



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

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

District/PSA Contact Email Address: 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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[DISTRICT EXTENDED COVID-19 LEARNING PLAN SIGNATURE PAGE](#)

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

<p style="text-align: center;">STATEMENT about STUDENT ENGAGEMENT and ACHIEVEMENT for the 2020-2021 School Year: Requirements and District Response</p> <p style="text-align: right;">Back to Top</p>
<p>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.</p>
<p>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.</p> <p>Our comprehensive learning plan identifies the following necessary intentional conditions to minimize disruptions to instruction and learning:</p> <ul style="list-style-type: none">• 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. <p>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.</p>

EDUCATIONAL GOALS: Requirements and District Response

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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

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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. On October 12, students receiving Teacher Consultant and Resource Room services, as well as students receiving Speech services will have the option of in-person supports.

CORE ACADEMIC INSTRUCTION: Requirements and District Response

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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

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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

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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.

**DISTRICT GUIDELINES, in CONSULTATION with the LOCAL HEALTH DEPARTMENT CONCERNING PUPIL INSTRUCTION:
Requirements and District Response**

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7. A requirement that the district, in consultation with the local health department and district employees, **develop districtwide guidelines concerning pupil instruction** based on local data on key metrics. However, the ultimate decision on instruction would rest with each district. (Key metrics would include COVID-19 cases, hospitalizations, deaths, positive tests, health care capacity, and testing, tracking, and containment infrastructure.)

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be addressed on a case by case basis within local school districts. The Macomb County Health Department has provided guidance regarding responding to cases of COVID-19 among students, teachers, and staff. This guidance is further detailed in the following areas:

- Possible COVID-19 Cases in Students
- Possible COVID-19 Cases in Teachers or Staff Persons
- Confirmed COVID-19 Cases
- Close Contacts to a Confirmed COVID-19 Case
- Returning to School/Work

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

Local districts will continue to work with all stakeholders, including staff, parents, and students. Local school districts will continue to develop district guidelines regarding instruction based on local data and key metrics. Continuous monitoring of local data is a critical part of this process.

Link to the ***Responding to Cases of COVID-19 Among Students, Teachers and Staff*** (dated 8.28.20):

<https://health.macombgov.org/sites/default/files/content/government/covid19/pdf/COVID-19%20Cases%20Students%20and%20Staff%2008.28.20.pdf>

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

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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.

TEACHER and STUDENT INTERACTIONS: Requirements and District Response

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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.

Benchmark Assessments (Section 104)

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

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

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

Benchmark assessment from approved provider generally:	Benchmark assessment from approved provider made available to districts at no cost:
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- Be one of the most commonly administered benchmark assessments in Michigan.
- Be aligned to the content standards in Michigan.
- Complement Michigan's summative assessment system.
- Be internet-delivered and include a standards-based assessment using a computer-adaptive model to target the instructional level of each student.
- Provide information on student achievement with regard to learning content required in a given year or grade span.
- Provide immediate feedback to students and teachers.
- Be nationally normed.
- Provide multiple measures of growth and provide for multiple testing opportunities.

- Be aligned to the content standards in Michigan.
- Complement Michigan's summative assessment system.
- Be internet-delivered and include a standards-based assessment.
- Provide information on student achievement with regard to learning content required in a given year or grade span.
- Provide timely feedback to students and teachers.
- Be nationally normed.
- Provide information to educators about student growth and allow for multiple testing opportunities.

BENCHMARK ASSESSMENT DESCRIPTION: Requirements and District Response

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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.

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 will be sent to the parent/guardian of students within 30 days of the test.

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/1IEupR1D9db4ZdLbI6sLr8zljHHgO_2wYxKGrrnjinVUE/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)

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

Assurances Continued

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7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will 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
 - 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.

District Superintendent:	<i>Robert J. Sullivan</i>	SIGNATURE:	DATE
			9/14/20

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

Board of Education (optional):		SIGNATURE:	DATE
District Superintendent:	<i>Robert J. Sullivan</i>		9/30/20

The Extended COVID-19 Learning Plan Approval

MISD Superintendent:		SIGNATURE:	DATE

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
31300 Anita Dr
Warren, Michigan 48093-1646**

Contingency Learning Plan for Section 504 Plan

Student Name: Click or tap here to enter text.	Plan Date: Click or tap here to enter text.
Date of Birth: Click or tap here to enter text.	Date of 504 Plan to which this plan relates: Click or tap here to enter text.
Grade: Click or tap here to enter text.	School/District: Click or tap here to enter text.

Rationale for Contingency Planning

Due to the COVID-19 pandemic, Section 504 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.

The 504 Plan is the district's current offer of accommodations 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 504 Plan as written. The purpose of a Contingency Plan is to modify the 504 Plan in light of the public health circumstances while ensuring that the student continues to receive accommodations in the current 504 Plan to an extent that is safe, reasonable, and practicable in light of the public health circumstances.

How was the Contingency Learning Plan developed: By the 504 Team during a regular 504 meeting
OR By the 504 Team during a special meeting for this purpose OR Other _____

The following 504 Team members participated in the development of this plan:

Student Name: Click or tap here to enter text.
Parent/Guardian(s): Click or tap here to enter text.
District Representative: Click or tap here to enter text.
Counselor: Click or tap here to enter text.
General Education Teacher(s): Click or tap here to enter text.
Other: Click or tap here to enter text.
Other: Click or tap here to enter text.
Other: Click or tap here to enter text.

Triggers for the Contingency Learning Plan

The current 504 Plan was developed with the assumption that instruction is being delivered under the following model:

- Full-time brick-and-mortar with in-person instruction
- Other _____

This Contingency Learning Plan will be implemented when: (check all that apply)

- The district moves to a full-time virtual model with distance learning.
- The district moves to a hybrid model that includes both in-person instruction and distance learning.
- The student is ill, or at risk for becoming ill, with COVID-19, or is quarantined due to COVID-19 in the household.

