

# Fraser Public Schools

*A Community Conversation:  
Designing Learning for All*

*Return to School 2020  
Session #3*



Thankful  
&  
Grateful

# Tonight's Agenda

- **Format of the Webinar**
  - District Overview of our **Current Reality**
- Fraser Public Schools Road Map - **District Committee Work**
  - An Overview of **Fraser's Return to School 2020 Plan**
  - **Q and A** (from parent survey questions and the chat)

Welcome Back our Students on September 8th, 2020!

# Introductions

**Carrie Wozniak - Superintendent**

**Dr. Donna Anderson - Assistant Superintendent**

**Denis Metty - Director of Special Education**

**Kristin Ledford - Director of Community Relations**

Thank you!



**We are all in this  
together.  
Your Leadership  
Matters.**

# Guiding Principles



## **Fraser's Portrait of a Graduate and the 6 C's**

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### **Critical Thinking**

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

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### **Communication**

Communicating effectively with a variety of styles, modes and tools (including digital tools), tailored for a range of audiences.

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### **Creativity**

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

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### **Character**

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

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### **Collaboration**

Work interdependently and synergistically in teams with strong interpersonal and team-related skills, including the effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

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### **Citizenship**

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

# FRASER PUBLIC SCHOOLS STRATEGIC PLAN 2019 – 2023





# Guide to our Work

## Three Key Documents

### Return to School Road Map

### MI Safe Start Plan

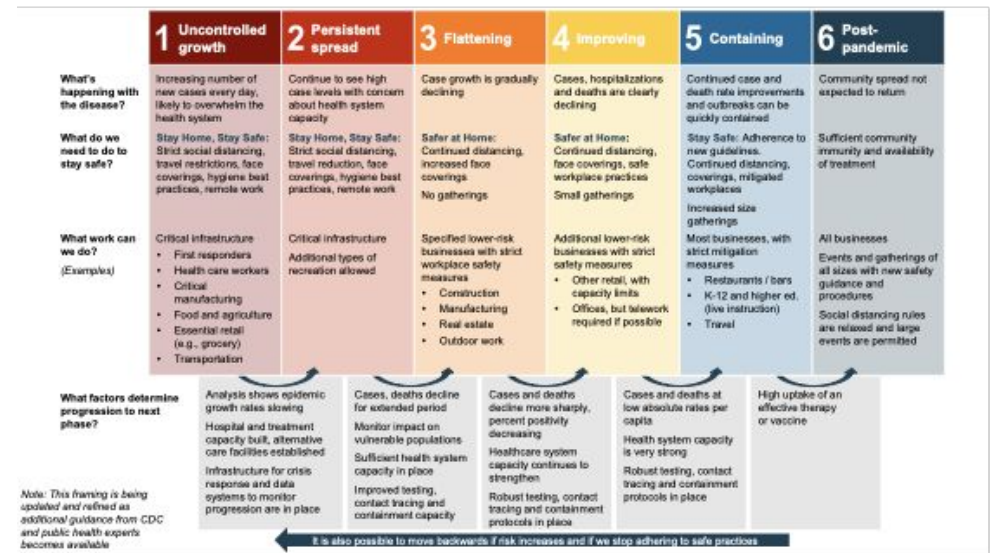
**Return to School Roadmap**  
AN OPPORTUNITY LABS INITIATIVE

The Roadmap | About Us | Press | Search

## Where Public Education and Public Health Meet

A roadmap of essential actions to help district and school leaders plan and implement a safe, efficient, and equitable return to school

- Governance
- Wellness
- Instruction
- Postsecondary
- Facilities
- School Operations
- Technology





# MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap



Governor Gretchen Whitmer  
COVID-19 Task Force on Education  
Return to School Advisory Council

June 30, 2020

**Macomb County is  
Currently in Stage  
4 of the Governor's  
Plan.**

# District Stakeholder Planning

# Fraser Return to School - [Stakeholder Task Force](#)

The [Fraser Public Schools](#) Stakeholder Task Force began working early on in June to prepare for K-12 schooling for the 2020-2021 academic year. The District adopted a collaborative and research-based approach to align its teaching and learning framework with the State of Michigan's 6 phases of the [MI Safe Start Plan](#) and [MI Safe Schools Return to School Road Map](#).

Fraser has established 5 ad hoc committees composed of Fraser employee stakeholders to anticipate needs, explore options and provide the Central Leadership Team with considerations for implementation. **We will be using the [Return to Schools Map](#) to guide our recommendations for next steps.**

In addition, the District conducted two surveys (community and staff) that provided critical input to the committees and to the Central Leadership Team.

