

DATE 3.3.21  
Addendum No. #2

IV.A

**PRESENTATION**

**EXTENDED COVID-19 LEARNING PLAN UPDATE**

John Bernia, Chief Academic Officer, will present an update of the Extended Covid-19 Learning Plan Update.



Warren Consolidated Schools  
2020-21 Board of Education  
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## Office of Curriculum and Instruction

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**John C. Bernia, Jr.**  
*Chief Academic Officer*

**Debbie Pellerito**  
*Administrative Assistant to John C. Bernia*

Robert D. Livernois, Ph.D.  
*Superintendent*

# MEMORANDUM

**TO:** Dr. Robert D. Livernois, Ph. D., Superintendent  
**FROM:** John Bernia, Chief Academic Officer  
**DATE:** January 27, 2021  
**RE:** Monthly Update


Enclosed with this memo are the monthly updates to our Extended COVID-19 Learning Plan. As was the case last month, this document is updated to reflect where we are on our requirements from the State as of the writing of this memo.

For ease of reading, the updates for this month include:

- Dates have been updated to reflect the latest version.
- Page 6 – Added information about the move to return students to school beginning.
- Page 12 – Updated dates for attendance reports.

In addition, please find:

- A memo from our Pandemic Manager, Ms. Jodi Badder, with case information since my last update.
- Attendance data, by district, and by building, from our Director of Pupil Accounting and Student Affairs, Mrs. Kelly Dumas.
- An eSpark Learning update, in memo form, from our Executive Director of Curriculum, Mrs. Pamela Fry.
- Our COVID-19 Child Care Preparedness and Response Plan, with a memo from our Administrator of Assessments, Latchkey, and Preschool, Ms. Theresa Callahan




**WARREN CONSOLIDATED SCHOOLS**

**Extended COVID-19 Learning  
Plan Update**

Board of Education Meeting,  
March 3, 2021

**OCIL**  
Office of Curriculum & Instruction



## A Legislative Requirement

- ▶ On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body.
- ▶ The legislation also requires a monthly update to the Board of Education.



## Some Important Dates

- ▶ October 1, 2020 - Plans must be submitted to the Macomb Intermediate School District and published on the District Website under the transparency tab.
- ▶ October 7, 2020 - Count Day
- ▶ October 19, 2020 - All students K-3 must be screened in reading.
- ▶ November 6, 2020 - All students K-8 must be assessed in reading and math.
- ▶ February 1, 2021 - An update, with student data, on our progress on our plan must be published.
- ▶ June 30, 2021 - A second update, with updated student data, on our progress must be published.



## Updates to our Plan

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



## A Deeper Dive - Student Attendance

- ▶ In Michigan, attendance in public schools is governed by the “Pupil Accounting Memo,” a document published annually.
- ▶ In response to the pandemic, the legislature passed significant changes to attendance rules for the 20/21 school year.



## 2020-2021 Attendance Rules

- ▶ Reporting student attendance, via “Count Day” in October and February continued.
- ▶ Introduction of a “Two-Way Communication,” which, at minimum, must happen two times per week.
- ▶ “Two-Way Communication” is a contact between a teacher/district employee and a student. Examples include:
  - ▶ Showing up to a class or synchronous meeting.
  - ▶ Email, instant message, telephone conversation, or other similar messages (retrieving/submitting an assignment through Schoology).



## For the period from January 26 - February 12

Warren Mott High School	01/26/2021 - 2/12/2021	1457	1457	100.00%
Cousino High School	01/26/2021 - 2/12/2021	1300	1300	100.00%
Cromie Elementary School	01/26/2021 - 2/12/2021	502	502	100.00%
Green Acres Elementary School	01/26/2021 - 2/12/2021	488	488	100.00%
Middle School Math Science Tech Center	01/26/2021 - 2/12/2021	86	86	100.00%
Black Elementary School	01/26/2021 - 2/12/2021	447	447	100.00%
Wilde Elementary School	01/26/2021 - 2/12/2021	519	519	100.00%
Hatherly Educational Center	01/26/2021 - 2/12/2021	205	205	100.00%
Lean Elementary School	01/26/2021 - 2/12/2021	554	553	99.82%
Siersma Elementary School	01/26/2021 - 2/12/2021	510	510	100.00%
Susick Elementary School	01/26/2021 - 2/12/2021	466	466	100.00%
Wilkerson Elementary School	01/26/2021 - 2/12/2021	444	444	100.00%
Carter Middle School	01/26/2021 - 2/12/2021	754	754	100.00%
Beer Middle School	01/26/2021 - 2/12/2021	791	790	99.87%
Grissom Middle School	01/26/2021 - 2/12/2021	736	736	100.00%
Willow Woods Elementary School	01/26/2021 - 2/12/2021	347	347	100.00%
Harwood Elementary School	01/26/2021 - 2/12/2021	459	459	100.00%
Sterling Hts High School	01/26/2021 - 2/12/2021	1453	1452	99.93%
Carleton Middle School	01/26/2021 - 2/12/2021	676	676	100.00%
Holden Elementary School	01/26/2021 - 2/12/2021	346	346	100.00%
Jefferson Elementary School	01/26/2021 - 2/12/2021	418	418	100.00%
WCS Community High School	01/26/2021 - 2/12/2021	132	132	100.00%
Macomb Math Science Tech Center	01/26/2021 - 2/12/2021	125	125	100.00%
<b>District Totals</b>	<b>01/26/2021 - 2/12/2021</b>	<b>13216</b>	<b>13213</b>	<b>99.98%</b>



## eSpark Learning

- ▶ eSpark Learning was introduced to elementary students in our district 5 weeks ago. As a quick update:
  - ▶ Nearly 82% of our elementary students have logged on and used eSpark learning at this point.
  - ▶ WCS use of the program has consistently grown, during the week of February 1, 68% of elementary students used eSpark 4 or 5 days per week.
  - ▶ In addition to Professional Learning support and weekly updates about student progress, several teachers have signed on as ambassadors to give eSpark feedback and preview new things before they go live.



## Wrapping Up

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



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

## Warren Consolidated Schools

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

Approved plans would have to be made accessible through the transparency reporting link on the district's website by October 1, 2020.

By February 1, 2021, a district providing instruction under one of these plans would have to create a report concerning progress toward the plan's mid-year goals and ensure that it is accessible through the district's website. Additionally, by the last day of the school year, the district would have to create a report concerning progress toward end-of-year goals and ensure that it is accessible through the website. Additional deadlines are listed throughout the plan.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Macomb County Superintendents continue to meet regularly to navigate the ongoing challenges in response to the COVID-19 pandemic. While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans focused on meeting students' diverse needs. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.



## Warren Consolidated Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 31300 Anita Drive, Warren, Michigan 48093

District/PSA Code Number: 50230

District/PSA Website Address: [www.wcskids.net](http://www.wcskids.net)

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

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

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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

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

1. A statement indicating why an extended COVID-19 learning plan is necessary to increase student engagement and achievement for the 2020-2021 school year.

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an Extended COVID-19 Learning Plan ("Plan"). This plan, is necessary because it enumerates the intentional conditions, identified by our district, which will account for the increased student engagement and achievement for the 2020-2021 school year during face-to-face, hybrid, or remote instructional methods. Our district recognizes that a variety of alternative modes of instruction should be provided to meet students' diverse needs.

Our comprehensive learning plan identifies the following necessary intentional conditions to minimize disruptions to instruction and learning:

- A communication plan,
- Instructional decisions made at the point of greatest student and family impact,
- Utilization of a Multi-tiered system of support to ensure equity, and
- Utilization of state standards.

There's no one-size-fits-all solution. It is important to remain flexible and customize instruction to meet the diverse needs of our learning community as we continue to monitor the disease conditions in our county. Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. We have developed plans for a variety of instructional delivery models which include: face-to-face, virtual, hybrid, and remote learning scenarios. In the event that a shift becomes necessary, our district will be able to fluidly transition among instructional delivery methods.

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

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

**Middle of the Year Goals**

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

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

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

**End of the Year Goals**

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

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

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

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

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.

### District Response:

At the August 17, 2020 meeting, the Board of Education voted to open the school year in Remote Learning for students. Details about our plan for Remote Learning can be found in the enclosed "Parent's Guide to Remote Learning."

The Board of Education also voted to support Special Education students returning to school. During the week of September 28, students in our Early Childhood Special Education (ECSE), Moderate Cognitive Impairment (MOCI), Mild Cognitive Impairment (MICI), Cross Categorical Resource Room (CCRR), and Emotional Impairment (EI) programs will return to school. We will also begin in-person Occupational Therapy and Physical Therapy, as well as in-person supports for Visually Impaired Children. During the week of October 12, students receiving "Walk-In Speech" services, as well as Level 1 Sheltered English Language Learners began receiving in-person support. On October 14 and 15, 370 students took the SAT exam at our 3 comprehensive high schools.

On October 15, 2020, the Board of Education voted to approve an "in-person learning framework," which provided information to families to complete a survey to return to in-person learning or to remain virtual. The survey concluded on Friday, October 22, and is being reviewed at this time for next steps. While the timeline of returning students to school is still being developed, the district has decided to return TK-2 students, followed by grades 3-5, followed by students in grades 6 and 9, and then the remaining secondary students. This return will begin in November.

On November 10, 2020, After some careful review by the WCS District Crisis Team, we will pause our plans to return to in-person learning until Monday, January 25, 2021, the start of the second semester.

In response to guidance from the Michigan Office of Health and Human Services (MHHS) and the Governor, published on November 15, 2020, the following changes for our district took effect on Wednesday, November 18, 2020, and will be re-evaluated on December 8, 2020, when another update from the Governor is expected.

1. All current Pre-K-12 in-person special education and English Language Learner programs will go to a Remote format. Although the Governor's order was only for high school, in the interest of safety, we have included all our students.
2. All athletics, fine and performing arts, and other in-person extra-curricular activities have been suspended.