Planning for Accommodations in a Full-Time Virtual Model with Distance Learning

1. Are there any accommodations in the current 504 Plan that cannot be implemented as written in a full-time virtual model with distance learning? Yes No

Accommodation from the current 504 Plan	How will this accommodation be modified for Distance Learning?
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

2. Are there any additional accommodations (other than those in the current 504 Plan) that will be necessary in a full-time virtual model with distance learning? Yes No

Different/Additional Accommodations to be Provided for Distance Learning	Conditions under which accommodations will be provided
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

3. Describe any other modifications to the current 504 Plan that will be necessary in a full-time virtual model with distance learning:

Click or tap here to enter text.

Planning for Accommodations in a Hybrid Model that includes both In-Person and Distance Learning

1. Are there any accommodations in the current 504 Plan that cannot be implemented as written in a hybrid model?
 Yes No

Accommodation from the current 504 Plan	How will this accommodation be modified for Distance Learning?
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

2. Are there any additional accommodations (other than those in the current 504 Plan) that will be necessary in a hybrid model? Yes No

Different/Additional Accommodations to be Provided for Distance Learning	Conditions under which accommodations will be provided
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

3. Describe any other modifications to the current 504 Plan that will be necessary in a hybrid model:

Click or tap here to enter text.

Prior Written Notice of Contingency Learning Plan

Dear Parent/Guardian:

The school district intends to implement the Contingency Learning Plan described in this document. This Contingency Learning Plan will be triggered when the district shifts to a different instructional delivery model due to changes in the public health situation. This Contingency Learning Plan will remain in place until the district resumes the instructional delivery model under which the current 504 Plan was developed, at which time the district will revert to implementing the current 504 Plan as written.

The Contingency Learning Plan is considered part of the current 504 Plan and is therefore subject to all the procedural safeguards and dispute resolution options available under Section 504. The Contingency Learning Plan may be reviewed/revised by the 504 Team (including the parent) without revising the 504 Plan itself. If a new 504 Plan is developed, the Contingency Learning Plan will be reviewed, and revised as necessary, to align with the new IEP.

The following options were considered but not included in this Contingency Learning Plan:

Options Considered but not Selected	Basis for not Selecting the Option
Click or tap here to enter text.	Click or tap here to enter text.

Other factors relevant to the development of this Contingency Learning Plan:

Click or tap here to enter text.

Resources for Parents/Guardians
<p>The Notice of Section 504 Procedural Safeguards that you have received previously describes protections under Section 504 of the Rehabilitation Act of 1973 to students with disabilities, or suspected disabilities, and some related rights provided by Title VI of the Civil Rights Act of 1964 and the Family Educational Rights and Privacy Act.</p> <p>The following sources are available to help you understand your rights:</p> <ul style="list-style-type: none"> • FAMILY MATTERS-Online resource center for families developed by the Michigan Department of Education-Office of Special Education (MDE-OSE). http://bit.ly/MDEFamilyMatters • THE ARC OF MACOMB COUNTY-586-469-1600 www.arc-resources.org • MICHIGAN ALLIANCE FOR FAMILIES-800-552-4821 www.michiganallianceforfamilies.org • MICHIGAN SPECIAL EDUCATION MEDIATION PROGRAM-800-8-RESOLVE • MICHIGAN PROTECTION AND ADVOCACY-800-288-5923 www.mpas.org • MICHIGAN DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION-1-517-373-0923 www.michigan.gov/mde

	A copy of this notice and plan is being provided to the parent/guardian
Date:	Click or tap here to enter text.
Mode of Delivery:	Click or tap here to enter text.
Staff Name/Title:	Click or tap here to enter text.

Warren Consolidated Schools
31300 Anita Dr
Warren, Michigan 48093-1646
Phone: 586-698-4093

Contingency Learning Plan	
Student Name: Sammi WCSample	Plan Date:
Date of Birth: 01/02/2009 Age:	Date of IEP to which this plan relates:
Grade: Fourth grade	UIC: 9999999999
Parent/Guardian:	School/District: Wilde Elementary School / Warren Consolidated
Rationale for Contingency Planning	

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.

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 Sammi 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 she would under the current IEP;
- 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.

How was the Contingency Learning Plan developed? By the IEP Team in a special meeting for this purpose.

The following IEP Team members participated in the development of this plan:

District Representative: ,

Special Education Teacher or Provider: ,

Triggers for the Contingency Learning Plan

The current IEP was developed with the assumption that instruction is being delivered under the following model:
 Full-time brick-and-mortar with in-person instruction.

This Contingency Learning Plan will be implemented when:

- The district moves to a full-time virtual model with distance learning.
- The district moves to a hybrid model that includes both in-person instruction and distance learning.
- The student is ill, or at risk for becoming ill, with COVID-19, or is quarantined due to COVID-19 in the household.

Planning for FAPE in a Full-Time Virtual Model with Distance Learning
--

1. Are there any supplementary aids/supports in the current IEP that cannot be implemented as written in a full-time virtual model with distance learning? Yes No

Supplementary Aid/Support from the Current IEP	How will this Supplementary Aid/Support be Modified for Distance Learning?

2. Are there any different/additional supplementary aids/supports (other than those in the current IEP) that will be necessary in a full-time virtual model with distance learning? Yes No

Different/Additional Supplementary Aids/Supports to be Provided for Distance Learning	Frequency/Duration or Conditions under which the SAS will be Provided	Location

3. Are there any annual goals/STOs in the current IEP that cannot be taught, progress monitored, or measured as written in a full-time virtual model with distance learning? Yes No

Annual Goal or STO from the Current IEP	How will this Annual Goal/STO be Modified for Distance Learning?

