS ABOUT THE DANGERS OF VAPING

Since August 2019, there have been 65 confirmed lung injuries and three deaths in Michigan related to vaping, according to the Michigan Department of Health and Human Services.

The National Institute on Drug Abuse conducted a nationwide survey of more than 42,000 students in 2019. They found that one out of every 10 8th-grade students reported vaping at least once in the month leading up to the survey. High school seniors reported vaping at a rate of one in four.

"The nicotine contained in many e-cigarettes is not only highly addictive, but also places youth health at risk," said Mr. Steve Norgrove, Health and Physical Education Teacher at Fraser High School. "Because the brain is not fully developed until about the age of 25, exposure to nicotine can cause lasting cognitive and behavioral impairments."

Most products involved in the lung injury cases have been obtained from

sources like friends, family, and in-person or online dealers. However, some have been purchased from commercial sources, such as medical and recreational dispensaries.

Please talk with your child about the dangers of vaping any substance. The Partnership for Drug-Free Kids has put together **some information** on this important topic.

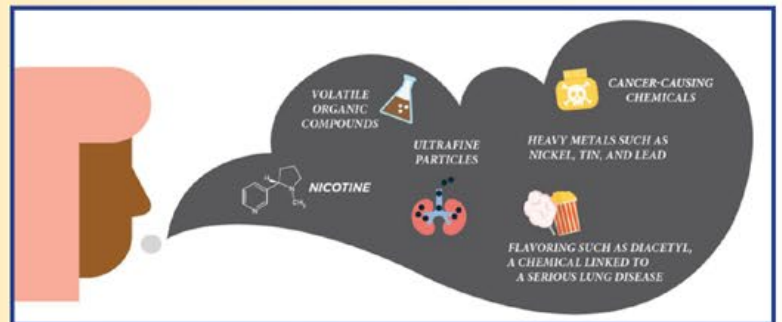


Photo courtesy of cdc.gov.

LEARNING IN A SOOTHING ENVIRONMENT

TEACHING
PRACTICES

The children in Mrs. Tracey Pastrick's Flex class at The Dooley Center read *The Snowy Day* by Ezra Jack Keats and then created their own beautiful snowy day artwork.

Students finger-painted snowy scenes from the book while recalling some of the adventures of the book's main character, Peter. Many children loved making big mountains of snow like those that Peter climbed, and they used their fingertips to recreate his footprints.

Both language and early literacy development occur when students re-tell a story and, when combined with finger-painting, allow them to do this in a relaxing, soothing way through a wonderful tactile experience.



Schools Equipped with International Reading Stations

TEACHING
PRACTICES

Students in every elementary school and Richards Middle School now have additional opportunities to learn about other cultures and languages, thanks to a grant from the Fraser Educational Foundation (FEF).

The FEF awarded a mini-grant for \$1,000 to the two-person team of Mrs. Cathy Amicucci and Mrs. Stephanie Turner, who are the English-Language Learners coordinators in our district. The pair used the grant to purchase books written in both English and a second language, as well as books celebrating cultural awareness and explaining what life is like all over the world. They created a custom set of about 15 books for each school, based on the languages spoken in the homes of that schools' students, as well as their grades.

Books include popular titles like *The Very Hungry Caterpillar*, *Rapunzel* and *Diary of a Wimpy Kid*.



Students are able to check the books out and bring them home, where they can read them with their parents.

"We have some families where the students can read English, but their parents cannot," said Mrs. Amicucci. "Or the students can speak a second language but cannot read it. These books will allow those families to read together and learn together. I also anticipate that students who are native English speakers bringing these books home as a way to learn about other cultures and languages."

POSITIVE BEHAVIOR CIRCUITS

CITIZENSHIP

During the first week back in January, kindergarten students at Salk Elementary participated in their first behavior circuit. Students rotated through six different stations throughout the school. At each station, a staff member or volunteer greeted students and reviewed expected school behaviors to help in being safe, respectful and responsible students.

The highlight of the stations was Principal Mrs. Kristi Skladanowski reminding students about lunch time expectations. Everyone at Salk is looking forward to seeing the benefits of starting the year with a positive mindset and ready-to-learn attitude.





African American History Lesson

LEARNING
PARTNERSHIPS

The 5th-grade classes from Emerson Elementary recently went on a field trip to the Charles H. Wright Museum of African American History in downtown Detroit.

A knowledgeable tour guide took groups of students and parents around the museum to see different exhibits. The trip started by seeing a display of how Africa looked in the 15th century when the slave trade began.

Students learned about the triangular slave trade in social studies and saw an example of a slave ship at the museum.

During the field trip students also learned that people are more alike than different. Also, to make positive changes in our world, we need to work together.

At the end of the trip, students saw examples of successful African Americans.

Student Claire enjoyed seeing a painting that showed African Americans she recognized, including Barack Obama and Martin Luther King, Jr.