**Return to School 2020**



## Fraser Public Schools

August 17th, 2020

Board of Education Meeting

Superintendent's Report - Return to School Report Out



# Plan for the Fall of 2020

*Based upon the work of our Return to School Task Force and Survey Data we are planning to start the year in a Virtual mode with opportunities for small in person learning for every grade level in the District and that we continue in that mode through the first semester of school (January).*

The date is subject to change. The District will continually monitor and adjust accordingly based upon the data and research provided by the Health Department. However, a virtual option will stay in place throughout the year.

Remember, please complete the Return to School Enrollment Form

**Public Schools FRASER INNOVATE • LEARN • LEAD**

Fraser Public Schools Enrollment Confirmation Form 2020-2021

**Section 1**

Now that you know our plan for the beginning of the school year, we need more information about you and each of your students enrolled in Fraser Public Schools. **Please complete all sections of this form in order for your response to be recorded.**

\* Parent/Guardian Information

Full Name

Email Address

Phone Number

**Virtual Learning Parent Permission**

Virtual learning is a method of receiving academic instruction in courses in which the pupil is registered and courses are taken through a virtual learning environment. Our District has made the decision to start the school year virtually.

Please note: your signature is not required below. This is an extra layer of support we want to provide our students and parents with in regards to instructional assurances. Recent legislation has enabled all schools to move forward without the SOD Requirement. You may choose to skip this section.

By typing my name here, I hereby attest, under penalty of perjury, that I am the parent or legal guardian of the students listed on the following page(s) and give my permission for his/her enrollment in district approved virtual courses. This serves as my electronic signature.

Today's Date

Today's Date

Date

**Public Schools FRASER INNOVATE • LEARN • LEAD**

Fraser Public Schools Enrollment Confirmation Form 2020-2021

**Section 2 - Student 1 Information**

\* What is Student 1's first name?

\* What is Student 1's last name?

\* What school does Student 1 attend?

\* What grade will Student 1 be entering this year?

\* If you previously submitted the form to enroll your student in Fraser Virtual K-12, now that the 20-21 district plan includes all students beginning in a virtual environment, **do you wish to remain in Fraser Virtual K-12?**

Yes, I want my student to remain in Fraser Virtual K-12.

No, I want to rescind my Fraser Virtual K-12 enrollment.

N/A - never submitted the form.

\* Will Student 1 be participating in our opportunities for in-person small group instruction? (ie, grade-level cohort; priority student groups; special education services, including social work, speech and possible resource services.)

This would typically consist of one half day a week in groups of 10 students or less. Students would be wearing a mask and practice social distancing. Schools will enforce necessary cleaning precautions. Each school will follow up with parents with more details on meeting schedules, etc.

Yes

No



*Fraser will start the school year with all Students online -  
with opportunities for Small Group Learning*

- Online learning at home with teachers providing direct instruction virtually from school.
- This would be a robust learning experience with Direct Instruction. Teachers meeting daily with students virtually.
- **In addition, opportunities for Small Groups to meet Face to Face. Approximately 10 students would meet in person for a ½ day (T, Wed, and Thursday - am).**

*What does this look like for your child?*

**Elementary**  
**Richards Middle School**  
**Fraser High School**

## Types of Learning to Expect in the Virtual Environment

<b>Synchronous</b>	<b>Asynchronous</b>	<b>Unplugged</b>
<p>This type of learning is done with a teacher <b>online</b> (live) at a designated time:</p> <ul style="list-style-type: none"> <li>● Live content mini-lessons</li> <li>● Lesson follow up</li> <li>● Assignment check-in</li> <li>● Online discussions</li> <li>● Teacher read-alouds</li> <li>● Live reflections</li> <li>● Digital games</li> </ul>	<p>This type of learning can be done by students digitally at any time during the day without the teacher present:</p> <ul style="list-style-type: none"> <li>● Teacher-recorded content mini-lessons</li> <li>● Tasks assigned from a website (Zearn, BrainPop)</li> <li>● Expert videos (view and respond)</li> <li>● Recorded reflections</li> </ul>	<p>This is time spent on activities that require little to no technology:</p> <ul style="list-style-type: none"> <li>● Journals/Workbooks</li> <li>● Writing pieces</li> <li>● Performance tasks</li> <li>● Nature/backyard exploration</li> </ul>