4. Are there changes to the special education services (type, frequency, duration, location) that the student will receive in a full-time virtual model with distance learning? Yes No

Service	Frequency and Duration	Location	Comments

5. Are there changes to the special education programs (type, frequency, duration, location) that the student will receive in a full-time virtual model with distance learning? Yes No

Program	Frequency and Duration	Location	Comments

6. Are there changes as to how the student will participate (such as type of assessment or accommodations needed) for state and/or district assessments that will be administered in a full-time virtual model with distance learning? Yes No

Test	Mode	Subtest	Accommodations

7. Describe any other modifications to the current IEP that will be necessary in a full-time virtual model with distance learning:

Planning for FAPE in a Hybrid Model that includes both In-Person and Distance Learning

- Are there any supplementary aids/supports in the current IEP that cannot be implemented as written in a hybrid model? Yes No
- Are there any different/additional supplementary aids/supports (other than those in the current IEP) that will be necessary in a hybrid model? Yes No
- Are there any annual goals/STOs in the current IEP that cannot be taught, progress monitored, or measured as written in a hybrid model? Yes No
- Are there changes to the special education services (type, frequency, duration, location) that the student will receive in a hybrid model? Yes No
- Are there changes to the special education programs (type, frequency, duration, location) that the student will receive in a hybrid model? Yes No
- Are there changes as to how the student will participate (such as type of assessment or accommodations needed) for state and/or district assessments that will be administered in a hybrid model? Yes No
- Describe any other modifications to the current IEP that will be necessary in a hybrid model:

Prior Written Notice of Contingency Learning Plan

Dear Parent/Guardian:

The school district intends to implement the Contingency Learning Plan described in this document. This Contingency Learning Plan will be triggered when the district shifts to a different instructional delivery model due to changes in the public health situation. This Contingency Learning Plan will remain in place until the district resumes the instructional delivery model under which the current IEP was developed, at which time the district will revert to implementing the current IEP as written.

The Contingency Learning Plan is considered part of the current IEP and is therefore subject to all the procedural safeguards and dispute resolution options available under IDEA/MARSE. The Contingency Learning Plan may be reviewed/revised by the IEP Team (including the parent) without revising the IEP itself. If a new IEP is developed, the Contingency Learning Plan will be reviewed, and revised as necessary, to align with the new IEP.

The following options were considered but not included in this Contingency Learning Plan:

Options Considered but not Selected	Basis for not Selecting the Option

Other factors relevant to the development of this Contingency Learning Plan:

The Procedural Safeguards Notice that you have received previously describes protections under the Individuals with Disabilities Education Act (IDEA). The following sources are available to help you understand your rights:

- MICHIGAN ALLIANCE FOR FAMILIES, 1819 South Wagner Road, PO Box 1406, Ann Arbor, MI 49106; 1-800-552-4821; www.michiganallianceforfamilies.org
- MICHIGAN DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES, PO Box 30008, Lansing, MI 48909; 1-517-373-0923; www.michigan.gov/mde
- MICHIGAN PROTECTION AND ADVOCACY, 4095 Legacy Parkway, Suite 500, Lansing, MI 48911-4263; 1-800-288-5923; www.mpas.org

A copy of this notice and plan is being provided to the parent/guardian:

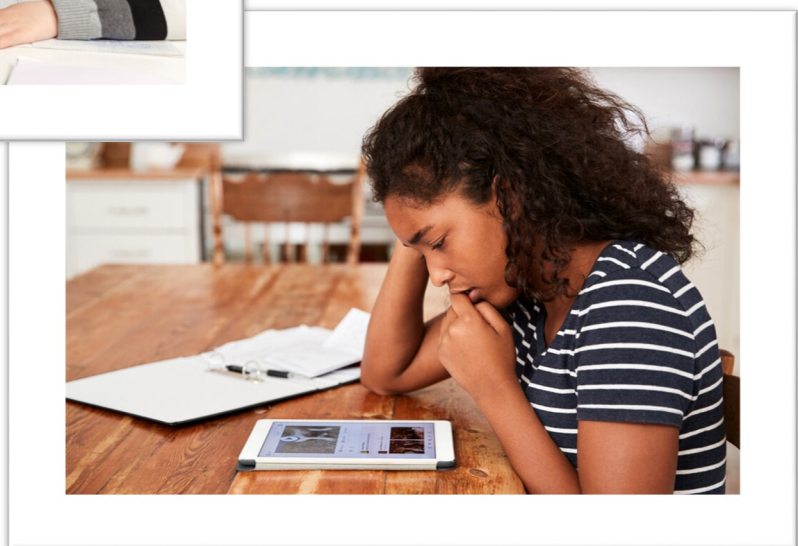
Date of Delivery	Mode of Delivery	Staff Name/Title

Warren Consolidated Schools



A Parent's Guide to Remote Learning

2020-2021 School Year



WCSKIDS.NET

Introduction

The Warren Consolidated Schools Board of Education will consider starting school in September remotely for all grades TK-12. This guide provides details on what a remote instructional schedule would include along with information on technology, in-person supports, special education, our district calendar, and related issues. Wednesday, August 19, 2020, at 7:30pm, the Board of Education will consider this plan. Meeting information is available at wcskids.net.

As you read through this plan, it is important to understand how things have changed over the summer. For example, when we first set-up our virtual option in July, it was done with the expectation that we would still offer in-person instruction and therefore, students who chose virtual could not stay in many of our magnet programs like MSVPA, MS2TC, MMSTC, CPC, etc. and certain courses like auto shop, band, etc. because a teacher could not be in two places at once doing both in-person and virtual. However, this plan moves all students to a remote option, allowing them to remain in these programs. When the district resumes in-person learning, families will have a choice to either return to school or move to a virtual option, which may also come with schedule adjustments to help accommodate families.

This plan awaits further direction from the Michigan High School Athletic Association (MHSAA) and the Michigan School Band and Orchestra Association (MSBOA), both of which have been issuing guidance on activities. For example, MHSAA recently moved football to spring with additional announcements about other sports coming soon. As our decisions are finalized on extra-curricular activities, we will update you.

Finally, as we continue to adapt to changes from the state legislature and health officials, it is important to clarify some terms that have been used regarding learning at-home, virtual, online, and remote.

Before the pandemic: WCS offered traditional face-to-face instruction known as "In-Person Learning." Other online academies and cyber schools, not part of WCS, existed and were known as "Virtual Learning."

During the pandemic: "In-Person Learning" was suspended by the Governor, requiring WCS and other schools to do "Remote Learning." Other online academies and cyber schools continued "Virtual Learning" as they were never face-to-face doing "In-Person Learning."

For September 2020: This plan recommends that all students are put into "Remote Learning," and when the district returns to "In-Person Learning," families will have the choice to remain online through a "Virtual Learning" option if they do not want face-to-face, "In-Person Learning."

Please submit any questions to info@wcskids.net, and we will publish information on our website as we prepare for the start of school.

District Calendar

Our district will follow our published calendar, which can be found [at this link](#) or below. Parents can expect an alternate, shortened schedule for scheduled half days.