On December 20, 2020, Governor Whitmer reinstated high school instruction and athletics. Teams that were still participating in state tournament play resumed practices and complied with additional state requirements including COVID testing of athletes and coaches.

On January 14, 2021, the Board of Education approved a plan to return students who would like to come back to school for in-person learning, beginning with PK-2 students on February 1, 2021.

Beginning on February 22, 2021, PK-12 students who want to return to school in-person will do so. Elementary students will be in for two half days per week, secondary students will come to school two full days per week. The Board of Education has supported a plan that beginning in March will expand elementary students to four half days of in-person instruction per week.

4. A description of how instruction for core academic areas provided under the learning plan will expose each student to standards comparable to in-person instruction and a description of how student progress will be graded or reported to the student and his or her parents or guardians.

District Response:

While providing remote instruction, Warren Consolidated Schools continues to offer the same programs, curriculum, and services we were offering prior to the pandemic. With fewer instructional minutes, our district has built in collaborative time for selection of essential grade level standards. The district provided training on selection of standards to all teachers over the summer.

Student progress is reported to parents through grading, which is accessed through parent portal. Our report cards will be published (quarterly for secondary, three times for elementary) during the school year.

**INSTRUCTION DELIVERED VIRTUALLY: Requirements and District Response**

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 devices during remote learning. Our district has worked diligently to strengthen remote instruction, improve access to devices, and enhance connectivity. Specifically, we have taken steps to ensure equitable access to technology and internet use so students can seamlessly participate in remote learning.

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

Teachers will highlight routines and structures to engage students in new learning based on essential standards, and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Effective two-way communication is a critical part of this plan.

Additionally, staff will communicate with students and families about technology access and device use. This plan will include specific protocols for reaching out to students and families to ensure that students are engaging in instruction. Staff will also intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.

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

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

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

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

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

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

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

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

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

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

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**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%20and%20Staff%2008.28.20.pdf>

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



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

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

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

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

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

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

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

Enclosed is a report which runs from January 26 through February 12 for the purposes of this update. Our percent present had a daily rate of nearly 99% per building.

The bill would require, as a condition of receiving state aid, that a district administer at least one benchmark assessment to all students in kindergarten through 8<sup>th</sup> grade within the first nine weeks of the school year and by the last day of the school year, to measure proficiency in reading and math. These assessments could be any of the following or a combination of the following:

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

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

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

**BENCHMARK ASSESSMENT DESCRIPTION: Requirements and District Response**

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

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

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

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

Our district met the timeline requirements for benchmark assessments set by the Return to Learn Legislation, as well as the K-3 Reading Legislation.

Enclosed are spreadsheets with breakdowns of our benchmark assessments, as well as our data to show compliance with Michigan's K-3 Reading Legislation

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

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

District Response:

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

## Macomb County GSRP Framework

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

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

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

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

[https://docs.google.com/document/d/1IEupR1D9db4ZdLbI6sLr8zjHHgO\\_2wYxKGrrnJnVUE/edit?usp=sharing](https://docs.google.com/document/d/1IEupR1D9db4ZdLbI6sLr8zjHHgO_2wYxKGrrnJnVUE/edit?usp=sharing)

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

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Macomb County CTE teachers worked collaboratively this summer to prepare remote learning lessons in the courses listed below for the 2020-2021 school year. These resources are readily accessible to staff via Schoology and/or Google Drive. These lessons can also be delivered in an in-person model. Districts throughout Macomb County continue to provide quality CTE experiences for students.

- AUTOMOTIVE (10 Lessons)
- BUSINESS (11 Lessons)
- COSMETOLOGY (2 Lessons, multi-week)
- CULINARY ARTS (19 Lessons)
- CYBERSECURITY (8 Lessons)
- DIGITAL MEDIA (11 Lessons)
- EDUCATION GENERAL (4 Lessons)
- ENGINEERING (4 Lessons)
- FAMILY CONSUMER SCIENCE (5 Lessons)
- FINANCE (9 Lessons)
- GRAPHICS (9 Lessons)
- HEALTH (39 Lessons)
- HORTICULTURE (5 Lessons)
- MARKETING (10 Lessons)
- MECHANICAL DRAFTING/DRAFTING & DESIGN (15 Lessons)
- MECHATRONICS (7 Lessons)
- RADIO & TV (10 Lessons)

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
  - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - o the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the MISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

## DISTRICT EXTENDED COVID-19 LEARNING PLAN SIGNATURE PAGE

**DISTRICT NAME:** Warren Consolidated Schools

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

<b>District Superintendent:</b>	<b>DATE</b>
<b>SIGNATURE:</b>	

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

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

The Extended COVID-19 Learning Plan Approval

<b>MISD Superintendent:</b>	<b>DATE</b>
<b>SIGNATURE:</b>	

### Transparency Reporting

By October 1, 2020, approved plans have to be made accessible through the transparency reporting link on the district's website.

### Reconfirmation Meeting Requirements

- Every 30 days after the school district's Extended COVID-19 Learning Plan has been approved, the school district must reconfirm the manner in which instruction is going to be delivered during the 2020-2021 school year.
- Reconfirmation must occur at a meeting of the school district's board or board of directors, and the school district must solicit public comment from the parents or legal guardians of students enrolled in the district during the reconfirmation meeting.
- The school district must publicly announce its weekly 2-way interaction rates at each reconfirmation meeting.





# Warren Consolidated Schools

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

## MEMORANDUM

Pandemic Response Manager

To: John Bernia

From: Jodi Badder *JB*

Date: February 12, 2021

RE: Positive Case Report

The charts below represent the total number of positive and probable cases for the district from 1/26/2021 through 2/12/2021.

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

Please let me know if you have any questions.

### Students – Total of 31

Building	Total Positive	Total Probable
Black	1	
Carleton	1	
Carter	2	
Cousino	4	1
Green Acres		1
Grissom	1	1
Grissom/MS2TC	1	
Holden		1
Jefferson	1	
Sterling	8	
Susick	2	
Warren Mott	3	1
Wilde	2	

### Staff – total of 3

Building	Total Positive	Total Probable	Union Group
Black	1		1815
Green Acres		1	WEA
Willow Woods	1		WEA



# Warren Consolidated Schools

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

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## MEMORANDUM

Pupil Accounting and Student Services

To: John Bernia, Chief Academic Officer  
From: Kelly Dumas, Director of Pupil Accounting and Student Affairs  
Re: Monthly Attendance Update  
Date: February 22, 2021

Per your request for additional details on attendance for this month's update to the Board of Education, please find three documents enclosed:

- A breakdown of attendance rates, by building, for our schools.
- A copy of the Michigan School Accountability guidelines, which is the primary guidance for attendance this year.
- A copy of a memorandum from the Department of Education, providing a definition of "two-way" interactions.

As I mentioned to you when we met in my office, attendance rules are governed by the "Pupil Accounting Manual," a document published annually by the Michigan Department of Education. To date, an updated manual for the 20-21 school year has not been published, making these documents our official correspondence from the State for this year.

# Michigan School Accountability: Planning and Response to COVID-19



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# Michigan School Accountability: Planning and Response to COVID-19

## Foreword

Accountability and related reporting are one of many topics impacted by the ongoing COVID-19 pandemic. Unlike more immediate issues caused by the pandemic, accountability and reporting issues will mostly become more visible months and even years later. While there are many pressing needs now, along with uncountable questions and concerns, we hope this document can be useful once the focus turns to accountability policies. Our goal for this document is to provide timely and updated information to users of Michigan's school accountability systems and reporting. Please note this is a living document and represents the most up to date knowledge at the time of publishing.

## Background

### Overview

Michigan's schools were initially closed statewide as of March 16, 2020 by Executive Order 2020-5 and then for the remainder of the 2019-20 school year by Executive Order 2020-35 on April 2, 2020 to help stop the spread of COVID-19. Most districts reopened weeks later using virtual learning, distance learning, or a hybrid of the two to provide students learning and instruction while Michiganders sheltered at home. At this time, it is not known what Fall will look like in terms of public education, other than that districts will be using a variety of methods to safely serve their students.

### Timeline of Events

Date	Event
Tuesday, March 10, 2020	State of Emergency declared statewide
Monday, March 16, 2020	Executive Order 2020-5 is signed, temporarily closing all schools statewide
Friday, March 20, 2020	Michigan's 2019-20 federal waiver for suspension of state assessments and federal accountability is preliminarily approved by the United States Department of Education (USED)
Tuesday, March 31, 2020	Michigan's 2019-20 federal waiver for suspension of state assessments and federal accountability is officially approved by USED
Thursday, April 2, 2020	Executive Order 2020-35 is signed, suspending in-person instruction for the remainder of the 2019-20 school year and waiving state content area assessments
Tuesday, June 30, 2020	<ul style="list-style-type: none"><li>Michigan's 2020-21 Return to School Roadmap is released</li><li>Executive Order 2020-142 is signed, requiring schools to adopt a COVID-19 Preparedness and Response Plan for 2020-21 that outlines how they will implement protocols to ensure a safe return to in-person learning.</li><li>Michigan's 2020-21 request to waive federal requirements around state assessment and accountability is submitted to USED</li></ul>

# Michigan School Accountability: Planning and Response to COVID-19

## Frequently Asked Questions

### Assessments

For 2019-20, which state assessments were waived, and which were not?

- The table below lists the 2019-20 state assessments and indicates whether or not that assessment was waived.

Assessment Type	Assessment Name	2019-20 Waiver Status
English Language Acquisition	WIDA ACCESS	Not Waived, completed for most students*
	WIDA Alternate ACCESS	Not Waived, completed for most students*
Content Areas	M-STEP	Waived
	PSAT 8	Waived**
	PSAT 9	Waived**
	PSAT 10	Waived**
	SAT	Waived**
	MI-Access	Waived
Career Readiness	WorkKeys	Waived

\*Executive Order 2020-5 closed schools statewide with about a week and a half left in the 7-week WIDA testing window. Most students were able to complete the test prior to closure, but the Michigan Department of Education will be reviewing the data to ensure validity of the results and what disclaimers may be needed for this data.