## Sample Elementary Schedule

Sample 1

	M	T	W	Th	F
<b>8:30-12:00</b>	<ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• Overview of the week and expectations</li> <li>• Small Group Instruction/ Conferencing</li> <li>• Virtual learning                             <ul style="list-style-type: none"> <li>Myon</li> <li>Zearn</li> <li>BrainPop</li> <li>SpellingCity</li> <li>Special Journals</li> <li>(writing, math, science, soc st)</li> </ul> </li> </ul>	<p>F2F instruction - (<math>\frac{1}{3}</math> students)</p> <ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• small group reading/reading assessments</li> <li>• small group writing/writing conferences/assessments</li> <li>• small group math/math assessments</li> </ul> <p>Virtual learning - (remaining <math>\frac{2}{3}</math> students)</p> <ul style="list-style-type: none"> <li>Myon</li> <li>Zearn</li> <li>BrainPop</li> <li>SpellingCity</li> <li>Special science/social studies</li> </ul>	<p>F2F instruction - (<math>\frac{1}{3}</math> students)</p> <p>Morning Meeting</p> <ul style="list-style-type: none"> <li>• small group reading/reading assessments</li> <li>• small group writing/writing conferences/assessments</li> <li>• small group math/math assessments</li> </ul> <p>Virtual learning - (remaining <math>\frac{2}{3}</math> students)</p> <ul style="list-style-type: none"> <li>Myon</li> <li>Zearn</li> <li>BrainPop</li> <li>SpellingCity</li> <li>Special science/social studies</li> </ul>	<p>F2F instruction - (<math>\frac{1}{3}</math> students)</p> <p>Morning Meeting</p> <ul style="list-style-type: none"> <li>• small group reading/reading assessments</li> <li>• small group writing/writing conferences/assessments</li> <li>• small group math/math assessments</li> </ul> <p>Virtual learning - (remaining <math>\frac{2}{3}</math> students)</p> <ul style="list-style-type: none"> <li>Myon</li> <li>Zearn</li> <li>BrainPop</li> <li>SpellingCity</li> <li>Special science/social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual learning                             <ul style="list-style-type: none"> <li>Myon</li> <li>Zearn</li> <li>BrainPop</li> <li>SpellingCity</li> <li>Special journals (writing, math, science, soc st)</li> </ul> </li> </ul>
<b>12:10 - 1:30</b>	Lunch/specials/ silent reading	transportation/lunch/silent reading	transportation/lunch/silent reading	transportation/lunch/silent reading	Lunch /silent reading/specials
<b>1:30-3:30</b>	Virtual whole class instruction <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>	Virtual whole class instruction <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• Literacy instruction</li> </ul>	Virtual whole class instruction <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>	Virtual whole class instruction <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>	Virtual whole class instruction <ul style="list-style-type: none"> <li>• afternoon meeting</li> <li>• math</li> <li>• genre units</li> <li>• science/social studies</li> <li>• literacy instruction</li> </ul>

# Elementary School

- Routine
- Organized Work Space with supplies
- Learning Coach
- Virtual Handbook

