

# Over the Fence

## FRASER PUBLIC SCHOOL STRATEGIC PLAN 2019-2023



### SUPERINTENDENT'S MESSAGE

Dear Fraser Families,

I am proud to share that our Board of Education recently approved our new strategic plan. This plan has been more than a year in the making and will guide our district for the next four years.

I know getting to this point would not have been possible without help from all of you — our parents, staff, students and community. I want to say thank you again for all of your support



and input in this process. I am looking forward to implementing this plan, because it truly is an extension of the great work already happening in our district.

When we began working on this plan, we started with a focus on our Portrait of a Graduate. The central question of “What does it take to get a Fraser handshake at graduation?” drove our conversations. Once we knew our ending point, we worked backward to develop the goals, objectives and action steps needed to move our district forward:

- **Teaching Practices** – implementing deeper learning through the Universal Design for Learning framework;
- **Learning Partnerships** – building stronger relationships among our students, staff and the community;
- **Learning Environment** – providing a climate and culture for learning where students are engaged and motivated; and
- **Digital Ecosystem** – leveraging technology to accelerate and add value to learning.

*Continued on Page 3...*

# Board of Education Adopts New Strategic Plan

PLAN WILL GUIDE OUR DISTRICT THROUGH 2023

After more than a year of planning, the Board of Education adopted a new strategic plan for our district at the October 28 meeting. The plan outlines four focus areas that will help Fraser Public Schools design learning for all students.

The centerpiece of the plan is our Portrait of a Graduate. This graduate profile includes the 6Cs — traits that our community, parents, students and staff felt were necessary for all students to learn and graduates to possess. Supporting the Portrait are our four goals.

Each goal area has been assigned a specific color and icon. To help make the connection back to the plan and easily identify which area stories highlight, look for the color-coded seals in newsletters and on our website and social media throughout the year.



**Goal One:** Fraser Public Schools will implement opportunities for deeper learning using the Universal Design for Learning framework to increase student achievement.



**Goal Two:** Fraser Public Schools will engage in multiple partnerships to provide a 21st century education to our students.



**Goal Three:** Fraser Public Schools will provide flexible learning environments that facilitate engagement by students, provide organic learning where students are deeply engaged and motivated, and foster a high priority on daily cultural and relationship building.



**Goal Four:** Fraser Public Schools will leverage digital learning by embedding technology into learning environments to augment and promote learning.

You can view the entire strategic plan on our website, [www.fraser.k12.mi.us/StrategicPlan](http://www.fraser.k12.mi.us/StrategicPlan).

# CURRICULUM CORNER

FOCUSING ON THE WHOLE CHILD

Fraser Public Schools is committed to supporting all students and creating a learning environment where they are engaged, challenged, supported and feel safe — both physically and emotionally. This commitment is also embedded in our new strategic plan.

Many of our teachers are trained in restorative practices and have implemented circle time in their classrooms. This work builds a strong classroom and school community for students to share and get to know their peers. When a discipline or behavior issue comes up, the foundation built by the restorative practice helps to solve it faster.

The strategic plan will also continue to focus on mental health awareness and support in order to reach all students and help them be successful.

"Historically, mental health is a topic that was often ignored, but students in 2019 expect better. Knowing that our leaders in the district have the same expectations and concerns, makes me feel so proud to be a part of Fraser," said FHS senior and Student Council President Justin Babbitt.

## MENTAL HEALTH SUMMIT

Babbitt was among a group of student leaders from Richards Middle School and Fraser High School, principals, teachers and Superintendent Carrie Wozniak who recently

attended the Student Mental Health Summit in Lansing.

The event sought to provide an opportunity for students and staff to come together to discuss student mental health concerns impacting schools. The group from Fraser participated in a variety of breakout sessions and brought back ideas to discuss further with building and district leaders.

"The Summit was a wonderful opportunity for our Fraser High School and Richards Middle School students to listen, learn and contribute," said RMS teacher Ms. Ariel Lombardo. "It was enlightening to see our middle school students be able to discuss such serious, relevant, sometimes heartbreaking topics with fellow students and the presenters."

Students stepped out of their comfort zones during the breakout sessions — asking relevant questions and learning about topics less familiar to them.

RMS 8th-grade student Yostena Akladyous attended sessions specifically to expand her understanding of topics that closely pertained to her friends at the middle school. The other students at the summit spoke with the presenters, offered their opinions and brainstormed ideas that may work to enhance mental health awareness in Fraser.