The 6 C's in Early Education

LEARNING
PARTNERSHIPS

Peer to Peer supports the district's initiative to incorporate the 6Cs of deeper learning at an early age, so that students graduate with these skills. This month, students at Mark Twain Elementary are working on collaboration through team building and embracing culture.



Once a year, students read *Chrysanthemum* and discuss how powerful words can be.

The book teaches students that even though there may be an apology, words can leave lasting "scars." Through Peer to Peer sessions each week, students learn to value each other, accept differences and build empathy toward one another.

Students are taught to be nice to each other by inviting others to sit by them, being open-minded to making new friends, and encouraging others to share their thoughts.

PATRIOTS PEN WINNERS



At the beginning of the school year, 6th-grade students at Salk Elementary wrote essays for the Patriot's Pen contest. The annual essay

contest is sponsored by the VFW.

"The essay contest encourages young minds to examine America's history, along with their own experiences in modern American society, by drafting a 300- to 400-word essay and expressing their views based on a patriotic theme chosen by the VFW Commander-in-Chief," according to vfw.org.

This year's theme was, "What Makes America Great."

Three students' essays were selected as winners at the Post Scholarship level.

Selah Essian placed first, Riley Susan placed second, and Willow Danis placed third. As winners, the students each received a certificate and scholarship money to put towards future schooling from Fraser VFW Post 6691. Their winning essays now move on to compete at the Auxiliary District Level.

"The girls did a great job...we are so proud and honored, to have the girls represent our post and move on to the district level," said Fraser VFW Post 6691 Auxiliary Scholarship Chairman Dawn Schulte.

In January, the students attended a winner's banquet. At the banquet, Selah learned that her essay, titled "We the People," placed second at the District Level of the contest, which included the winning essays from Posts across Macomb and Oakland counties.





BRINGING THE PAST TO LIFE



Eighth-grade students at Richards Middle School recently read *The Devil's Arithmetic*, a historical fiction novel about a Jewish

girl named Hannah sent back in time to experience the Holocaust. During a Passover Seder, Hannah is transported to 1942 Poland during World War II, where she is sent to a work camp and learns the importance of knowing about the past.

After reading this fictional account, students met storyteller Judy Sima. Ms. Sima gave a presentation entitled "Escape to Freedom," which shared the story of her mother's encounter with the Gestapo, escape from Germany during WWII, and adjustments to life in America.

Ms. Sima wore a hat sewn by her mother and told the story from her mother's perspective. She also shared several primary resources, including artifacts from the Holocaust Museum, ship manifests and photos of family members.

The guest presenter was provided by a grant from the Michigan Humanities Council and the Michigan Council for Arts and Cultural Affairs.



PuppetART at Eisenhower



The 3rd-grade students at Eisenhower Elementary had the opportunity to learn the art of puppetry at an in-school workshop hosted by PuppetART.

A puppeteer from PuppetART taught the students how to assemble a rod puppet from different materials including Styrofoam, fabrics and beads. She also showed them how to make their puppet complete several motions like waving, walking and running.

The students then practiced the newly learned motions in coordination with music and collaborated to create their own script and perform it in the way of puppet play.



Pen Pals at Edison



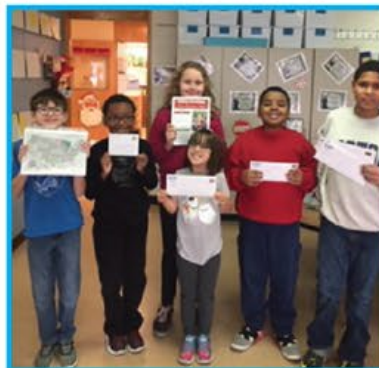
Students in the multi-age classroom at Edison Elementary have been busy sending and receiving letters from pen pals across the country. In their letters, the students shared what it's like to live

in Michigan.

So far, students received letters and cards back from classrooms in Wisconsin, Georgia, Texas, South Carolina,

Minnesota, Connecticut, Iowa, California and Washington, DC. In receiving these letters, Edison students learned about these different states and located each state on the map.

Students were thrilled to participate in this Pen Pal program and loved having the opportunity to teach students across the country about Michigan. They looked forward to receiving response letters and learning about other states too!





FRASER SHOUT-OUT



Fraser Shout-Out recognizes staff members who go above and beyond for their students, colleagues and the community. As a principal or administrator becomes aware of an extra effort by a staff member, he or she will submit that member for a Fraser Shout-Out.

MELISSA GERBER

Melissa is The Dooley Center's office aide and Toddle Time teacher. She has been part of Fraser Public School for many years at Disney and Dooley. Melissa has been a valued addition to the office staff and is dedicated to everything she does. She will go above and beyond to make sure that the office is a place where parents, children and staff feel welcomed, and she lends a hand wherever it is needed.