\*\*Spring 2020 PSAT and SAT were waived from accountability and reporting for the 2019-20 school year. Under Executive Order 2020-65, schools are expected to administer the applicable grade-level assessments (SAT, PSAT) in Fall 2020 to students who are enrolled in schools that were established for Spring 2020 testing. Fall 2020 test results will not be used for any type of accountability reporting.

For 2020-21, are state assessments planned to proceed or have those been waived as well?

- On June 30, 2020 the Michigan Department of Education (MDE) submitted a request to USED to waive 2020-21 state assessment and federal accountability requirements. USED has not yet formally responded to that request. However, USED informally stated in late June 2020 that full assessment and accountability waivers, like those granted for 2019-20, are unlikely to be approved for 2020-21.

Will 2020-21 seniors who were unable to test in 2019-20 be expected to test in 2020-21?

- Seniors are expected to take the state-provided SAT in Fall 2020. However, they will not be counted in accountability calculations. Seniors taking the state-provided SAT in Fall 2020 will not be able to take the state-provided SAT in Spring 2021.

Will the waiving of 2019-20 state assessments be a short-term issue or a long-term disruption?

- The waiving of state assessments in 2019-20 will have long-term impacts on reporting and analyses done by MDE, school districts, and researchers. At this time, it is not known whether future assessment waivers will be granted.

# Michigan School Accountability: Planning and Response to COVID-19

## General Reporting

What do school districts need to report in 2020-21 to allow for continued and required public reporting?

- All school districts need to continue reporting data as in a normal year in the appropriate CEPI collections. This will ensure continuation of required reporting elements even outside of the waived federal assessment and accountability requirements for 2019-20.
- For future Michigan School Grades reporting, Alternative Education Campus (AEC) schools will need to continue to accurately report students participating in a Special Education or Alternative Education program in MSDS and will need to accurately report School Emphasis and Educational Settings in EEM. These schools will also still be required to respond to the assurance of compliance with all applicable laws task in the Grant Electronic Monitoring System (GEMS).
- The Parent Dashboard will continue to be updated as fresh data become available. Many Parent Dashboard metrics rely on non-assessment data. MDE anticipates greater public focus on the Parent Dashboard in the absence of accountability results.

Do schools and districts need to report attendance for 2020-21?

- Student attendance data are required to be reported for 2020-21 to fulfill pupil accounting requirements around student membership, for instructional time resulting in number of hours and days (1098 hours and 180 days) necessary to deliver educational or course content leading to course completion, and for accountability purposes. 2020-21 accountability requirements have not been waived at this time.

How should schools and districts report attendance for 2020-21?

- Specifically, for accountability reporting:

When a student exits a school district or at the conclusion of the school year, two (2) two-way interactions per week are required throughout the school year while the Extended COVID-19 Learning Plan is in place. Because schools are required to provide the equivalent of 180 days of instructional content, days attended and days possible for student attendance should be based upon the method the school is using to demonstrate the instructional content. A school having 2 two-way interactions during a week will constitute the student having been in attendance for 5 school days.

Example calculation for days possible using the 2 two-way interactions per week:

- Rosa Parks High School has 36 weeks of school scheduled for 2020-21.
- $36 \times 5 = 180$  days possible

Note: For a pupil who transitions from an online environment where weekly two-way interactions are required to a seated environment where regular attendance is required, physical attendance in scheduled courses may be considered when determining if this requirement is satisfied. For pupils transitioning from a virtual environment to homebound or hospitalized services, or to home-based instruction, the participation requirements of the applicable section begins at the point of transition in the program.

# Michigan School Accountability: Planning and Response to COVID-19

Attendance data are required to be reported in the End of Year (EOY) Michigan Student Data System (MSDS) as well as any time a student is exited from enrollment. Note that the MSDS continues to collect attendance data by days – that is, days attended and days possible.

What if a student only has one two-way interaction in a week?

- A student that only participates in a single two-way interaction in a week will count for three days of attendance for that week. Two two-way interactions need to occur per week in order for a student to count as in attendance for five days.

How will virtual programs in the 2020-21 school year be held accountable?

- MDE is reviewing its policy stance during the pandemic, since most schools are likely to implement a variation of virtual programming. Districts can still offer a virtual program as outlined in 21f (5-0-D in the Pupil Accounting Manual) without a new building code being issued in EEM.

Within EEM, three different types of virtual education can be denoted at the building level: Full Virtual, Face Virtual, and Supplemental Virtual. A school building can include multiple virtual educational settings to reflect the variety of virtual programming available to students.

For directions on how to add these educational settings to your schools, please refer to the [How to Add or Remove an Educational Setting in the EEM guide](#). Definitions of the various educational settings can be found in the EEM Glossary. For help establishing local reporting, we recommend working with your software vendor to establish local reporting/group/class codes that will enable you to meet your goals.

Will 2019-20 data be valid, and can they be used in trendlines or will new trendlines be needed?

- Most metrics reported in 2020 (from 2019-20 data) will be valid and able to continue to be used in trending. MDE will be closely looking at 2019-20 WIDA data used in the English Learner Progress metric as the data set will not include all possible students.
- More analysis will be needed for the 2020-21 accountability cycle, as that will use graduation rates from June 2020, as well as state assessments from Spring 2021. Until these analyses can be run, it is not known whether trendlines will need to be broken or how concerned to be with validity.

How should reports/indicators be caveated for 2019-20 and 2020-21?

- MDE is working with CEPI to create disclaimers on reporting done through MI School Data. Resources available on MDE's website, for example accountability results files, will also include similar disclaimers.
  - For 2019-20 results, disclaimers will begin appearing on MI School Data assessment reports by the end of August 2020. These disclaimers will simply make users aware of data that is unavailable due to 2019-20 testing being waived.
  - For 2020-21 results, disclaimers may end up addressing validity concerns depending on analysis of those results.

# Michigan School Accountability: Planning and Response to COVID-19

What are questions school districts can use to help them plan on how to report data to their communities?

Some guiding questions that have helped MDE make decisions regarding reporting may be helpful to districts facing similar decisions:

- What data will be available (in secure portals, public websites)?
- Will the data be reliable? Will the data be complete?
- Does providing data benefit students, parents, teachers, school leaders, or the public?
- How can we provide the data?
- How will the data be used?
- How will the data be interpreted?
- What format should we use?
- What is a practical format for this year only?
- How will we communicate the data?
- What resources should accompany the data?
- What messages should accompany the data?

## Accountability Systems

For 2019-20, which accountability systems were waived, and which were not?

- The table below lists each of Michigan’s accountability systems, grouping them by whether they are governed by federal or state law/policy, and indicates whether that system was waived for 2019-20.

<b>Accountability System Type</b>	<b>Accountability System Name</b>	<b>2019-20 Waiver Status</b>
Federal	School Index	Waived
	Annual Education Report (AER)	Partially Waived*
State	Parent Dashboard	Not Waived, Limited Data*
	School Grades	Not Waived, Limited Data*
	At-Risk (31A)	Not Waived, No Data*

\*Metrics related to state assessments in content areas not available, as those assessments were waived

- MDE has communicated to the legislature and governor’s office that state laws covering school accountability have yet to be addressed. There are currently no plans to waive these state laws.



# Michigan School Accountability: Planning and Response to COVID-19

For 2020-21, have any accountability systems been waived?

- At this time, no accountability systems have been waived for 2020-21.
- On June 30, 2020 MDE submitted a request to USED to waive 2020-21 state assessment and federal accountability requirements. USED has not yet formally responded but has informally stated that full assessment and accountability waivers are unlikely to be approved for 2020-21.
- MDE has communicated to the legislature and governor's office that state laws covering school accountability have yet to be addressed. There are currently no plans to waive these state laws.

For 2019-20 accountability systems that were not waived, what data will be available?

- The 2020-21 **Annual Education Report (AER)**, which uses 2019-20 data, is still required under federal law, however some portions are not required for 2020-21. The 2020-21 AER **will** contain the following information from the 2019-20 school year:
  - High school graduation rate (4-year cohort)
  - On-track Attendance (Students not chronically absent)
  - Professional qualifications of public elementary and secondary school teachers
  - Inexperienced teachers
  - Inexperienced principals and other school leaders
  - Teacher emergency or provisional credentials
  - Out-of-field teachers
  - NAEP results from 2019
  - Section 1003 School Improvement Fund information
  - School level expenditures
  - Civil Rights Data Collection information
  - Postsecondary enrollment
- The **Parent Dashboard** will continue to be updated with available information. Most metrics are able to be updated with data reported through CEPI's existing data collections. Metrics that will **not** be updated with 2019-20 information include:
  - Performance Summary
  - Progress Summary
  - English Learner Progress
  - Test Participation
  - Percent of High School Graduates Proficient on the SAT
- The **School Grades** system is required by a state law (380.1280g) that has not been suspended or waived. MDE is required to release 2019-20 School Grades results at this time. Due to the suspension of state assessments in Spring 2020, reports will only include results for:
  - Graduation Rates
  - Chronic Absenteeism
  - English Learner Progress
  - Compliance with State and Federal Law (Alternative Education Campuses [AECs] only)
- The **At-Risk Student (31a)** system is required by state law (388.1631a) and has not been suspended or waived for 2019-20. However, all outputs for this system are results from state content area assessments, which were waived for 2019-20. The 2019-20 At-Risk Student (31a) report in MI School Data will show Not Applicable (NA) for all potential data points.

# Michigan School Accountability: Planning and Response to COVID-19

## Accountability Topics

How will School Index Support Identifications (Federal law) be impacted by waived assessments?