"Going to this conference really opened up my eyes. It was very educational in learning

the common symptoms in such illnesses and how to start helping those who suffer from such illnesses," said Stella Authier, FHS junior. "The next step, in my perspective, is to start educating our Fraser Family on such issues. Most people know what depression and other mental health illnesses are, but not everyone knows how to help those with them or seek help for themselves. It's important that we stress help, such as counseling, trusted teachers and adults, and fellow peers."

## STEPS TAKEN IN FRASER

Following the Summit in Lansing, we held our own Fraser Mental Health Summit that included a team from each school. These teams were given the opportunity to discuss critical mental health issues that our students may be struggling with.

Every school team is equipped with and shares protocols and resources that can help support our Fraser families as they deal with certain mental health conditions.

"It is important that we take the time to establish positive relationships where our students feel safe and supported," said Dr. Donna Anderson, Assistant Superintendent of Curriculum and Instruction. "We can no longer just focus on the core academic concepts with regards to learning; we need to support the Whole Child."



# Why Do We Have Early Release Days?



About once each month, students across the district have an early release day. But, on those days, the staff stays in the district for professional development.

The district provides the development, which can be led by a district staff member, such as an instructional consultant or principal, or an expert from outside the district.

"Our district is very focused when planning our DPPD sessions. Prior to the beginning of the year, we develop a plan to ensure our staff understands what the focus of learning will be throughout the year," said Dr. Donna Anderson, assistant superintendent of curriculum and instruction.

Dr. Anderson, the district's instructional consultants and Superintendent Ms. Carrie

Wozniak work together to determine the topics and objectives.

Early release days provide the opportunity for our teachers to be adult learners and meet state requirements for professional learning. The training and learning is typically tailored to building- or department-specific topics. This year, much of the training supports our new strategic plan.

"Our Universal Design for Learning (UDL) focus is in its second year, with our capacity of staff continuing to grow. We are using a cohort model to allow groups of teachers to dig deeper into UDL. In addition, our DPPD sessions are designed around our three UDL focus areas: performance tasks, executive function and space design."

# District Commended for Fiscal Responsibility

Fraser Public Schools received the highest rating possible on its annual audit for financial accountability. A representative from the accounting firm Buss & Company presented the completed audit at a workshop before the October 7 Board of Education meeting. The district received an unmodified opinion, which is the highest rating an organization can earn.

The audit showed that the district finished the 2018–2019 year with \$55.6 million in expenditures. Of that, 73 percent, or about \$40.59 million, was spent on classroom instruction and student support.

The district ended the year with \$6.5 million in the rainy-day fund, which is about 11.3 percent of expenditures. The auditors commented that the district is in a strong financial position.

## SUPERINTENDENT'S MESSAGE

... Continued from Page 1

As you can see in our plan graphic, our goals are interlinked. Each goal supports the others, and all four outline a path of how Fraser Public Schools is designing learning for all. Throughout this process, students were at the center of our work, which you will see in the graphic. The Portrait of a Graduate is at the center of our new strategic plan.

Within the Portrait are the 6Cs, the key competencies beyond academics that our Fraser Family said all students need to have in order to earn the handshake at graduation. Each of these competencies will be present within the work done to achieve each goal.

- Character
- Citizenship
- Collaboration
- Communication
- Creativity
- Critical Thinking

When I look back at the work that we have done to get to this point, I am filled with Fraser pride. When I look forward to the next four years, I am excited and ready for the opportunities and challenges that will present themselves as we implement this plan. But, I am also confident this will help us better serve all of our students and prepare them for their future.

With Fraser Pride,  
Carrie Wozniak

## PLANNING AHEAD

**NOVEMBER 19**  
**Emerson Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**NOVEMBER 20**  
**Early Release Day**  
DK/Elementary: 8:35 a.m. – 1:30 p.m.  
RMS: 8:05 a.m. – 12:30 p.m.  
FHS: 7:30 a.m. – 11:44 a.m.

**NOVEMBER 20**  
**Edison Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**NOVEMBER 21**  
**Salk Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**NOVEMBER 25**  
**Disney Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**NOVEMBER 25**  
**School Board Meeting**  
RMS Idea Lab, 7:30 p.m.

**NOVEMBER 27, 28, 29**  
**Thanksgiving Break**

**DECEMBER 2**  
**School Resumes**

**DECEMBER 2**  
**Eisenhower Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**DECEMBER 3**  
**Twain Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**DECEMBER 5**  
**DK/Elementary Half Day**  
8:35 a.m. – 12:00 p.m.