Melissa has even given her own time to organize and make the office and lounge area look wonderful. You can always get some inspiring words and a smile from Melissa throughout the day. We appreciate her enthusiasm and "yes we can" attitude. Thank you, Melissa! *Submitted by Katherine Moroney*



KRISTIN REILLY

Kristin is our Title I Coordinator at Mark Twain. In addition to her excellent work supporting students who receive Title I services and organizing and overseeing our academic interventions, her impact at our school reaches far beyond that. Kristin is involved in nearly every committee we have, working tirelessly to support our efforts with PBIS, Restorative Practices, and school improvement. She supports teachers in the classroom and supports students with behavioral needs throughout the day. She is an expert at what she does, and she is always learning and growing in her practice.

We look to her for her wisdom, experience and ability to offer creative solutions. She is a leader in every sense of the word, and I am personally grateful for her perspective and collaboration, which help me to be better each day. Her leadership helps make Twain a special place to learn and work. *Submitted by Laura Woods*



RHIANNON LOWE

Mrs. Lowe is the Resource Room teacher at Salk Elementary and a member of our School Improvement Team. Mrs. Lowe makes positive relationships with students and works tirelessly to meet her students where they are at and pushes them to continue to grow and see their FULL potential.

She shares a positive attitude and presence in our school community and consistently brings a smile to everyone's face. I appreciate her team-first attitude and the level of flexibility and involvement around the building. We are fortunate to have a leader like Mrs. Lowe working with our staff and students. *Submitted by Kristina Skladanowski*



JESSICA ZIELKOWSKI

Jessica processes payroll for our entire district. She works tirelessly to see that payroll is completed accurately and on time. Jessica does whatever it takes to get payroll completed even if she has to work on a holiday or snow day. She never hesitates to answer employee payroll questions and is always very pleasant to our staff. Jessica is a very dedicated and valuable member of the Business Office Team and our district. *Submitted by Laurie Videtta*



SUE MOGGE

While Sue cares for Disney students, staff and families daily, she really stepped up this year to help the high school through count day, as well! Always, great attention to detail in keeping our student and financial records straight!

Sue was very diligent in her double duties while subbing in for Fraser High School and keeping up with Disney secretarial responsibilities. She is always a pleasure to work with and her willingness to learn how a high school operates differently and still complete all the tasks that were required make her an awesome member of the Fraser Family! Thank you to Sue for all she has done. *Submitted by Aaron Sutherland and Sylvia McOy*



**CONGRATULATIONS
TO THE FEBRUARY FPS
SHOUT-OUT RECIPIENTS!**

March 10, 2020

Macomb County Education Enhancement Millage

Macomb County residents will see a question on our ballot this March asking whether we want to increase funding for our school districts through a “regional enhancement millage.”

- People choose Macomb County because of its strong public schools, and it is a great place to raise a family and grow a business.
- Macomb Schools have a long-standing reputation for providing quality programs, carefully serving as stewards of funds provided by state, federal, and local revenue sources.
- The enhancement millage gives our communities an opportunity to provide a stable source of funding that goes directly to our students and will attract and retain a talented workforce.
- All public schools - including public charter schools - would receive funds raised through the millage.
- According to the 2019 Macomb Equalization Report, the average Macomb County home is valued at close to \$200,000. The 1.9 enhancement millage would cost approximately \$190 per year on a home valued at \$200,000 or approximately \$95 per year on a home valued at \$100,000.
- A comparison of neighboring counties, utilizing MDE Bulletin 1014, demonstrates that Macomb County schools receive on average several hundred dollars less per student.

100% of the money raised by the Education Enhancement Millage would go toward K-12 education!

This proposal would:

- ✓ Create a 1.9 mill, ten-year, countywide millage that would generate a dedicated source of funding of approximately \$55 million annually for all school districts in Macomb County.
- ✓ Provide dedicated resources that go directly to students and would allow each Macomb County district to determine how to best support the needs of their community's children, including retaining qualified teachers and keeping co-curricular activities.

How much money would the Education Enhancement Millage raise for our schools?

Every district in Macomb County would receive over **\$400 per student in additional resources** - an investment in our students' success!

How would the money be distributed?

Funds would be distributed on an equal, per-student basis to each individual school district and charter school in Macomb County.



Learn more at **www.misd.net**

FRASER EDUCATIONAL FOUNDATION

MOM 2 MOM SALE

MARCH 28, 2020 | 9:00 A.M. – 1:00 P.M.
FRASER HIGH SCHOOL GYM | 34270 GARFIELD ROAD

SHOP

\$2 admission
Strollers allowed
Concessions available

SELL

125 tables
Big Ticket Room
Applications available at
www.Fraser.k12.mi.us/mom2mom

Proceeds benefit the Fraser Educational Foundation, which provides funding that enhances teacher creativity, student enrichment and community involvement through activities that go beyond the scope of normally funded school budgets and responsibilities.

For more information, visit www.Fraser.k12.mi.us/mom2mom or contact Michelle.Wenner@fraserk12.org

BAND BOOSTERS

CRAFT SHOW

MARCH 7, 2020

AT FRASER HIGH SCHOOL

10:00 A.M. – 4:00 P.M.

\$2 ENTRY FEE

For more information, contact
fhscraftshow@yahoo.com

No Strollers Please