# Richards Middle School

RMS Student Sample Schedule - September Cohorts

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>AM Synchronous</b> 8:05am-10:54am <b>All Students Virtual</b> 1st-3rd Hours 53 Minutes each class</p> <ul style="list-style-type: none"> <li>• Whole class</li> <li>• Direct Instruction</li> <li>• Small Group</li> <li>• Independent work</li> <li>• Assessment</li> <li>• Closing</li> </ul>	<p><b>AM</b> 8:05-11:35 <b>Cohort 1- F2F</b></p> <ul style="list-style-type: none"> <li>• Small group learning opportunity</li> <li>• 25 minute sessions with each teacher</li> <li>• Community</li> <li>• Relationship building</li> <li>• Assessment</li> <li>• Seminar</li> </ul> <p><b>Cohorts 2 and 3 Virtual</b></p> <ul style="list-style-type: none"> <li>• Independent</li> <li>• small group work</li> <li>• recorded lessons</li> <li>• learning pathways on blackboard</li> </ul>	<p><b>AM</b> 8:05-11:35 <b>Cohort 2- F2F</b></p> <ul style="list-style-type: none"> <li>• Small group learning opportunity</li> <li>• 25 minute sessions with each teacher</li> <li>• Community</li> <li>• Relationship building</li> <li>• Assessment</li> <li>• Seminar</li> </ul> <p><b>Cohorts 1 and 3 Virtual</b></p> <ul style="list-style-type: none"> <li>• Independent</li> <li>• small group work</li> <li>• recorded lessons</li> <li>• learning pathways on blackboard</li> </ul>	<p><b>AM</b> 8:05-11:35 <b>Cohort 3- F2F</b></p> <ul style="list-style-type: none"> <li>• Small group learning opportunity</li> <li>• 25 minute sessions with each teacher</li> <li>• Community</li> <li>• Relationship building</li> <li>• Assessment</li> <li>• Seminar</li> </ul> <p><b>Cohorts 1 and 2 Virtual</b></p> <ul style="list-style-type: none"> <li>• Independent</li> <li>• small group work</li> <li>• recorded lessons</li> <li>• learning pathways on blackboard</li> </ul>	<p><b>Full Day- Asynchronous Learning for All</b> 8:05am-2:50</p> <ul style="list-style-type: none"> <li>• Independent work</li> <li>• Office hours</li> <li>• Recorded lessons</li> <li>• Digital programs</li> <li>• learning pathways on blackboard</li> <li>• Student Paced</li> </ul>
<p>4th-5th Hours Lunch and Virtual Seminar 10:57-12:54</p>	<p>4th-5th Hours Lunch and Digital Seminar Check in 10:57-12:54</p>	<p>4th-5th Hours Lunch and Digital Seminar Check in 10:57-12:54</p>	<p>4th-5th Hours Lunch and Digital Seminar Check in 10:57-12:54</p>	
<p><b>PM-</b> 12:58pm-2:50pm <b>All Students Virtual</b> 4th-7th Hours 53 minutes class</p> <ul style="list-style-type: none"> <li>• Whole class</li> <li>• Direct Instruction</li> <li>• Small Group</li> <li>• Independent work</li> <li>• Assessment</li> <li>• Closing</li> </ul>	<p><b>PM</b> 12:35pm-2:50pm <b>All Students Virtual</b> 1st-7th Hours 20 minutes each class</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Small group support</li> <li>• Q&amp;A</li> <li>• Assessment</li> </ul>	<p><b>PM</b> 12:35pm-2:50pm <b>All Students Virtual</b> 1st-7th Hours 20 minutes each class</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Small group support</li> <li>• Q&amp;A</li> <li>• Assessment</li> </ul>	<p><b>PM</b> 12:35pm-2:50pm <b>All Students Virtual</b> 1st-7th Hours 20 minutes each class</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Small group support</li> <li>• Q&amp;A</li> <li>• Assessment</li> </ul>	

# Fraser High School

- Small Learning Opportunities - Priority Groupings (TBD)
  - SE Services
  - Remediation
  - Labs
  - CTE Hands-On
- Flexible Schedule
  - Based on need
  - Student sign up
  - Flexible groupings

Monday (Blue)	Tuesday (Gold)	Wednesday (Blue)	Thursday (Gold)	Friday (Asynchronous Learning Day)	
1- 7:30-8:58	6- 7:30-8:58	1- 7:30-8:58	6- 7:30-8:58	BLOCK 1	7:30 - 8:08
2- 9:04-10:31	7- 9:04-10:31	2- 9:04-10:31	7- 9:04-10:31	BLOCK 2	8:12 - 8:49
3- 10:37-12:31	8- 10:37-12:31	3- 10:37-12:31	8- 10:37-12:31	BLOCK 3	8:53 - 9:30
4- 12:37-1:22	9- 12:37-1:22	4- 12:37-1:22	9- 12:37-1:22	BLOCKS 4 & 9	9:34 - 10:11
5- 1:28-2:18	10- 1:28-2:18	5- 1:28-2:18	10- 1:28-2:18	BLOCK 6	10:15 - 10:52
<b>Monday-Thursday - Synchronous Learning</b>				BLOCKS 5 & 10	10:56 - 12:56
				BLOCK 7	1:00 - 1:37
				BLOCK 8	1:41 - 2:18



# Expectations

## Student

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

## Teacher

- Class Format:
  - Begin class with synchronous instruction
  - Ongoing teacher support for students in small group, independent work
  - Close class with synchronous
- Lessons will be recorded
- Small Group/remediation during class
- Assess for student understanding
- Frequent two-way communication with parent on student progress

# Technology Exchange




# School Age Child Care (SACC)

*Formerly Latchkey*

# SACC Changes

- Limited spaces
- Available at every elementary school
- Schedule and pay in advance
- No drop-in service
- 10 students/room



**School-Age Child Care (SACC)**  
Formerly known as Latchkey

Available at every elementary school

**Registration will begin the week of August 24th**  
**Space is limited!**

**Changes**

- Name: SACC
- Schedule: Parent/Guardian Provides a schedule at registration
- Billing/Payments: Prepaid in advance every two weeks

**Due to COVID-19**

- Only for students with parents/guardians working outside the home
- Smaller/limited group sizes
- Additional cleaning and sanitizing
- Staff and children must wear face masks
- Daily rates
- Parents will be provided with a SACC COVID-19 Response Plan