**DECEMBER 6**  
**DK/Elementary Half Day**  
8:35 a.m. – 12:00 p.m.

**DECEMBER 9**  
**Fraser Youth Choir and RMS Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**DECEMBER 10**  
**Fraser Youth Choir and RMS Vocal Music Concert**  
Fraser Performing Arts Center, 7:00 p.m.

**DECEMBER 11**  
**Elementary Evening Conferences**  
4:30 – 7:30 p.m.

**DECEMBER 12**  
**DK/Elementary Half Day**  
8:35 a.m. – 12:00 p.m.  
**Conferences**  
1:00 – 3:30 p.m. and 4:30 – 7:30 p.m.



## EXPLORING CTE OPPORTUNITIES

LEARNING  
PARTNERSHIPS

In early October, all 8th-grade students from Richards Middle School headed across the parking lot to tour the career and technical education (CTE) programs at Fraser High School. While this opportunity is not new, the strategic planning behind it is.

FHS has 15 state-certified programs that students can enroll in. CTE students from FHS led students on the tour, which grouped the programs into five categories. The 8th-grade students also had opportunities to ask the FHS students and teachers questions.

"This event was designed to help all 8th-grade students identify the career pathway they are interested in pursuing, so they can make informed choices when planning their FHS coursework," said CTE Director Mr. Brent Brasure.

Following the tour, students were given a survey to determine which areas they were most interested in. The CTE department will also host monthly Lunch N Learns at RMS. This will allow 8th-grade students a chance to learn more from the FHS instructors and CTE student organization leaders.

A return trip to FHS is planned for after the holiday break where RMS students will be able to shadow students in their program of interest.

"The purpose of these projects is to build relationships with students and provide career pathway support for every student via our Marshall Plan for Talent Grant," said Mr. Brasure.

## Students Visit the Michigan Career and Technical Institute

LEARNING  
PARTNERSHIPS

Many juniors and seniors at Fraser High School are planning their path after high school, and a recent trip to the Michigan Career and Technical Institute (MCTI) may help guide a group of about 30 students.

FHS Transition Coordinator Mrs. Heather Carrigan and Social Worker Mrs. Heidi Impellizzeri took the students on a field trip to tour the MCTI campus and learn about its program offerings.

MCTI has 13 programs, including student-run restaurant, certified nursing assistant, pharmaceutical, computers, printing, electronics, welding and construction.

"I was amazed at all the programs available to our students and the hands-on learning opportunities," said Mrs. Impellizzeri. "I'm

also excited that jobs are available to the students upon graduating from these programs. The campus is located on a lake and they provide recreational activities for the students. The setting is beautiful."



## Career Opportunities

CREATIVITY

Students in Mrs. Melissa Chambers' and Ms. Erin Smitka's 2nd-grade classes at Salk Elementary are busy preparing for their Career Wax Museum. This is a project-based assignment, where students research, write an informational paper and create a visual display. During the wax museum event, students dress for their future career and perform for an audience of family.

During October, family members visited the classes and shared their careers. Students asked questions to help work on their projects. Visitors included a firefighter, chef, personal trainer, vet technician, restaurant manager, semi-truck driver and cartographer.





# 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.

## CONGRATULATIONS TO THE NOVEMBER FPS SHOUT-OUT RECIPIENTS:

### LISA SHORT

Lisa is trying new ways to assess learning and create performance tasks to allow students to demonstrate their learning in multiple ways. The student artifacts that were created during this lesson were outstanding; they showed ownership of learning and pride in their work! *Submitted by Jason Ohrt*

### LINDA BOUTHILLET

Linda is receiving a shout-out for her efforts as our technology support assistant at Richards Middle School. Within the first month of the school year, there is not one area of our building that Linda has not supported to ensure that our students and staff are able to meet our learning targets and technology needs. Linda is always positive and willing to assist promptly. *Submitted by Huston Julian*

### SARAH AND SALLY RATTEE

Sarah and Sally Rattee are an integral part of the Salk community. They play various roles in the district such as Salk interventionists, the district's Multi-Site Latchkey Directors, and as guest teachers. This dynamic duo is hard working and detail-oriented, and go way above and beyond in whatever roles they serve for our students and staff. Sarah and Sally build strong relationships and find various ways to engage our students, from creative crafts and projects in latchkey to explicit instruction and games during intervention time to help students grow.