Warren Consolidated Schools 2020 - 2021 Calendar

August							September							October						
2	3	4	5	6	7	8	6	NS	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30			25	26	27	28	29	30	31	

November							December							January						
1	2	NS	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
15	16	17	18	19	20	21	20	NS	NS	NS	NS	NS	26	17	NS	19	NS	NS	23	
22	23	24	NS	NS	NS	28	27	NS	NS	NS	NS		24	25	26	27	28	29	30	
29	30																			

February							March							April						
1	2	3	4	5	6		1	2	3	4	5	6	4	NS	NS	NS	NS	NS	10	
7	8	9	10	11	12	13	7	8	9	10	11	12	13	11	12	TD	14	15	16	17
14	NS	NS	NS	NS	NS	20	14	15	16	17	18	19	20	18	19	20	21	22	23	24
21	22	23	24	25	26	27	21	22	23	24	25	26	27	25	26	27	28	29	30	
28							28	29	30	31										

May							June						
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	NS	NS	18	19	
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	NS												

- Sept. 8 K-12 Half day (HD) - AM ECSE ONLY; NO PM ECSE
- Sept. 9 K-12 Full day - All students - AM and PM ECSE Report at Regular Times
- Sept. 25 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
- Oct. 7 Official Student Count Day (CD)
- Oct. 16 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
- Nov. 3 No School (NS) - District Wide
- Nov. 6 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
- Nov. 13 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
- Nov. 23 K-12 Full Day - Evening Parent Teacher Conferences (PTC)
- Nov. 24 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM Afternoon & Evening Parent Teacher Conferences (PTC)
- Nov. 25-27 No School (NS) - Thanksgiving Recess
- Nov. 30 Classes Resume
- Dec. 18 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
- Dec. 21-Jan. 1 No School (NS) - Holiday Break
- Jan. 4 Classes Resume
- Jan. 18 No School (NS) - Dr. Martin Luther King, Jr. Day
- Jan. 20 9-12 Half Day (HS) - High School Only - Exams
- Jan. 21 9-12 Half Day (HS) - High School Only - Exams
- Jan. 22 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM; HS - Exams
- Feb. 10 Supplemental Student Count Day (CD)
- Feb. 15-19 No School (NS) - Winter Break
- Feb. 22 Classes Resume
- Feb. 26 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
- March 18 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE; Afternoon & Evening Parent Teacher Conferences (PTC)
- March 26 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
- April 1 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
- April 2-9 No School (NS) - Spring Break
- April 12 Classes Resume K-5 - Full day
- April 13 HS/MS Testing Day (TD) - Schedules to Follow
- May 7 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
- May 28 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM -Senior Last Day
- May 31 No School (NS) - Memorial Day
- June 1 Classes Resume
- June 4 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
- June 5 High School Graduation Ceremony (GD)
- June 15 9-11 Half Day (HS) - High School Only - Exams
- June 16 9-11 Half Day (HS) - High School Only - Exams
- June 17 K-11 Half Day (HD) - NO AM ECSE; PM REPORT IN AM ; HS - Exams

Elementary (K-5) Marking Periods

- 1st Term 09/08/2020 - 11/13/2020
- 2nd Term 11/16/2020 - 2/26/2021
- 3rd Term 3/1/2021 - 6/17/2021

Secondary (6-12) Marking Periods

- 1st Marking Period 09/08/2020 - 11/6/2020
- 2nd Marking Period 11/9/2020 - 1/22/2021
- 3rd Marking Period 1/25/2021 - 3/26/2021
- 4th Marking Period 3/29/2021 - 6/17/2021
- Updated 7/1/2020

- T Teacher Work Day
- NS No School
- HD All Students Half Day
- CD Official Count Days
- PTC P/T Conferences
- HS High School Only Half Day
- TD MS/HS Testing Day
- GD Graduation Day

Schedule

Parents can expect a set schedule from their school, and for their child to interact virtually with their teachers every day, Monday through Friday. Teachers will take attendance, deliver our district curriculum, and students will be expected to submit work and receive feedback and grades. Below are sample schedules for elementary and secondary students.

Sample Elementary Schedule:

Monday		Tuesday		Wednesday		Thursday		Friday		
Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15	Morning Meeting	9:00 – 9:15	
ELA Block (combination of whole group/small group)	9:15 – 10:45	ELA Block (combination of whole group/small group)	9:15 – 10:45	Ancillary Groups/ Intervention Groups/Student Supports/ Counseling Services	9:20 – 12:00	ELA Block (combination of whole group/small group)	9:15 – 10:45	ELA Block (combination of whole group/small group)	9:15 – 10:45	
Break 10:45 – 11:00		Break 10:45 – 11:00		Lunch 12:00 – 12:45		Break 10:45 – 11:00		Break 10:45 – 11:00		
Specials	11:00 – 12:00	Specials	11:00 – 12:00	12:45 – 4:00 – Teacher collaboration time Instructional Materials Pick Up day		Specials	11:00 – 12:00	Specials	11:00 – 12:00	
Lunch 12:00 – 1:00		Lunch 12:00 – 1:00				Lunch 12:00 – 1:00		Lunch 12:00 – 1:00		
Math Instruction (combination of whole group/small group)	1:00 – 2:30	Math Instruction (combination of whole group/small group)	1:00 – 2:30			Math Instruction (combination of whole group/small group)		1:00 – 2:30	Math Instruction (combination of whole group/small group)	
Science	2:45 – 3:30	Social Studies	2:45 – 3:30			Specials Lesson/Grade Level Teacher work time		2:45 – 3:30	Specials Lesson/Grade Level Teacher work time	
Teacher Work Time	3:30 – 4:00	Teacher Work Time	3:30 – 4:00			Teacher Work Time	3:30 – 4:00	Teacher Work Time	3:30 – 4:00	

Schedule

Parents can expect a set schedule from their school, and for their child to interact virtually with their teachers every day, Monday through Friday. Teachers will take attendance, deliver our district curriculum, and students will be expected to submit work and receive feedback and grades. Below are sample schedules for elementary and secondary students.