- Any school that was identified for comprehensive support and improvement (CSI), additional targeted support (ATS), or targeted support and improvement (TSI) in the 2019-20 school year will maintain that identification status in the 2020-21 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-21 school year.

How will School Grades Support Identifications (State law) be impacted by waived assessments?

- State comprehensive support and improvement (state-CSI) from the School Grades system is tied to the same cycle as federal CSI from the School Index system. Since the 2019-20 School Index was waived, no state-CSI schools will be identified by the School Grades system using 2019-20 data. MDE will also not be identifying Reward schools from the partial data set used for the 2019-20 School Grades system.

How will Alternative Education Campuses be impacted by waived assessments?

- Alternative Education Campuses (AECs) are a group of school types (e.g., Alternative Education, Special Education Centers, etc.) within the School Grades system that do not receive letter grades or rankings and instead receive a summary status of “Met” or “Not Met”. To be an AEC, schools must meet specific reporting requirements in the Michigan Student Data System (MSDS) and Educational Entity Master (EEM), and must respond to an assurance of compliance with all applicable laws task within MDE’s Grant Electronic Monitoring System (GEMS). In a normal cycle, AEC eligibility is determined using MSDS and EEM data collected in the Fall and the assurance of compliance with all applicable laws task in GEMS collected in January.
- For 2019-20, AEC eligibility will be determined using MSDS and EEM data collected in Fall 2019, as is normally collected, but the assurance of compliance with all applicable laws task in GEMS will be collected in September 2020.
- For 2020-21, provided School Grades are not waived, AEC eligibility will be determined using normal collections. That is, using MSDS and EEM data collected in Fall 2020 and the assurance of compliance with all applicable laws task in GEMS collected in January 2021.

## Accountability Measures

How will attendance data be reported for 2019-20, given the school year ended early?

- MDE and CEPI will use student attendance through March 13, 2020 to calculate attendance rates and chronic absenteeism. The reporting mechanism and procedure did not change for the collection of attendance data.

How will the waiving of 2019-20 state assessments impact the state’s student growth measures?

- The table below describes which assessments had growth data in a normal cycle (2018-19) and whether that assessment is likely to have growth data in 2019-20 and 2020-21.

Assessment Type	Assessment Name	Had 2018-19 Student Growth Data?	Will have 2019-20 Student Growth Data?	Will have 2020-21 Student Growth Data?
	WIDA ACCESS	Yes	Likely Yes*	Likely Yes*

# Michigan School Accountability: Planning and Response to COVID-19

English Acquisition	WIDA Alt ACCESS	No	No	No
Content Area	M-STEP	Yes	No	Likely Yes*
	PSAT 8	Yes	No	Likely Yes*
	PSAT 9	No	No	Potentially*
	PSAT 10	No	No	Potentially*
	SAT	Yes	No	Likely Yes*
	MI-Access	Yes	No	Likely Yes*

\*The growth model used by the Michigan Department of Education (MDE) will have the technical capability to produce growth data. However, MDE will need to run analyses to determine the validity of those results before they can be released.

Will new indicators specific to COVID-19 or remote/distance learning be added to reports?

- At this time, no new accountability indicators are planned. Unsurprisingly, there is a flurry of interest nationally to investigate potential replacement, or proxy indicators, or new indicators that would be able to provide context around virtual instruction, temporary closures, and other issues this pandemic has brought to the forefront.
- Any new indicators would need to balance short-term and long-term impact and confidence in the fairness of specific indicators and on the overall accountability system.

## Helpful Links

- [MDE COVID-19 Resources](#)
- [Spotlight on Student Assessment and Accountability Newsletter Repository](#)
- [Accountability Best Practices: Data Reporting Guide for Trouble-free Accountability](#)
- [EEM guide](#)
- [A-F Business Rules](#)

## Contact

Email: [MDE-Accountability@michigan.gov](mailto:MDE-Accountability@michigan.gov)

Phone: 877-560-8378, Option 3

# Michigan School Accountability: Planning and Response to COVID-19

## Appendices

### Appendix A: State and Federal Law(s) Impacting Accountability Reporting

#### Federal Accountability Laws

- Every Student Succeeds Act (ESSA) of 2015
  - 1111(c) – school accountability system requirements (Michigan School Index System)
  - 1111(d) – frequency of accountability results reporting (annual differentiation) and identification of low performing schools and underperforming student subgroups
  - 1111(h) – reporting of assessment and accountability results

#### State Accountability Laws

- MCL 380.1280g – School Grades accountability system
- MCL 388.1631a – At Risk reporting

# Michigan School Accountability: Planning and Response to COVID-19

## Appendix B: Waivers of State and Federal Law(s)

### Federal Waiver(s)

- Assessment requirements in section 1111(b)(2) for the school year 2019-2020.
- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) that are based on data from the 2019-2020 school year.
- Report card provisions related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year. These include:
  - Section 1111(h)(1)(C)(i) (accountability system description);
  - Section 1111(h)(1)(C)(ii) (assessment results);
  - Section 1111(h)(1)(C)(iii)(I) (other academic indicator results);
  - Section 1111(h)(1)(C)(iv) (English language proficiency results);
  - Section 1111(h)(1)(C)(v) (school quality or student success indicator results);
  - Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress);
  - Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed);
  - Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment); and
  - Section 1111(h)(2)(C) with respect to all waived requirements in section 1111(h)(1)(C) as well as 1111(h)(2)(C)(i)-(ii) (information showing how students in an LEA and each school, respectively, achieved on the academic assessments compared to students in the State and LEA).

As part of this waiver, Michigan assures that:

- Any school that was identified for comprehensive support and improvement (CSI), additional targeted support (ATS), or targeted support and improvement (TSI) in the 2019-20 school year will maintain that identification status in the 2020-21 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-21 school year.
- The State educational agency will provide the public and all LEAs in the State with notice of and the opportunity to comment on this request (e.g., by posting information regarding the waiver request and the process for commenting, on the State website).

### State Waiver(s)

- No state laws covering school accountability have been waived at this time.



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

GRETCHEN WHITMER  
GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:** September 28, 2020  
**TO:** Local and Intermediate School District Superintendents  
Public School Academy Directors  
**FROM:** Kyle L. Guerrant, Deputy Superintendent <sup>KG</sup>  
Finance and Operations  
**SUBJECT:** Two-way Interactions under Return to Learn Laws –  
MEMO #COVID-19-117

On August 20, 2020, Governor Gretchen Whitmer signed into law Public Acts 147, 148, and 149, which enacted the laws commonly referred to as the "Return to Learn Laws." Under these new laws, districts are required to have two-way interactions for three related yet distinct purposes during the 2020-21 school year. This memo supplements the memo issued by the Michigan Department of Education (MDE) on August 21, 2020, entitled Return to Learn Law Details – MEMO #COVID-19-094.

**What is a two-way interaction?**

A two-way interaction is simply a conversation between (1) the teacher or another district employee who has responsibility for the pupil’s learning, grade progression, or academic progress and (2) the student. The conversation should be relevant to course progress, course content for at least one of the courses on the student’s schedule, or the pupil’s overall academic progress or grade progression. **Please note that the state school aid act, passed by the legislature last week, expanded these two-way interactions to include district employees other than teachers and expanded the content of these two-way interactions to include overall academic progress or grade progression.**

The two-way interaction may be with a student who is physically present for instruction and attendance is taken. For students in a self-contained classroom, attendance may be taken twice per day (AM/PM attendance). The attendance record is signed by the teacher and the record is maintained by the district. Similarly, attendance on a platform such as Google Meet, Zoom, or Skype where live and synchronous instruction takes place is an acceptable form of two-way interaction.

STATE BOARD OF EDUCATION

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MDE recommends printing an attendee list and maintaining that documentation as evidence of student attendance.

Two-way interactions may also take place through email, instant message, telephone conversation, or similar methods. A log of the two-way interaction should be maintained along with a copy of the communication. Sample two-way interaction forms can be found in the pupil accounting manual [exhibits](#). Districts are encouraged to first work with their ISD auditor as the auditor may have forms that she or he prefers.

For the 2020-21 school year only, a two-way interaction may be evidenced by the documented completion of a homework assignment during the week. The assignment should be relevant to the course's curriculum. The assignment would be posted by the student's teacher for the week. The student would complete and submit the assignment. The teacher would evaluate and review the homework. The teacher is strongly encouraged to grade and/or provide constructive feedback to the student.

### **What laws require two-way interactions?**

The Return to Learn legislation introduced one new law (MCL 388.1698a) and amended two existing laws (MCL 388.1606 and MCL 388.1701). The three discuss two-way interactions as outlined below.

### **Transparency**

New for the 2020-21 school year, Section 98a ([MCL 388.1698a](#)) of the state school aid act requires a district to ensure a teacher or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress have two (2) two-way interactions with a student each week of the school year for at least 75 percent of pupils enrolled in the district.

This transparency requirement is for all students enrolled in a district during a given week. The weekly two-way interaction rates must be posted on the district's transparency reporting webpage each month and publicly announced during the monthly reconfirmation meeting of the local school board.

When determining the weekly interaction rate for transparency purposes, the number of students enrolled in a district during a given week will be the denominator. All students with two (2) two-way interactions during that week will be the numerator.

The two-way interactions required under Section 98a may also be used to meet the attendance and membership requirements described in more detail below.

### **75% Attendance Requirement**

In a traditional school year, the attendance requirement is measured over 180 days. As a whole, the district must have 75 percent of its students present each day to avoid a state aid deduction.

New for the 2020-21 school year, Section 101 (MCL 388.1701) of the state school aid act removes the requirement for students to be physically present. Rather, the attendance is based on two-way interactions. More specifically, a teacher or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress needs to have a single two-way interaction with a student each month of the school year<sup>1</sup> and the interactions must be with at least 75 percent of the district's students during that month to avoid a state aid deduction. The attendance requirement is for all students enrolled in a district at some point during that month.