You can also find their artistic touches around the school. Our Blue Ribbon Board and various hallway displays are just two examples. They never hesitate to lend a hand to ANYONE in need. I appreciate the energy and work ethic they bring every day. We are very fortunate to have them at Salk and would be lost without their never-ending support and presence. *Submitted by Kristi Skladanowski*

### JULIE TWARDY

Julie Twardy serves as a Title I Coordinator at Eisenhower Elementary. She is our SWIS lead and assists in coordinating much of the support for our students in need. She recently helped design new reward certificates and tickets to align with our SOAR theme.

She serves as a Teacher-in-Charge and as a member of our School Improvement Team. In addition to supporting students directly, Mrs. Twardy also volunteers to mentor new staff members. As a new principal to Eisenhower last year, Mrs. Twardy was a huge support. I am thrilled that she is part of our staff. She helps all of us SOAR daily! *Submitted by Keith Tonn*

### MARISA FETT

Marisa is a dedicated, passionate educator. Both in her own classroom with her resource room students and outside her classroom as she helps others throughout Twain, she is committed to making sure every student gets what they need — academically, behaviorally and emotionally.

Marisa serves on several committees and gives her own time to help make every aspect of Mark Twain the best it can be. She offers support to her colleagues and sees every Twain Comet's success as her responsibility. We are so fortunate to have her on our team! *Submitted by Laura Woods*

### JILL HENSON

As the School Social Worker at Edison Elementary, Jill so graciously carries so many of the burdens that impact our students on a daily basis. She goes above and beyond helping to problem-solve with staff, students and families.

Jill is the epitome of professionalism and has a genuine sense of compassion for all students that she works with. Students easily connect with her because they KNOW that she cares.

Edison is undoubtedly a safer, happier place because of Jill! *Submitted by Kristina Wiegand*

### VENESSA ORLUCK

Venessa is the Latchkey Lead at Edison Elementary! Her calm and welcoming demeanor provides our families with incredible peace of mind when they utilize childcare services that extend beyond school hours. Not only does she go above and beyond to provide the best childcare experience possible to all of our students and families, but also is so passionate about her beautification efforts in our building. She is so creative and has great ideas that promote a positive school culture and puts in endless hours to bring those great ideas to fruition. We're so lucky to have her here at Edison! *Submitted by Kristina Wiegand*

## CALLING ALL ALUMNI VETERANS

Did you know there is a plaque to honor Fraser High School alumni who served in the armed forces? The Class of 2011 purchased the original plaque that hangs in the hallway at FHS. There are now more than 300 names proudly displayed.



In order to have a name added to the plaque, a person must have graduated from FHS and completed boot camp. Alumni who have served can have their names added by sending the following information to [Lauren.Smith@fraserk12.org](mailto:Lauren.Smith@fraserk12.org) or [Megan.Saputo@fraserk12.org](mailto:Megan.Saputo@fraserk12.org):

- Full Name
- Graduation Year
- Branch of Military

## FRASER EDUCATIONAL FOUNDATION

### Bidding Adieu to Two Longtime Board Members

For the past 32 years, the Fraser Educational Foundation (FEF) has supported teachers across the district through its grant program. In October, two longtime members, Joanne Hartzel and Doreen Winnega, retired from the foundation board.



Joanne Hartzel

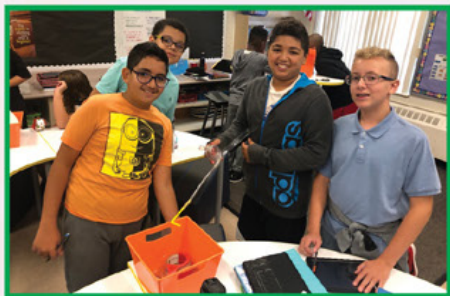
Mrs. Hartzel is a retired Board of Education member and FHS graduate. She served on the FEF board for the past 18 years, most recently as treasurer. Mrs. Winnega is a retired district employee. She served on the FEF board for the past 19 years. Both women were recently recognized for their service and commitment to Fraser Public Schools.



Doreen Winnega

The foundation is made up of members from the community who plan and host various fundraisers and award grants each year back to teachers. For more information, or to support the FEF through a tax-exempt donation, please visit [www.fraserk12.mi.us/FEF](http://www.fraserk12.mi.us/FEF).





## POTENTIAL VS. KINETIC ENERGY



Students in Emerson Elementary's 6th-grade classes built roller coasters to help learn about potential and kinetic energy. They made the roller coaster out of plastic tubing, tape and bendable straws. The objective was to have a small metal ball make it to the end of the coaster unassisted.