Sample Secondary Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Check In – 7:30 – 8:00	4 th hour – 8:10 – 9:10	Check In – 7:30 – 8:00	4 th hour – 8:10 – 9:10	Check In – 7:30 – 8:00
1 st hour – 8:10 – 9:10		1 st hour – 8:10 – 9:10		8:00 – 12:00 Extra support groups
2 nd hour – 9:20 – 10:20	5 th hour – 9:20 – 10:20	2 nd hour – 9:20 – 10:20	5 th hour – 9:20 – 10:20	Counselor/Student meetings Weekly Materials Pickup time Student work time
3 rd hour – 10:30 – 11:30	6 th hour – 10:30 – 11:30	3 rd hour – 10:30 – 11:30	6 th hour – 10:30 – 11:30	
Lunch – 11:30 – 12:00	Lunch 11:30 – 12:00	Lunch – 11:30 – 12:00	Lunch 11:30 – 12:00	Lunch 12:00 – 12:30
Office Hours – 12:00 – 2:30	Office Hours – 12:00 – 2:30	Office Hours – 12:00 – 2:30	Office Hours – 12:00 – 2:30	Teacher Collaboration Time – 12:30 – 2:30

Student Attendance and Grades: Daily attendance will be taken, and students will be expected to submit assignments for grades and feedback. We will publish report cards on our regular schedule. High School students will earn credits in their classes and their grades will be calculated as part of their Grade Point Average. As has been our practice for many years, grades and attendance will be tracked through Power School.

Technology Access: Students will be able to check out a laptop device should they need one. More information regarding request and checkout procedures will be forthcoming.

Curriculum and Instruction: The Warren Consolidated Schools curriculum, which families have known for years, and aligns with the State Standards, will be used in our remote learning environment. Our curriculum is warehoused digitally in our Schoology platform for all teachers to have quick access. Instruction will consist of whole group and small group synchronous (live) and asynchronous (off-line or recorded delivery method) delivery methods.

A variety of instructional materials will be used, both electronic and hard copy. Material pick up dates will be scheduled for classes that require textbooks or other materials.

Teacher Work Time: To support our teachers as they continue to shift their instructional practices from in-person instruction to a remote platform, you will notice time in our sample schedules is reserved for “teacher work time.” This could be a professional learning opportunity for teachers, time to collaborate with colleagues, or a chance to connect with students or parents.

“Office Hours”: In our plan for secondary schools, “Office Hours” are created as an opportunity for teachers to meet online with small groups of students or to support students with work from their classes. These may also be times teachers are asked to attend meetings about their students.

Students with Disabilities: All students with an IEP will be contacted by a member of our Special Education Department to write an Individualized Contingency Learning Plan. This document will be written in collaboration with families and will overview the supports and services students will receive in a Remote Learning Environment. In addition, Primary providers will be taking data on IEP goals this fall. This data will be utilized to discuss IEP services later in the first semester or second trimester. Decisions will be made collaboratively with parents via an IEP or IEP Amendment based on parent input.

Nutrition Services: The District will continue to offer meals for all students while in a remote environment on school days. Meals (including breakfast and lunch) will be available for pick-up. Similar to a traditional school year, Nutrition Services will be collecting payment for the meals or deducting the price of the meal from each student account, upon meal pick-up. However, all families are encouraged to complete a free and reduced lunch application at www.lunchapp.com. We will continue to accommodate any documented food allergies and menu modifications that are on file with Nutrition Services will be handled using a preorder system.

Facilities Management: Custodians will be staffed in buildings to accommodate the needs of each building. Regular sanitization; particularly of frequently touched surfaces and restrooms will occur. The buildings will also be stocked with hand sanitizer, wipes and masks.

Technology Platform: Schoology will serve as our virtual learning hub. This will allow parents to log into a single site and have access to all of their student's information, regardless of how many children they have. WebEx, a premium, secure, video conferencing service, will be another platform available for teacher/student interactions.

Technology Support: WCS will offer training for parents and students on our technology platforms. In addition to handouts and prerecorded videos on our website, we will offer parent trainings on the following days/times:

August 26 – 2 pm

August 27 – 2 pm

August 27 – 6 pm

September 2 – 9 am

September 3 – 9 am

September 3 – 6 pm

Watch for a special update on our district website, wcskids.net, with links for these training and resources.

Role of Parents: Parents are vital supports to their children’s learning in a remote environment and should be prepared to assist their students in logging on and monitoring their time spent on school work.

Parent Support: In addition to our Schoology training plan, our district will operate a Technology Help Desk to provide technical support. A phone number will be provided with scheduled hours that students and parents can call for technical help. If a technician is not available, voicemails left will be automatically transcribed into help tickets and will be addressed by the next available WCS representative.

Communication: As always, our district will keep you informed of important developments. It is critically important that families maintain accurate contact information in PowerSchool to ensure they receive all the information from our schools/district. Schools will have information for families about how to update contacts should addresses or phone numbers change.



Warren Consolidated Schools



دليل الوالدين

السنة الدراسية 2020-2021



WCSKIDS.NET

المقدمة

سينظر مجلس وارن الموحد للمدارس للتعليم في بدء الدراسة في أيلول/سبتمبر عن بعد لجميع الصفوف من الحضانة حتى الثاني عشر. يقدم هذا الدليل تفاصيل حول ما يمكن أن يتضمنه الجدول التعليمي عن بعد إلى جانب معلومات عن التكنولوجيا، والدعم الشخصي، والتعليم الخاص، والتقويم في منطقتنا، والقضايا ذات الصلة. الأربعاء 19 أغسطس 2020، في الساعة 7:30 مساءً، سينظر مجلس التعليم في هذه الخطة. تتوفر معلومات الاجتماع في wcskids.net

كما تقرأ من خلال هذه الخطة، من المهم أن نفهم كيف تغيرت الأمور خلال فصل الصيف. على سبيل المثال، عندما تم إعداد الخيار الظاهري في يوليو، تم ذلك مع توقع أننا قد نقدم في التعليم الشخصي، وبالتالي، الطلاب الذين اختاروا التعلم الظاهري لا يمكن البقاء في العديد من البرامج لدينا مثل MSVPA، MS2TC، MMSTC، الخ ودورات معينة مثل، الفرقة، الخ لأن المعلم لا يمكن أن يكون في مكانين في وقت واحد القيام على حد سواء شخصياً وظاهرياً. ومع ذلك، هذه الخطة ينقل جميع الطلاب إلى خيار بعيد، مما يسمح لهم بالبقاء في هذه البرامج. وعندما تستأنف المقاطعة التعلم الشخصي، سيكون للأسر خيار إما العودة إلى المدرسة أو الانتقال إلى خيار افتراضي، والذي قد يأتي أيضاً مع تعديلات في الجدول الزمني للمساعدة في استيعاب الأسر.