When determining the attendance percentage, the number of students enrolled in a district during a given month will be the denominator. All students with one (1) two-way interaction during that month will be the numerator.

### **Membership**

The final two-way interaction is found in Section 6 (MCL 388.1606) of the state school aid act, which is used for membership purposes. While there are other methods that may be used to meet the membership requirements, as mentioned in the Return to Learn Law Details – MEMO #COVID-19-094, the two-way interaction remains a highly recommended option since the district is already conducting two-way interactions for the requirements of Sections 98a and 101.

If a district will be satisfying the membership requirement with two-way interactions, there must be one (1) two-way interaction during each week of the four-week count period. The week for membership is specifically defined as Wednesday through Tuesday beginning on count day and continuing for the three consecutive weeks after the week in which count day falls.

The district must have one (1) two-way interaction each week for a full FTE. If the district is unable to execute a two-way interaction with a student, the membership will be prorated. For example, if three of four two-way interactions occurred between a student and the student's teacher or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, the membership for full-time student would be prorated to a 0.75 FTE.

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<sup>1</sup> For the purposes of the attendance requirement, a school year means a period of at least 9 calendar months that are chosen by a district and that are designated as part of the district's 2020-2021 school year.



**Two-Way Interaction Quick Reference Grid**

<b><u>Purpose</u></b>	<b><u>Transparency</u></b>	<b><u>Attendance</u></b>	<b><u>Membership</u></b>
<b>State School Aid Act</b>	Sec. 98a	Sec. 101(3)(h)	Sec. 6(4)
<b>Number of two-ways</b>	2/week	1/month	1/week during count
<b>Tied to Funding</b>	No	Yes	Yes
<b>Audited</b>	No	Yes	Yes
<b>Transparency Reporting</b>	Yes	No	No
<b>Target</b>	at least 75% of pupils enrolled	at least 75% of pupils enrolled	100% of pupils using two-way
<b>Notes</b>	Meeting the transparency two-way requirement will also satisfy attendance and membership requirements.		Other count day methods may be used outside of two-way.

cc: Michigan Education Alliance  
 Confederation of Michigan Tribal Education Directors

### Warren Consolidated Schools Covid Pupil Accounting Transparency Report

School Name	Date Range	Enrolled	Eligible	Percent
Warren Mott High School	01/26/2021 - 2/12/2021	1457	1457	100.00%
Cousino High School	01/26/2021 - 2/12/2021	1300	1300	100.00%
Cromie Elementary School	01/26/2021 - 2/12/2021	502	502	100.00%
Green Acres Elementary School	01/26/2021 - 2/12/2021	488	488	100.00%
Middle School Math Science Tech Center	01/26/2021 - 2/12/2021	86	86	100.00%
Black Elementary School	01/26/2021 - 2/12/2021	447	447	100.00%
Wilde Elementary School	01/26/2021 - 2/12/2021	519	519	100.00%
Hatherly Educational Center	01/26/2021 - 2/12/2021	205	205	100.00%
Lean Elementary School	01/26/2021 - 2/12/2021	554	553	99.82%
Siersma Elementary School	01/26/2021 - 2/12/2021	510	510	100.00%
Susick Elementary School	01/26/2021 - 2/12/2021	466	466	100.00%
Wilkerson Elementary School	01/26/2021 - 2/12/2021	444	444	100.00%
Carter Middle School	01/26/2021 - 2/12/2021	754	754	100.00%
Beer Middle School	01/26/2021 - 2/12/2021	791	790	99.87%
Grissom Middle School	01/26/2021 - 2/12/2021	736	736	100.00%
Willow Woods Elementary School	01/26/2021 - 2/12/2021	347	347	100.00%
Harwood Elementary School	01/26/2021 - 2/12/2021	459	459	100.00%
Sterling Hts High School	01/26/2021 - 2/12/2021	1453	1452	99.93%
Carleton Middle School	01/26/2021 - 2/12/2021	676	676	100.00%
Holden Elementary School	01/26/2021 - 2/12/2021	346	346	100.00%
Jefferson Elementary School	01/26/2021 - 2/12/2021	418	418	100.00%
WCS Community High School	01/26/2021 - 2/12/2021	132	132	100.00%
Macomb Math Science Tech Center	01/26/2021 - 2/12/2021	125	125	100.00%
<b>District Totals</b>	<b>01/26/2021 - 2/12/2021</b>	<b>13216</b>	<b>13213</b>	<b>99.98%</b>

**75% Attendance Report****Beer Middle School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	791	1	790	99.874%	In Session	
01/27/2021	791	1	790	99.874%	In Session	
01/28/2021	791	2	789	99.747%	In Session	
01/29/2021	791	2	789	99.747%	In Session	
02/01/2021	791	3	788	99.621%	In Session	
02/02/2021	791	3	788	99.621%	In Session	
02/03/2021	792	2	790	99.747%	In Session	
02/04/2021	793	5	788	99.369%	In Session	
02/05/2021	793	5	788	99.369%	In Session	
02/08/2021	793	7	786	99.117%	In Session	
02/09/2021	793	8	785	98.991%	In Session	
02/10/2021	793	11	782	98.613%	In Session	
02/11/2021	793	11	782	98.613%	In Session	
02/12/2021	794	11	783	98.615%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Black Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	447	9	438	97.987%	In Session	
01/27/2021	447	1	446	99.776%	In Session	
01/28/2021	447	14	433	96.868%	In Session	
01/29/2021	447	2	445	99.553%	In Session	
02/01/2021	449	6	443	98.664%	In Session	
02/02/2021	449	7	442	98.441%	In Session	
02/03/2021	448	1	447	99.777%	In Session	
02/04/2021	448	12	436	97.321%	In Session	
02/05/2021	448	14	434	96.875%	In Session	
02/08/2021	448	9	439	97.991%	In Session	
02/09/2021	447	5	442	98.881%	In Session	
02/10/2021	449	4	445	99.109%	In Session	
02/11/2021	450	3	447	99.333%	In Session	
02/12/2021	450	12	438	97.333%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Carleton Middle School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	671	2	669	99.702%	In Session	
01/27/2021	672	3	669	99.554%	In Session	
01/28/2021	675	1	674	99.852%	In Session	
01/29/2021	675	7	668	98.963%	In Session	
02/01/2021	676	2	674	99.704%	In Session	
02/02/2021	676	1	675	99.852%	In Session	
02/03/2021	676	6	670	99.112%	In Session	
02/04/2021	676	3	673	99.556%	In Session	
02/05/2021	676	6	670	99.112%	In Session	
02/08/2021	676	2	674	99.704%	In Session	
02/09/2021	676	3	673	99.556%	In Session	
02/10/2021	677	14	663	97.932%	In Session	
02/11/2021	677	6	671	99.114%	In Session	
02/12/2021	677	19	658	97.194%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Carter Middle School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	754	4	750	99.469%	In Session	
01/27/2021	754	1	753	99.867%	In Session	
01/28/2021	754	7	747	99.072%	In Session	
01/29/2021	754	6	748	99.204%	In Session	
02/01/2021	755	9	746	98.808%	In Session	
02/02/2021	755	11	744	98.543%	In Session	
02/03/2021	755	10	745	98.675%	In Session	
02/04/2021	755	11	744	98.543%	In Session	
02/05/2021	756	18	738	97.619%	In Session	
02/08/2021	756	18	738	97.619%	In Session	
02/09/2021	757	21	736	97.226%	In Session	
02/10/2021	757	32	725	95.773%	In Session	
02/11/2021	757	22	735	97.094%	In Session	
02/12/2021	757	19	738	97.490%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Cousino High School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	1304	1	1303	99.923%	In Session	
01/27/2021	1303	3	1300	99.770%	In Session	
01/28/2021	1306	2	1304	99.847%	In Session	
01/29/2021	1306	8	1298	99.387%	In Session	
02/01/2021	1296	6	1290	99.537%	In Session	
02/02/2021	1296	7	1289	99.460%	In Session	
02/03/2021	1296	11	1285	99.151%	In Session	
02/04/2021	1296	14	1282	98.920%	In Session	
02/05/2021	1294	14	1280	98.918%	In Session	
02/08/2021	1294	13	1281	98.995%	In Session	
02/09/2021	1294	16	1278	98.764%	In Session	
02/10/2021	1294	68	1226	94.745%	In Session	
02/11/2021	1294	16	1278	98.764%	In Session	
02/12/2021	1294	19	1275	98.532%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report**  
**Cromie Elementary School**

**Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	503	6	497	98.807%	In Session	
01/27/2021	503	7	496	98.608%	In Session	
01/28/2021	503	8	495	98.410%	In Session	
01/29/2021	504	6	498	98.810%	In Session	
02/01/2021	502	2	500	99.602%	In Session	
02/02/2021	504	3	501	99.405%	In Session	
02/03/2021	504	3	501	99.405%	In Session	
02/04/2021	504	2	502	99.603%	In Session	
02/05/2021	504	4	500	99.206%	In Session	
02/08/2021	503	2	501	99.602%	In Session	
02/09/2021	503	1	502	99.801%	In Session	
02/10/2021	506	1	505	99.802%	In Session	
02/11/2021	506	5	501	99.012%	In Session	
02/12/2021	506	10	496	98.024%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**75% Attendance Report****Green Acres Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	489	7	482	98.569%	In Session	
01/27/2021	489	6	483	98.773%	In Session	
01/28/2021	489	7	482	98.569%	In Session	
01/29/2021	489	0	489	100.000%	In Session	
02/01/2021	486	13	473	97.325%	In Session	
02/02/2021	486	8	478	98.354%	In Session	
02/03/2021	486	4	482	99.177%	In Session	
02/04/2021	485	2	483	99.588%	In Session	
02/05/2021	485	11	474	97.732%	In Session	
02/08/2021	485	2	483	99.588%	In Session	
02/09/2021	485	3	482	99.381%	In Session	
02/10/2021	486	2	484	99.588%	In Session	
02/11/2021	486	5	481	98.971%	In Session	
02/12/2021	486	6	480	98.765%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Grissom Middle School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	736	1	735	99.864%	In Session	
01/27/2021	735	0	735	100.000%	In Session	
01/28/2021	733	1	732	99.864%	In Session	
01/29/2021	733	1	732	99.864%	In Session	
02/01/2021	733	0	733	100.000%	In Session	
02/02/2021	733	0	733	100.000%	In Session	
02/03/2021	733	0	733	100.000%	In Session	
02/04/2021	733	0	733	100.000%	In Session	
02/05/2021	733	0	733	100.000%	In Session	
02/08/2021	733	3	730	99.591%	In Session	
02/09/2021	733	0	733	100.000%	In Session	
02/10/2021	733	5	728	99.318%	In Session	
02/11/2021	733	8	725	98.909%	In Session	
02/12/2021	733	0	733	100.000%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Harwood Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	459	7	452	98.475%	In Session	
01/27/2021	459	7	452	98.475%	In Session	
01/28/2021	458	9	449	98.035%	In Session	
01/29/2021	459	20	439	95.643%	In Session	
02/01/2021	459	9	450	98.039%	In Session	
02/02/2021	459	9	450	98.039%	In Session	
02/03/2021	459	18	441	96.078%	In Session	
02/04/2021	459	3	456	99.346%	In Session	
02/05/2021	459	13	446	97.168%	In Session	
02/08/2021	459	7	452	98.475%	In Session	
02/09/2021	459	4	455	99.129%	In Session	
02/10/2021	460	0	460	100.000%	In Session	
02/11/2021	460	10	450	97.826%	In Session	
02/12/2021	460	22	438	95.217%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Holden Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	347	14	333	95.965%	In Session	
01/27/2021	347	0	347	100.000%	In Session	
01/28/2021	346	9	337	97.399%	In Session	
01/29/2021	346	0	346	100.000%	In Session	
02/01/2021	345	9	336	97.391%	In Session	
02/02/2021	344	11	333	96.802%	In Session	
02/03/2021	344	0	344	100.000%	In Session	
02/04/2021	344	6	338	98.256%	In Session	
02/05/2021	344	12	332	96.512%	In Session	
02/08/2021	344	8	336	97.674%	In Session	
02/09/2021	344	9	335	97.384%	In Session	
02/10/2021	344	34	310	90.116%	In Session	
02/11/2021	342	13	329	96.199%	In Session	
02/12/2021	340	18	322	94.706%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Jefferson Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	418	0	418	100.000%	In Session	
01/27/2021	418	0	418	100.000%	In Session	
01/28/2021	418	1	417	99.761%	In Session	
01/29/2021	418	0	418	100.000%	In Session	
02/01/2021	421	2	419	99.525%	In Session	
02/02/2021	421	1	420	99.762%	In Session	
02/03/2021	421	0	421	100.000%	In Session	
02/04/2021	422	0	422	100.000%	In Session	
02/05/2021	422	2	420	99.526%	In Session	
02/08/2021	422	1	421	99.763%	In Session	
02/09/2021	422	2	420	99.526%	In Session	
02/10/2021	422	4	418	99.052%	In Session	
02/11/2021	422	2	420	99.526%	In Session	
02/12/2021	422	2	420	99.526%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Lean Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	555	8	547	98.559%	In Session	
01/27/2021	554	18	536	96.751%	In Session	
01/28/2021	554	17	537	96.931%	In Session	
01/29/2021	554	6	548	98.917%	In Session	
02/01/2021	553	19	534	96.564%	In Session	
02/02/2021	553	16	537	97.107%	In Session	
02/03/2021	553	15	538	97.288%	In Session	
02/04/2021	553	14	539	97.468%	In Session	
02/05/2021	553	20	533	96.383%	In Session	
02/08/2021	553	12	541	97.830%	In Session	
02/09/2021	553	9	544	98.373%	In Session	
02/10/2021	553	28	525	94.937%	In Session	
02/11/2021	553	8	545	98.553%	In Session	
02/12/2021	553	12	541	97.830%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Macomb Math Science Tech Center**

Start Date: 01/26/2021 End Date: 02/12/2021

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

Report Date	Enrolled	Absent	Present	Percent Present	Type	Note
01/26/2021	125	1	124	99.200%	In Session	
01/27/2021	125	0	125	100.000%	In Session	
01/28/2021	125	0	125	100.000%	In Session	
01/29/2021	125	0	125	100.000%	In Session	
02/01/2021	125	0	125	100.000%	In Session	
02/02/2021	125	1	124	99.200%	In Session	
02/03/2021	125	1	124	99.200%	In Session	
02/04/2021	125	1	124	99.200%	In Session	
02/05/2021	125	1	124	99.200%	In Session	
02/08/2021	125	3	122	97.600%	In Session	
02/09/2021	125	2	123	98.400%	In Session	
02/10/2021	125	2	123	98.400%	In Session	
02/11/2021	125	2	123	98.400%	In Session	
02/12/2021	125	4	121	96.800%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Middle School Math Science Tech Center**

Start Date: 01/26/2021 End Date: 02/12/2021

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

Report Date	Enrolled	Absent	Present	Percent Present	Type	Note
01/26/2021	86	0	86	100.000%	In Session	
01/27/2021	86	0	86	100.000%	In Session	
01/28/2021	86	0	86	100.000%	In Session	
01/29/2021	86	0	86	100.000%	In Session	
02/01/2021	86	0	86	100.000%	In Session	
02/02/2021	86	0	86	100.000%	In Session	
02/03/2021	86	0	86	100.000%	In Session	
02/04/2021	86	0	86	100.000%	In Session	
02/05/2021	86	0	86	100.000%	In Session	
02/08/2021	86	0	86	100.000%	In Session	
02/09/2021	86	0	86	100.000%	In Session	
02/10/2021	86	0	86	100.000%	In Session	
02/11/2021	86	1	85	98.837%	In Session	
02/12/2021	86	1	85	98.837%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**75% Attendance Report****Siersma Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	510	29	481	94.314%	In Session	
01/27/2021	511	7	504	98.630%	In Session	
01/28/2021	514	39	475	92.412%	In Session	
01/29/2021	514	11	503	97.860%	In Session	
02/01/2021	513	9	504	98.246%	In Session	
02/02/2021	513	8	505	98.441%	In Session	
02/03/2021	514	6	508	98.833%	In Session	
02/04/2021	516	13	503	97.481%	In Session	
02/05/2021	516	11	505	97.868%	In Session	
02/08/2021	518	12	506	97.683%	In Session	
02/09/2021	518	12	506	97.683%	In Session	
02/10/2021	520	3	517	99.423%	In Session	
02/11/2021	520	10	510	98.077%	In Session	
02/12/2021	520	6	514	98.846%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Sterling Hts High School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	1477	30	1447	97.969%	In Session	
01/27/2021	1476	3	1473	99.797%	In Session	
01/28/2021	1479	37	1442	97.498%	In Session	
01/29/2021	1476	58	1418	96.070%	In Session	
02/01/2021	1455	29	1426	98.007%	In Session	
02/02/2021	1455	33	1422	97.732%	In Session	
02/03/2021	1455	35	1420	97.595%	In Session	
02/04/2021	1455	21	1434	98.557%	In Session	
02/05/2021	1455	30	1425	97.938%	In Session	
02/08/2021	1453	11	1442	99.243%	In Session	
02/09/2021	1452	14	1438	99.036%	In Session	
02/10/2021	1451	82	1369	94.349%	In Session	
02/11/2021	1451	11	1440	99.242%	In Session	
02/12/2021	1451	19	1432	98.691%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Susick Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	465	2	463	99.570%	In Session	
01/27/2021	465	1	464	99.785%	In Session	
01/28/2021	465	1	464	99.785%	In Session	
01/29/2021	465	2	463	99.570%	In Session	
02/01/2021	465	5	460	98.925%	In Session	
02/02/2021	465	5	460	98.925%	In Session	
02/03/2021	464	5	459	98.922%	In Session	
02/04/2021	464	8	456	98.276%	In Session	
02/05/2021	464	10	454	97.845%	In Session	
02/08/2021	464	5	459	98.922%	In Session	
02/09/2021	464	4	460	99.138%	In Session	
02/10/2021	464	0	464	100.000%	In Session	
02/11/2021	464	1	463	99.784%	In Session	
02/12/2021	464	1	463	99.784%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Total of Selected Schools****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	13041	180	12861	98.620%		
01/27/2021	13037	75	12962	99.425%		
01/28/2021	13049	230	12819	98.237%		
01/29/2021	13049	217	12832	98.337%		
02/01/2021	13044	174	12870	98.666%		
02/02/2021	13046	168	12878	98.712%		
02/03/2021	13047	156	12891	98.804%		
02/04/2021	13052	162	12890	98.759%		
02/05/2021	13038	215	12823	98.351%		
02/08/2021	13039	132	12907	98.988%		
02/09/2021	13038	133	12905	98.980%		
02/10/2021	13046	406	12640	96.888%		
02/11/2021	13044	165	12879	98.735%		
02/12/2021	13043	220	12823	98.313%		

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Warren Mott High School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	1461	16	1445	98.905%	In Session	
01/27/2021	1461	7	1454	99.521%	In Session	
01/28/2021	1462	31	1431	97.880%	In Session	
01/29/2021	1462	39	1423	97.332%	In Session	
02/01/2021	1458	16	1442	98.903%	In Session	
02/02/2021	1459	13	1446	99.109%	In Session	
02/03/2021	1460	15	1445	98.973%	In Session	
02/04/2021	1460	12	1448	99.178%	In Session	
02/05/2021	1460	20	1440	98.630%	In Session	
02/08/2021	1459	5	1454	99.657%	In Session	
02/09/2021	1458	11	1447	99.246%	In Session	
02/10/2021	1458	92	1366	93.690%	In Session	
02/11/2021	1458	11	1447	99.246%	In Session	
02/12/2021	1458	10	1448	99.314%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****WCS Community High School**