Kinetic energy is relative to movement, while potential energy refers to stored energy. Students learned that water flowing from a waterfall is an example of kinetic energy, while the water at the top of the waterfall, before it flows, is potential energy. This project showed the students the different types of energy that are used every day.

Students worked in groups and collaborated to produce their roller coaster. Then they shared their findings with the class as either a live or video presentation.



## Learning is Messy



Children in the Dooley Center's Flex Time program had a messy but engaging learning experience while working with paper mache.

Working with paper mache involves a variety of learning skills. The steps to make a project develop motor skills — tearing paper, stirring glue and applying strips to the base. The children also learned collaboration and communication during this project.

Once the projects were dry, they became a blank canvas to create a pumpkin! Painting the pumpkins helped the children develop their decision-making skills. They needed to plan ahead as they choose which color would be used for different parts of the painting.

The results were amazing and beautiful fall decorations were created.

## Sandcastles at School



Building sandcastles at school? Not exactly. The 2nd-grade students at Mark Twain Elementary, with the

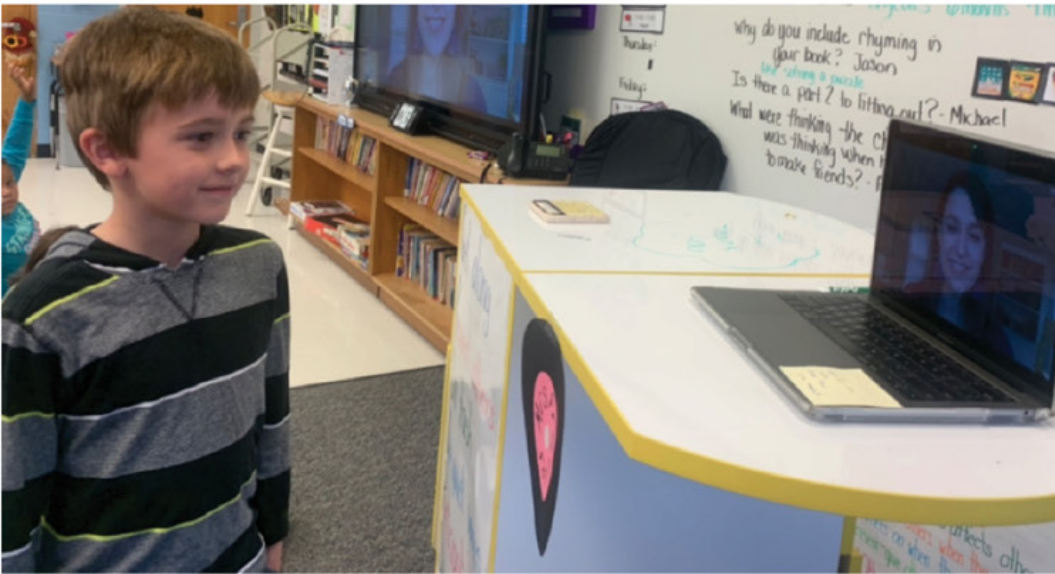
help of teachers Mrs. Kelly Barker and Mrs. Suzanne Szeliga, got to play in the sand while creating landform models. The students had an outstanding time getting their hands dirty — literally.

Their science unit, Changing Earth, introduced students to the many types of landforms and bodies of water found on Earth. Some of the landforms they made were mountains, plateaus, valleys, hills and plains.

"It's a wonderful opportunity for students to learn while they play, and the students really enjoy the experience," said Mrs. Barker.







# READERS ARE LEADERS



First grade students at Disney Elementary are getting early literacy help from upperclassmen. A group of 6th-grade students join the lower elementary class to help the younger students read.

The students take turns reading to each other, and the older students help the younger students recognize letter sound or ask clarifying questions for comprehension.

The 1st-grade students get excited about this time, because they see the 6th-grade students in their safety squad roles, on student council, and as building role models.

The students have also started building relationships.

This relationship is recruiting interest in reading and books with anticipation of their return. The three 1st-grade teachers have commented about how they've enjoyed this implementation and that the students are doing such a wonderful job. "It's a WIN-WIN-WIN!" commented Mrs. Stephanie McGuffey, 6th-grade teacher.

## Learning the Writing Process



Students at Edison Elementary a virtual visit from author Sarah Giles. First, the 3rd-grade students read her book, *Fitting Out: The Friendship Experiment*, and filled in a "Me Map."

During the virtual visit, students learned more about the author, including her writing process. She also shared details on how to get your work published. Ms. Giles told the students her favorite stories are historical fiction, and that her first book took her two years to write.