هذه الخطة تنتظر المزيد من التوجيه من جمعية ميشيغان الرياضية في المدارس الثانوية (MHSAA) ورابطة فرقة مدرسة ميشيغان والأوركسترا (MSBOA)، وكلاهما تم إصدار إرشادات حول الأنشطة. على سبيل المثال، انتقلت MHSAA مؤخراً إلى الربيع مع إعلانات إضافية حول الرياضات الأخرى التي سرعان ما. بما أن قراراتنا قد تم الانتهاء منها بشأن الأنشطة اللاصفية، سنقوم بتحديثك.

وأخيراً، مع استمرارنا في التكيف مع التغييرات التي تطرأ على الهيئة التشريعية للولاية والمسؤولين الصحيين، من المهم توضيح بعض المصطلحات التي تم استخدامها فيما يتعلق بالتعلم في المنزل، والظاهري، وعلى الإنترنت، ومن بعيد.

قبل الجائحة: قدمت الجمعية العالمية للتعليمات التقليدية وجهاً لوجه المعروفة باسم "التعلم الشخصي". كانت الأكاديميات الإلكترونية والمدارس الإلكترونية الأخرى، التي ليست جزءاً من WCS، موجودة وكانت تعرف باسم "التعلم الافتراضي".

خلال انتشار الوباء: أوقف الحاكم "التعلم الشخصي" مما تطلب من الجمعية العالمية للمدارس وغيرها من المدارس القيام "بالتعلم عن بعد". واصلت الأكاديميات الإلكترونية الأخرى ومدارس الإنترنت "التعلم الافتراضي" لأنها لم تكن أبداً وجهاً لوجه و لم تقوم "بالتعلم الشخصي".

بالنسبة لشهر سبتمبر 2020: توصي هذه الخطة بأن يتم وضع جميع الطلاب في "التعلم عن بعد"، وعندما تعود المنطقة إلى "التعلم الشخصي"، سيكون للعائلات خيار البقاء على الإنترنت من خلال خيار "التعلم الافتراضي" إذا كانوا لا يريدون "التعلم الشخصي" وجهاً لوجه. يرجى تقديم أي أسئلة إلى info@wcskids.net، وسوف نقوم بنشر المعلومات على موقعنا على الإنترنت ونحن نستعد لبدء الدراسة.

تقويم/الرزنامة السنوية للمنطقة

سوف نتبع موقعنا التقويم المنشور، والتي يمكن العثور عليها في هذا الرابط أو أدناه. يمكن للوالدين أن يتوقعوا جدولاً زمنياً بديلاً مختصراً لنصف يوم مجدول.

Warren Consolidated Schools 2020 - 2021 Calendar

August							September							October						
						1			1	T	T	4	5					1	2	3
2	3	4	5	6	7	8	6	NS	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23/24	24/25	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31

November							December							January							
						7														NS	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
22	23	NS	NS	NS	28		20	NS	NS	NS	NS	NS	26	17	NS	19	NS	NS	23	23	
29	30						27	NS	NS	NS	NS			24/25	25	26	27	28	29	30	

February							March							April							
																				NS	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	NS	NS	NS	NS	NS	10	
14	NS	NS	NS	NS	NS	20	14	15	16	17	18	19	20	11	12	TD	14	15	16	17	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
28							28	29	30	31				25	26	27	28	29	30		

May							June														
						8														GD	
9	10	11	12	13	14	15	6	7	8	9	10	11	12								
16	17	18	19	20	21	22	13	14	NS	NS	18	19									
23	24	25	26	27	28	29	20	21	22	23	24	25	26								
30	NS						27	28	29	30											

T	Teacher Work Day
NS	No School
NS	All Students Half Day
CD	Official Count Days
PTC	P/T Conferences
NS	High School Only Half Day
TD	MS/HS Testing Day
GD	Graduation Day

Elementary (K-5) Marking Periods

1st Term 09/08/2020 - 11/13/2020
2nd Term 11/16/2020 - 2/26/2021
3rd Term 3/1/2021 - 6/17/2021

Secondary (6-12) Marking Periods

1st Marking Period 09/08/2020 - 11/6/2020
2nd Marking Period 11/9/2020 - 1/22/2021
3rd Marking Period 1/25/2021 - 3/26/2021
4th Marking Period 3/29/2021 - 6/17/2021
Updated 7/1/2020

Sept. 8 K-12 Half day (HD) - AM ECSE ONLY; NO PM ECSE
Sept. 9 K-12 Full day - All students - AM and PM ECSE Report at Regular Times
Sept. 25 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
Oct. 7 Official Student Count Day (CD)
Oct. 16 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
Nov. 3 No School (NS) - District Wide
Nov. 6 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
Nov. 13 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
Nov. 23 K-12 Full Day - Evening Parent Teacher Conferences (PTC)
Nov. 24 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM Afternoon & Evening Parent Teacher Conferences (PTC)
Nov. 25-27 No School (NS) - Thanksgiving Recess
Nov. 30 Classes Resume
Dec. 18 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
Dec. 21-Jan. 1 No School (NS) - Holiday Break
Jan. 4 Classes Resume
Jan. 18 No School (NS) - Dr. Martin Luther King, Jr. Day
Jan. 20 9-12 Half Day (HS) - High School Only - Exams
Jan. 21 9-12 Half Day (HS) - High School Only - Exams
Jan. 22 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM; HS - Exams
Feb. 10 Supplemental Student Count Day (CD)
Feb. 15-19 No School (NS) - Winter Break
Feb. 22 Classes Resume
Feb. 26 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
March 18 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE; Afternoon & Evening Parent Teacher Conferences (PTC)
March 26 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
April 1 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
April 2-9 No School (NS) - Spring Break
April 12 Classes Resume K-5 - Full day
April 13 HS/MS Testing Day (TD) - Schedules to Follow
May 7 K-12 Half Day (HD) - AM ECSE ONLY; NO PM ECSE
May 28 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM -Senior Last Day
May 31 No School (NS) - Memorial Day
June 1 Classes Resume
June 4 K-12 Half Day (HD) - NO AM ECSE; PM REPORT IN AM
June 5 High School Graduation Ceremony (GD)
June 15 9-11 Half Day (HS) - High School Only - Exams
June 16 9-11 Half Day (HS) - High School Only - Exams
June 17 K-11 Half Day (HD) - NO AM ECSE; PM REPORT IN AM ; HS - Exams
*Dates Subject to Change