Start Date: 01/26/2021 End Date: 02/12/2021

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

Report Date	Enrolled	Absent	Present	Percent Present	Type	Note
01/26/2021	132	28	104	78.788%	In Session	
01/27/2021	132	5	127	96.212%	In Session	
01/28/2021	133	34	99	74.436%	In Session	
01/29/2021	136	45	91	66.912%	In Session	
02/01/2021	168	17	151	89.881%	In Session	
02/02/2021	168	19	149	88.690%	In Session	
02/03/2021	168	16	152	90.476%	In Session	
02/04/2021	168	16	152	90.476%	In Session	
02/05/2021	155	8	147	94.839%	In Session	
02/08/2021	155	1	154	99.355%	In Session	
02/09/2021	157	1	156	99.363%	In Session	
02/10/2021	156	16	140	89.744%	In Session	
02/11/2021	155	2	153	98.710%	In Session	
02/12/2021	155	1	154	99.355%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Wilde Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

Report Date	Enrolled	Absent	Present	Percent Present	Type	Note
01/26/2021	519	0	519	100.000%	In Session	
01/27/2021	519	0	519	100.000%	In Session	
01/28/2021	519	0	519	100.000%	In Session	
01/29/2021	517	0	517	100.000%	In Session	
02/01/2021	517	1	516	99.807%	In Session	
02/02/2021	517	1	516	99.807%	In Session	
02/03/2021	517	0	517	100.000%	In Session	
02/04/2021	519	2	517	99.615%	In Session	
02/05/2021	519	0	519	100.000%	In Session	
02/08/2021	519	1	518	99.807%	In Session	
02/09/2021	519	1	518	99.807%	In Session	
02/10/2021	519	3	516	99.422%	In Session	
02/11/2021	519	3	516	99.422%	In Session	
02/12/2021	519	2	517	99.615%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**75% Attendance Report****Wilkerson Elementary School****Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

<b>Report Date</b>	<b>Enrolled</b>	<b>Absent</b>	<b>Present</b>	<b>Percent Present</b>	<b>Type</b>	<b>Note</b>
01/26/2021	444	9	435	97.973%	In Session	
01/27/2021	443	1	442	99.774%	In Session	
01/28/2021	443	5	438	98.871%	In Session	
01/29/2021	443	0	443	100.000%	In Session	
02/01/2021	442	7	435	98.416%	In Session	
02/02/2021	442	7	435	98.416%	In Session	
02/03/2021	442	1	441	99.774%	In Session	
02/04/2021	442	9	433	97.964%	In Session	
02/05/2021	442	9	433	97.964%	In Session	
02/08/2021	445	6	439	98.652%	In Session	
02/09/2021	444	2	442	99.550%	In Session	
02/10/2021	444	0	444	100.000%	In Session	
02/11/2021	444	6	438	98.649%	In Session	
02/12/2021	444	11	433	97.523%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**75% Attendance Report**  
**Willow Woods Elementary School**  
**Start Date: 01/26/2021 End Date: 02/12/2021**

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

Report Date	Enrolled	Absent	Present	Percent Present	Type	Note
01/26/2021	347	5	342	98.559%	In Session	
01/27/2021	347	4	343	98.847%	In Session	
01/28/2021	348	5	343	98.563%	In Session	
01/29/2021	348	4	344	98.851%	In Session	
02/01/2021	348	10	338	97.126%	In Session	
02/02/2021	348	4	344	98.851%	In Session	
02/03/2021	348	7	341	97.989%	In Session	
02/04/2021	348	8	340	97.701%	In Session	
02/05/2021	348	7	341	97.989%	In Session	
02/08/2021	348	4	344	98.851%	In Session	
02/09/2021	348	5	343	98.563%	In Session	
02/10/2021	348	5	343	98.563%	In Session	
02/11/2021	348	9	339	97.414%	In Session	
02/12/2021	348	15	333	95.690%	In Session	

**Total Number of Days: 14**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Warren Consolidated Schools

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

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## MEMORANDUM

Office of Curriculum & Instruction

To: John Bernia, Chief Academic Officer  
From: Pam Fry, Executive Director of Curriculum  
Re: eSpark Learning Update  
Date: February 22, 2021

To check in on our progress and use of eSpark learning, after 5 weeks of implementation, I met with Michael Wagner, our representative from the company. Some student highlights from our meeting include:

- Nearly 82% of our elementary students have logged on and used eSpark learning at this point.
- WCS use of the program has consistently grown, during the week of February 1, 68% of elementary students used eSpark 4 or 5 days per week.

With respect to teachers:

- The teachers are having their one hour PD with the company on February 24, March 3 or March 10.
- Teachers receive Wednesday emails from Michael Wagner which highlights their student usage and accomplishments.
- Several teachers have signed on as ambassadors to give eSpark feedback and preview new things before they go live.

Finally, a quick review this morning indicates that 11% of our elementary students used eSpark Learning last week during Winter Break.



# Warren Consolidated Schools

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

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## MEMORANDUM

Office of Curriculum & Instruction

To: John Bernia, Chief Academic Officer  
From: Theresa Callahan, Administrator of Assessments, Latchkey, and Preschool  
Re: Child Care COVID Response Plan  
Date: February 22, 2021

Enclosed with this memo, please find a copy of our district's "Child Care COVID Response Plan." This plan was developed as a response to the requirement of the Licensing and Regulatory Affairs (LARA) Licensing Document: Guidelines for Safe Child Care Operations During COVID-19.

I have met with District Pandemic Manager, Jodi Badder, to confirm everything in this document aligns with our WCS COVID Manual.

As we work on plans to reopen Latchkey programs, this document will be an important artifact in maintaining our site licenses at our elementary schools.

**WARREN CONSOLIDATED SCHOOLS (WCS)**



**COVID-19 CHILD CARE PREPAREDNESS &  
RESPONSE PLAN**

**WCS Licensed Programs: World of Fours, Tuition Based  
Preschool, Latchkey**

**Revised: 02/01/2021**

# Child Care COVID Response & Preparedness Plan

## Program Information

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### Warren Consolidated Schools

#### Introduction

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#### **Our Commitment to Health & Safety**

Warren Consolidated Schools is committed to protecting the health of our children, families, staff, and community. The following policies were designed in response to guidance from the Michigan Departments of Licensing and Regulatory Affairs (LARA) and Health and Human Services, in accordance with best practices from the Centers for Disease Control and Prevention, and with everyone's well-being in mind. To limit the potential spread of COVID-19, we will be making some temporary changes to our programming that include robust cleaning and disinfecting procedures and minimizing opportunities for person-to-person exposure (e.g., an infected person spreading respiratory droplets through actions such as coughing, sneezing, or talking). The following plan outlines the recommended practices and strategies we will use to protect the health of our children, staff, and families while at the same time ensuring that children are experiencing developmentally appropriate and responsive interactions and environments.

#### Changes to Our Physical Spaces

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#### **We will use the following strategies in our classrooms and facilities to minimize the spread of illness:**

1. Where possible, dividing large group spaces to allow more children to safely use the space (e.g., using furniture to divide a room and prevent mixing between groups of children).
2. Where possible, limiting or eliminating use of common spaces in the classrooms/facility. When common spaces must be used, we will rotate use of the space and clean between groups.
3. Rearranging classroom areas to seat children as far apart as reasonably possible and limiting the number of children sitting together.
4. Signage to support social distancing and hand washing practices.
5. Using touchless trash cans to provide a hands-free way to dispose of tissues and contaminants.
6. Ensuring ventilation systems operate properly and increasing circulation of outdoor air as much as possible.
7. Before re-opening, ensure water systems and drinking fountains are safe following CDC Guidelines.

### **At this time, we will make the following changes to the toys and materials in our classrooms:**

1. We will remove toys and objects which cannot be easily cleaned or sanitized between use.
2. Cloth toys will be used by one individual at a time and laundered before being used by another child.
3. We will temporarily suspend use of water and sensory tables.
4. Toys will be washed and sanitized before being moved from one group of children to another.

## Mealtimes

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### **To limit opportunities for exposure during mealtimes, we will engage in the following recommended practices:**

1. We will space seating as far apart as possible (ideally 6 feet apart), limit the number of children sitting together and rearrange seating.
2. We will modify our family-style meal service; instead providing individually wrapped utensils and food items.
3. Staff and children will wash hands before and immediately after children have eaten.

## Naptime

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### **To reduce potential for viral spread, we will engage in the following recommended practices:**

1. Bedding that touches a child's skin will be cleaned weekly or before use by another child.
2. Storing each child's bedding in individually labeled bins, cubbies, or bags.
3. Labeling each child's cot/mat.
4. Ensuring that children's naptime mats/cots/cribs are spaced out as much as possible, ideally 6 feet apart.
5. When possible, children will be placed head-to-toe (i.e., one child with their head at the top of the mat, the next child over with their head at the bottom of the mat).

### **Items Brought From Home**

During this time, we are trying to limit the number of items brought into the facility because this can be a way to transmit the virus, so we ask that families refrain from bringing items from home as much as possible. However, we recognize that placing limits on children's comfort items may increase stress for children and staff as they may be especially needed during this time of transition.

### **We ask that families and staff follow these guidelines with regard to children's comfort items:**

1. To avoid these items coming into contact with many children, efforts will be made for these items to be placed in a cubby or bin and be used at naptime or as needed.
2. Items should be washed weekly (daily if comfort item is soft material)

## Screening Families & Staff for COVID-19 Symptoms and Exposure

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Upon arrival to the program, staff and families are required to report if they or anyone in their household: have received positive COVID-19 results; been in close contact with someone who has COVID-19; have travelled internationally in the past 14 days, and/or have experienced symptoms such as persistent cough, fever, difficulty breathing, chills, change in smell or taste, diarrhea, and/or vomiting.