"It was really fun meeting the author of the Fitting Out series and learning more about the process of making books," said student Maddie Mumma.

Classmate Maci Apice echoed her sentiment. "I liked that we could see her, and she could tell us all about the books."

Third-grade students enjoyed reading her first book so much that they are now reading the second book in the series, *Fitting Out: The Cool Kid Paradox*.

## The Very Hungry Caterpillar Comes to Life



Students in the Special Education Cross Categorical class at Mark Twain Elementary recently read

the book *The Very Hungry Caterpillar*. Once they read the book as a group, each student made one of the foods from the book.

The students, who are in grades K-6, then sequenced the events from the book, and lined up in the correct order. The students used creativity to create their food item, and critical thinking and communication to sequence and line up. Finally, the students carried their foods in the walk-a-thon.







## STORY CHAMPS MAKES A DIFFERENCE AT EISENHOWER



Elementary teachers across our district have been using Story Champs in their kindergarten classrooms to help build students' language

skills. Story Champs is a research-based program that fosters these skills through listening to and producing oral stories.

Strong oral language is critical for strengthening student success. Students who do not have an adequate oral language foundation have considerable difficulty meeting academic expectations.

At Eisenhower Elementary, Story Champs is taught by kindergarten teachers, Mrs. Julie Ricci and Mrs. Mandy Telegadas. Any child who requires additional support works in a small group with Mrs. Kelly Malloy, the school Speech-Language Pathologist. The students use gestures and icons for learning the story elements and to guide their retellings.

As an extension to Story Champs in kindergarten, the 1st-grade students at Eisenhower are using Story Champs Complete for daily language lessons. This program continues to expand language skills through storytelling, as well as developing other skills like informational retelling, vocabulary learning and writing. Strengthening these skills can facilitate growth in other academic areas, such as recalling and sharing information, acquiring word meanings through context, expanding domain knowledge, producing more advanced writing and understanding text.

The students love using "sparkle" words that introduce new vocabulary. They try to use those new vocabulary words all throughout the week!

## Senior All Night Party Changes

The Senior All Night Party is a tradition at Fraser High School. After commencement, seniors come back to the school for a night of fun and games. But, next June, when the Class of 2020 graduates, they will instead head to Allegiant Nonstop, an entertainment center featuring attractions like laser tag, mini golf, bowling and escape rooms.

The decision to move the venue was initiated by a group of parents and FHS building leaders. All Class of 2020 parents were surveyed to gather feedback about hosting the party offsite. A group of parents and building and district leaders then toured Allegiant Nonstop in August before making the decision to move the party.

In previous years, students were not able to participate in all of the attractions that were brought into the school due to space and time constraints. The party also would end in the early morning hours.

When the time for the party arrives, students will check in at FHS, then take a bus to Allegiant Nonstop in Warren. They will then be bused back to FHS the following morning. The venue will only be open to Fraser students and chaperones.

Students will have unlimited access to rides, simulations, black-light golf, laser tag, bowling and escape rooms. They will also receive a voucher



card to play arcade games. In addition to the attractions offered, parent volunteers will be able to bring in popular attractions from previous years, including a hypnotist and face painter.

"The goal is for students to have a final high school experience," said FHS Principal Mr. Ryan Sines. "Moving the Senior All Night Party to Allegiant will give students more activities to choose from and provide a new and exciting experience for our graduates."

Senior parents will be receiving more information regarding the party as the date approaches.

## BUILDING STUDENTS' HOME LIBRARIES



The best way for students to love reading is to read! To help build her 1st-grade students' home libraries, Mrs. Renee Gray asked family and friends to sponsor one student in her classroom at Eisenhower Elementary.

Each month, Scholastic Books offers a title for \$1. Mrs. Gray buys each student 10 books, one for each month they're in school.



They read the book in class and then the students take it home. The students are excited and love sharing the books with their families.

"I can't take credit for the original idea, but I feel it is a great way to build my students' libraries and encourage their love of reading!" Mrs. Gray said. "There are numerous other teachers in our building that also participate in this activity!"



# WALK-A-THON WRAP-UP

## FUN RUNS AND WALK-A-THONS KICK OFF SCHOOL YEAR FUNDRAISING

The PTOs and Parent Clubs in our elementary schools are a key piece to offering enrichment activities throughout the year to students. Each of our six schools hosted a walk-a-thon or fun run recently, which is typically the biggest fundraiser of the year and a day of fun for students and volunteers. The money raised is used for a variety of items, including field trips, guest speakers and assemblies.