الجدول

يمكن للآباء توقع جدول زمني محدد من مدرستهم، وأن يتفاعل أطفالهم تقريبًا مع معلمهم يوميًا، من الاثنين إلى الجمعة. المعلمون سيأخذون الحضور، ويقدمون لدينا المناهج الدراسية في المنطقة، وسوف يتوقع من الطلاب لتقديم العمل وتلقي الملاحظات والدرجات. وفيما يلي عينات الجداول الزمنية للطلاب الابتدائية والثانوية

نموذج الجدول الابتدائي

الجمعة		الخميس		الأربعاء		الثلاثاء		الاثنين	
9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي	9:00 -	اجتماع صباحي
9:15		9:15		9:15		9:15		9:15	
9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة)	9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة)	9:20 -	المجموعا ت الإضافية / مجموعات التدخل / دعم الطلاب / خدمات الإرشاد	9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة)	9:15 -	بلوك (مزيج من ELA / مجموعة كاملة / مجموعة صغيرة)
10:4 5		10:4 5		12:0 0		10:4 5		10:4 5	
10:45 – 11:00 إستراحة		10:45 – 11:00 إستراحة		12:00 – 12:45 غداء		10:45 – 11:00 إستراحة		10:45 – 11:00 إستراحة	
11:0 0 –	السيبشيلس ك الرياضة/الموسيقى/المي ديا-المكتبة	11:0 0 –	السيبشيلس ك الرياضة/الموسيقى/المي ديا-المكتبة	12:45 – 4:00 – وقت تعاون المعلم يوم المواد التعليمية إلتقاط		11:0 0 –	السيبشيلس ك الرياضة/الموسيقى/المي ديا-المكتبة	11:0 0 –	السيبشيلس ك الرياضة/الموسيقى/المي ديا-المكتبة
12:0 0		12:0 0				12:0 0		12:0 0	
12:00 – 1:00 الغداء		12:00 – 1:00 الغداء				12:00 – 1:00 الغداء		12:00 – 1:00 الغداء	
1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة)	1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة)			1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة)	1:00 -	تعليم الرياضيات (مزيج من مجموعة كاملة / مجموعة صغيرة)
2:30		2:30				2:30		2:30	
2:45 -	درس السبشيل / مستوى الصف المعلم وقت العمل	2:45 -	درس السبشيل / مستوى الصف المعلم وقت العمل			2:45 -	الدراسات الاجتماعية	2:45 -	العلوم
3:30		3:30				3:30		3:30	
3:30 -	وقت عمل المعلم	3:30 -	وقت عمل المعلم			3:30 -	وقت عمل المعلم	3:30 -	وقت عمل المعلم
4:00		4:00				4:00		4:00	

الجدول الزمني

يمكن للآباء توقع جدول زمني محدد من مدرستهم، وأن يتفاعل أطفالهم تقريبًا مع معلمهم يوميًا، من الاثنين إلى الجمعة. سيأخذ المعلمون الحضور، ويقدمون مناهجنا الدراسية في المنطقة، ومن المتوقع أن يقدم الطلاب العمل ويحصلون على الملاحظات والدرجات. وفيما يلي عينات الجداول الزمنية للطلاب الابتدائية والثانوية.

نموذج الجدول الثانوي

الجمعة	الخميس	الأربعاء	الثلاثاء	الاثنين
8:00 – 7:30 – الحضور	9:10 – 8:10 – الساعة الرابعة	8:00 – 7:30 – الحضور	8:10 – الساعة الرابعة – 9:10	8:00 – 7:30 – الحضور
مجموعات 8:00 – 12:00 دعم إضافي مستشار / اجتماعات الطلاب الأسبوعية المواد بيك اب وقت عمل الطالب	9:10 – 8:10 – الساعة الأولى	9:10 – 8:10 – الساعة الأولى		1 st hour – 8:10 – 9:10
	10:20 – 9:20 – الساعة الخامسة	10:20 – 9:20 – الساعة الثانية	10:20 – 9:20 – الساعة الخامسة	10:20 – 9:20 – الساعة الثانية
	11:30 – 10:30 – الساعة السادسة	11:30 – 10:30 – الساعة الثالثة	11:30 – 10:30 – الساعة السادسة	11:30 – 10:30 – الساعة الثالثة
12:00 – 12:30 الغداء	Lunch 11:30 – 12:00	11:30 – 12:00 – الغداء	11:30 – 12:00 – الغداء	11:30 – 12:00 – الغداء
وقت تعاون المعلمين 12:30 – 2:30	12:00 – ساعات العمل – 2:30	12:00 – ساعات العمل – 2:30	11:45 – ساعات العمل – 2:30	ساعات العمل – 12:00 – 2:30

حضور الطلاب والدرجات: سيتم الحضور اليومي، ومن المتوقع أن يقدم الطلاب مهام للصفوف والملاحظات. سننشر بطاقات التقرير في جدولنا الزمني العادي. سيحصل طلاب المدارس الثانوية على اعتمادات/كريديت في فصولهم الدراسية وسيتم حساب درجاتهم كجزء من متوسط نقطة الصف. كما كانت ممارستنا لسنوات عديدة، سيتم تتبع الدرجات والحضور من خلال باورسكول.

الحصول على التكنولوجيا: سيتمكن الطلاب من الحصول على جهاز كمبيوتر محمول إذا احتاجوا إليه. مزيد من المعلومات حول إجراءات الطلب والحصول سوف تكون قادمة .