### **The procedures we will use to screen staff for symptoms and exposure include:**

Staff will use the QR code, URL, or log in to the district website to complete the employee screening questionnaire each time they are on site.

Self-check or QR code signage will be posted on entrance doors asking the staff member to complete the COVID-19 questionnaire.

### **The procedures we will use to screen children/families for symptoms and exposure include:**

Parent are encouraged to seek guidance from the WCS Student Self Screening Form prior to sending students to school. The form may be found at [www.wcskids.net](http://www.wcskids.net).

### **If families or staff are absent or otherwise off-site but experience exposure or symptoms, they should contact:**

Jodi Badder, WCS Pandemic Response Manager; [jbadder@wcskids.net](mailto:jbadder@wcskids.net); (586)698-4564

## Temperature Checks

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### **Temperature Checks**

Fever is the key indicator of COVID-19 in children. Staff may check children's temperatures throughout the day if the student appears ill or "not themselves" (e.g., flushed cheeks, rapid or difficulty breathing without recent physical activity, fatigue, or extreme fussiness).

### **Responding to COVID-19 Symptoms On-Site**

If a child or staff member has a temperature above 100.3 degrees or greater and/or symptoms such as persistent cough, difficulty breathing, chills, diarrhea, or vomiting, they will be sent home immediately with the recommendation to contact their primary care physician/medical provider. If anyone shows emergency warning signs (e.g., trouble breathing, persistent pain/pressure in the chest, new confusion, inability to wake or stay awake, or bluish lips or face), WCS will seek medical care immediately.

#### **If a child develops symptoms during care hours:**

- Parents will be contacted for prompt pick-up.
- The child will be isolated from other children and as many staff as possible (the child will not be left alone).

#### **If a staff member develops symptoms during care hours:**

- The staff member will be asked to go home immediately.
- If no other caregiver is immediately available to be with children, the staff member will put on a cloth face covering and limit close interactions with children until they can be relieved by another staff member.
- Parents will be contacted for prompt pick-up in the event no additional caregivers are available.

## Reporting Exposure

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### **Reporting Exposure**

If a child, staff member, family member, or visitor to our program shows COVID-19 symptoms or tests positive for the virus, WCS will contact our local health department and licensing consultant. Based on the guidance of the local health department, we will determine whether to close individual classrooms or our facility, the duration of the closure, and other next steps. When communicating with families and staff about any COVID-19 cases, we will respect the privacy of individuals and not share health information of a specific person.



**If a child has a fever OR a cough (but no other symptoms):**

If the child has a fever OR cough but no other symptoms, the parent should not send the student to care. The child must remain fever free for 72 hours (without the use of fever reducing medications) prior to returning to care.

**If a staff member or child exhibits multiple symptoms of COVID-19, if possible exposure is expected, OR if an individual tests positive for COVID-19, the individual must stay home until:**

They have been fever-free for at least 72 hours without the use of medicine that reduces fevers AND at least 10 days have passed since their symptoms first appeared AND other symptoms have improved.

**As per Executive Order 2020-36, if staff or their close contacts have possible or confirmed cases of COVID-19, staff will be allowed to remain home without penalty of discharge, discipline, or other retaliation.**

To accommodate for the potential need to quarantine staff or allow for longer absences from work than normal, a substitute staffing plan will be implemented to maintain staff to child ratios.

Because child care staff members are part of Michigan's essential workforce, they are eligible to be tested for COVID-19.

**Maintaining Consistent Groups**

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**During this time, we will maintain the following group sizes as required by licensing:**

- Preschoolers, 3 years of age until 4 years of age = 1:10
- Preschoolers, 4 years of age until school-age = 1:12
- School-agers = 1:18

**To minimize potential spread of COVID-19, we will engage in the following best practices:**

1. Decrease the number of students in attendance by modifying the student schedule and/or limiting daily attendance
2. To the extent possible, classrooms will include the same group of children and providers each day.
3. We will limit the mixing of children across groups by staggering times for outdoor play and other activities where children from multiple classrooms are typically combined.
4. Canceling or postponing field trips and special events that convene larger groups of children and families.
5. Limiting non-essential visitors, volunteers, and activities including groups of children or adults.

## Drop-Off and Pick-Up Procedures

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**WCS will use the following recommended practices during drop-off and pick-up times to protect the health of children, families, and staff.**

1. Only one adult per family should be present at drop-off/pick-up. Ideally, this would be the same parent or designated person every day, though we recognize this is not always possible.
2. We ask that parents avoid congregating in a single space or a large group and adhere to posted signage to maintain social distancing.
3. We will have a hand hygiene station at the entrance to our building so children and parents can clean their hands.

## Transportation

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**WCS will use the following CDC-recommended practices to ensure the safety of children and staff during transportation:**

1. We will limit non-essential work-related travel and have staff participate in training and technical assistance virtually whenever possible.
2. Cloth face coverings should be worn by everyone in the vehicle to the extent possible.
3. If travel is necessary, the bus windows will be open when possible when students are on the bus.
4. Students will be socially distant whenever possible.
5. Students will be loaded from back to front and unloaded front to back.

## Hand Washing

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**WCS will reinforce regular health and safety practices with children and staff and continue to comply with licensing regulations and CDC hand washing guidelines as follows:**

- Staff and children will wash hands often with soap and water for at least 20 seconds; signage is posted near all handwashing stations.
- Soap and water are the best option, especially if hands are visibly dirty. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available. Staff and children should cover all surfaces of their hands with hand sanitizer, rubbing them together until they feel dry.
- Staff should assist children with hand washing and use of hand sanitizer to ensure proper use and prevent ingestion.
- Staff and children (with frequent reminders and support) will cover coughs and sneezes with a tissue or sleeve and wash hands immediately after.
- Wearing gloves does not replace appropriate hand hygiene.
- Hand hygiene is especially important after blowing one's nose, going to the bathroom, before eating or preparing food (or helping children do any of these actions).

### **WCS will engage in the following cleaning and disinfecting practices in accordance with CDC recommendations:**

1. Use of a schedule for regular cleaning and disinfecting tasks.
2. Daily cleaning/disinfecting of high-touch surfaces (e.g., sinks, toilets, light switches, door knobs, counter and tabletops, chairs).
3. Regular cleaning of electronics (e.g., keyboards, parent/staff check-in kiosks) according to manufacturer's instructions.
4. Normal routine cleaning of outdoor spaces, with special attention to high-touch plastic/metal surfaces (e.g., grab bars, railings).
5. Ensuring staff wear disposable gloves to perform cleaning, disinfecting, laundry, and trash pick-up, followed by hand washing.
6. Use of CDC-recommended disinfectants such as EPA-registered household disinfectants, diluted bleach solution, and/or alcohol solutions with at least 70% alcohol
7. Keeping cleaning products secure and out of reach of children, avoiding use near children, and ensuring proper ventilation during use to prevent inhalation of toxic fumes.

### **Cleaning and Disinfecting Toys**

WCS will engage in the following best practices to clean and disinfect toys:

1. We will clean toys frequently, especially items that have been in a child's mouth.
2. We will set aside toys that need to be cleaned (e.g., out of children's reach in a dish pan with soapy water or separate container marked for "soiled toys").
3. We will clean toys with soapy water, rinse them, sanitize them with an EPA-registered disinfectant, rinse again, and air-dry.

## Safety Equipment

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### **Face Mask/Coverings for Staff**

WCS staff are required to wear face coverings at all times on-site.

### **Use of Gloves**

Staff will wear gloves in a manner consistent with existing licensing rules (for example, gloves should be worn when handling contaminants, changing diapers, cleaning or when serving food). Staff members should wash hands before putting gloves on and immediately after gloves are removed. Gloves are not recommended for broader use and do not replace hand washing.

### **Face Masks/Coverings for Children**

Children are expected to wear masks while in care by all who can medically tolerate and use without assistance. Those who cannot will proceed with an accommodation request.

### **Communicating with Staff and Families**

WCS will actively communicate with staff and families to determine when they will return to work/care if they have been out, discuss concerns or questions, share new policies and expectations, and confidentially discuss any extenuating circumstances that have emerged and/or any health concerns/conditions that may elevate risk for complications if exposed to COVID-19.

The WCS staff responsible for handling questions and outreach for **staff and families** is Jodi Badder, WCS Pandemic Response Manager; [jbadder@wcskids.net](mailto:jbadder@wcskids.net); (586)698-4564

### **Training Staff**

To support staff in effectively engaging in best practices and making personal decisions, we will provide learning opportunities to help all of us understand how COVID-19 is transmitted, the distance the virus can travel, how long the virus remains viable in the air and on surfaces, signs and symptoms of COVID-19, and our new policies and procedures as outlined in this plan.

### **Supporting Children's Social-Emotional Needs**

Staff and families will partner together to support the needs and emotional reactions of children during this time. We anticipate that children will experience a wide range of feelings during this transition period. Some children will be relieved, some will have initial challenges with separation from their parent(s), some may demonstrate anger at the "disappearance" of their child care provider, and some may act out toward other children. Whatever the reactions, we acknowledge that staff and families may need some new tools in their toolkit to assist the child with emotional regulation and we will work together to support all caregivers.

Please visit [www.wcskids.net](http://www.wcskids.net) for resources in support of Social-Emotional Needs.

### **Supporting Staff Members' Social-Emotional Needs**

To ensure the well-being of the children, it is also imperative to ensure the well-being of their teachers and caregivers, and to provide them with the emotional and administrative supports necessary during this time of re-integration, and in the months ahead. As essential workers in the COVID-19 pandemic, we understand our staff may have worries about their own physical or psychological health, and the potential risk to their family members at home. Because young children internalize the stress of the adults who care for them, we know it is vitally important to provide supports and services to ensure the emotional well-being of our staff.

### **Contact Information**

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Jodi Badder, WCS Pandemic Response Manager  
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(586)698-4564

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