المنهج والتعليم: سيتم استخدام منهج وارن الموحد للمدارس، الذي عرفته الأسر منذ سنوات، ويتماشى مع معايير الدولة، في بيئة التعلم عن بعد. يتم تخزين مناهجنا الدراسية رقميًا في منصة المدرسة لدينا لجميع المعلمين للوصول السريع. وسوف تتكون من مجموعة كاملة ومجموعة صغيرة مترام (العيش) وغير مترام (خارج الخط أو طريقة التسليم المسجلة) طرق التسليم. وستستخدم مجموعة متنوعة من المواد التعليمية، سواء منها الإلكترونية أو المطبوعة. سيتم جدولة مواعيد التقاط المواد للصفوف التي تتطلب الكتب المدرسية أو غيرها من المواد .

وقت عمل المعلم: لدعم مدرسينا وهم يواصلون تحويل ممارساتهم التعليمية من التعليم الشخصي إلى منصة نائية ، ستلاحظ أن الوقت في جداول العيّنات الخاصة بنا محجوز لـ "وقت عمل المعلم". قد تكون هذه فرصة تعلم احترافي للمعلمين، أو وقت للتعاون مع الزملاء، أو فرصة للتواصل مع الطلاب أو أولياء الأمور .

"ساعات العمل": في خطتنا للمدارس الثانوية ، "ساعات العمل" هي فرصة للمعلمين لقاء على الانترنت مع مجموعات صغيرة من الطلاب أو لدعم الطلاب مع العمل من فصولهم. وقد تكون هذه أيضاً أوقات يطلب فيها من المعلمين حضور اجتماعات حول طلابهم .

الطلاب ذوي الإعاقة: سيتم الاتصال بجميع الطلاب الذين لهم برنامج التعليم الخاص من قبل أحد أعضاء قسم التعليم الخاص لكتابة خطة التعلم الفردية الطارئة. سيتم كتابة هذا المستند بالتعاون مع العائلات، وسوف يلقي نظرة عامة على الدعم والخدمات التي سيحصل عليها الطلاب في بيئة التعلم عن بعد. وبالإضافة إلى ذلك، فإن مقدمي الخدمات الأولية سوف تأخذ البيانات عن أهداف IEP هذا الخريف. سيتم استخدام هذه البيانات لمناقشة خدمات IEP في وقت لاحق في الفصل الدراسي الأول أو الثلث الثاني. وسيتم اتخاذ القرارات بالتعاون مع الآباء والأمهات عن طريق IEP أو IEP التعديل على أساس مدخلات الآباء .

خدمات التغذية: ستواصل المقاطعة تقديم وجبات الطعام لجميع الطلاب أثناء وجودهم في بيئة نائية في أيام الدراسة. تتوفر وجبات الطعام (بما في ذلك وجبة الإفطار والغداء) للاستلام. وعلى غرار السنة الدراسية التقليدية، ستقوم خدمات التغذية بجمع مدفوعات الوجبات أو خصم سعر الوجبة من حساب كل طالب، عند استلام وجبة الطعام. ومع ذلك، يتم تشجيع جميع الأسر على إكمال طلب وجبة غداء مجانية ومخفضة في www.lunchapp.com سنستمر في استيعاب أي وثيقة عن حساسية غذائية وسيتم التعامل مع تعديلات القائمة الموجودة في ملفات خدمات التغذية باستخدام نظام طلب مسبق.

إدارة المباني: سيتم توظيف أمناء المباني في المباني لتلبية احتياجات كل مبنى. التعقيم المنتظم؛ بشكل خاص السطوح الأكثر إستعمالاً ودورات المياه/الحمامات. كما سيتم تزويد المباني بمطهر اليد والمناديل والكمادات.

منصة التكنولوجيا: ستكون المدارس بمثابة مركز التعلم الافتراضي لدينا. وهذا سيسمح للآباء بتسجيل الدخول إلى موقع واحد والحصول على جميع المعلومات الخاصة بطلابهم، بغض النظر عن عدد الأطفال الذين لديهم WebEx .، قسط ، آمنة ، وخدمة مؤتمرات الفيديو ، وسوف تكون منصة أخرى متاحة للمعلمين / الطالب التفاعلات.

الدعم التكنولوجي: سوف توفر WCS التدريب لأولياء الأمور والطلاب على منصاتنا التكنولوجية. بالإضافة إلى النشرات ومقاطع الفيديو المسجلة مسبقًا على موقعنا، سنقدم تدريبات للوالدين في الأيام/الأوقات التالية:

26 آب في الساعة 2:00 بعد الظهر

27 آب في الساعة 2:00 بعد الظهر

27 آب في الساعة 6:00 مساء

2 أيلول في الساعة 9:00 صباحا

3 أيلول في الساعة 9:00 صباحا

3 أيلول في الساعة 6:00 مساء

توقع تحديثًا خاصًا على موقعنا على الويب ، wcskids.net، مع روابط لهذه التدريبات والموارد .

دور الآباء: الآباء هم دعم حيوي لتعلم أطفالهم في بيئة نائية وينبغي أن يكونوا مستعدين لمساعدة طلابهم في تسجيل الدخول ومراقبة الوقت الذي يقضونه في العمل المدرسي .

دعم الوالدين: بالإضافة إلى خطة التدريب على المدرسة، ستقوم منطقتنا بتشغيل مكتب مساعدة تقنية لتقديم الدعم الفني. سيتم تزويد رقم الهاتف بالساعات المجدولة التي يمكن للطلاب وأولياء الأمور الاتصال بها للحصول على المساعدة التقنية. إذا لم يكن الفني متاحًا، سيتم نسخ رسائل البريد الصوتي التي يتم تركها تلقائيًا إلى تذاكر المساعدة وسيتم معالجتها من قبل ممثل WCS التالي المتاح .

التواصل: كما هو الحال دائماً، سوف تبقينك مقاطعتنا على اطلاع على التطورات الهامة. من المهم للغاية أن تحتفظ العائلات بمعلومات الاتصال الدقيقة في PowerSchool لضمان تلقيها جميع المعلومات من مدارسنا/ المنطقة. سيكون لدى المدارس معلومات للعائلات حول كيفية تحديث جهات الاتصال في حالة تغيير العناوين أو تغيير أرقام الهواتف .