**SACC Fees During COVID-19 (September-January)**

Supplies/Materials Fee	PM (12:00 - 6:00 pm)	Full Day (7:00 am - 6:00 pm)
\$50/child or \$75/family each semester	\$25	\$35

**Child Schedule Information**

- Only registered students will be allowed to enter SACC, no 'drop-in' childcare
- Schedule must be submitted at registration
- Changes to the schedule need to be approved by childcare staff based on space available
- Children will be put on a waiting list if space is not available

**Payment Information**

- Parents/legal guardians need to submit payment based on the schedule provided at the time of registration.
- Fees are paid in advance. Invoices will be sent every two weeks. Payment of fees is due on or before Thursday of each week for the following week's care.
- Parents/legal guardians that do not make their payments by Friday for the following week could lose their spot in SACC. They will be contacted if this situation occurs.
- If the account is not kept current or is chronically delinquent, we reserve the right to terminate care until full payment is made or to terminate childcare permanently.
- Families with overdue accounts from the 2019-2020 school year must pay the balance in full before current year registration will be accepted. We reserve the right to deny childcare services when payment is delinquent.


**Additional information will be provided in the SACC Parent Handbook**

[www.Fraser.k12.mi.us/SACC](http://www.Fraser.k12.mi.us/SACC)

# Special Education

# Special Education Letter and FAQ

**p 586.439.7000**  
**f 586.439.7001**



**33466 Garfield • Fraser, MI 48026**  
**www.fraser.k12.mi.us**

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August 19, 2020

Dear Fraser Parents/Guardians of Students of Special Education,

You are receiving this letter because you have a student enrolled in Fraser Public Schools who has an Individualized Education Plan (IEP) or is in the process of being evaluated for special education eligibility. Fraser Public Schools will begin the 2020-2021 school year in a **virtual learning setting**. Having said that, we are exploring weekly opportunities for small group, face to face instruction in our school buildings, where/when appropriate, for our many student groups receiving special education services.

Since the district is beginning the school year engaged in virtual learning, students with an IEP that remain virtual, without face to face services, will need to be considered for a Contingency Learning Plan (CLP). The CLP is a document separate from the IEP. It is developed with the student's IEP team, and parents/guardians will be consulted on the plan. The CLP details what services and supports the student will receive from special service providers during school closures, such as those resulting in virtual learning and will document the agreement between those providers and families to better meet the needs of each student with an IEP during our extended school closure.

During virtual learning, special education services and supports will look and feel different. It is our intent to provide students with IEP's a regular, consistent, and meaningful instructional experience, facilitated by Fraser Public Schools' special services teachers and service providers. It is anticipated that Contingency Learning Plans for each student with an IEP will be completed as soon as possible once teachers return from summer break. Each student's team will contact parents to address their student's CLP and/or IEP, depending on the virtual or face to face opportunities that may be available.

The Fraser Public Schools Special Education Department is committed to collaborating with families to meet the needs of students during this unprecedented time. Please be sure to read the FAQ's attached, and as always, please feel free to reach out to our team with any additional questions or concerns that you may have.


Sincerely,

Denis Metty  
Director of Special Education  
Fraser Public Schools

*"A caring district — working together"*

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**p 586.439.7000**  
**f 586.439.7001**



**33466 Garfield • Fraser, MI 48026**  
**www.fraser.k12.mi.us**

**Frequently Asked Questions and Answers**

Due to the COVID-19 pandemic, parents and districts will need to be flexible with the instructional delivery of our students to assure the health and safety of students, staff, and families. Having said that, below are a number of a FAQ's on how Fraser Public Schools will be proceeding in regards to our students that currently have IEPs.

**What is the virtual learning schedule for students with IEP's?**

Students with IEP's will follow a schedule similar to their general education peers, with flexibility for services provided by special services teachers and related service staff. For example, elementary students might receive their special education services during one of the instructional blocks, just as they would with a traditional "pull-out" model. Secondary students will follow the schedule for secondary course periods. Again, we anticipate that each course block will provide time for service providers to set up lessons with individual or small groups of students.

**How will services be provided to students?**

Students will receive individualized or small group direct instructional lessons from special education teachers and service providers during normal school hours. If services are determined, it will be documented on their **IEP** and/or **Contingency Learning Plan**. Services will take place with special services providers through virtual learning or face to face instruction.

**Will the services be provided as written in the student's IEP?**

Each team, in collaboration with parents, will determine the services, along with frequency of services in the **Contingency Learning Plan**.

*"A caring district — working together"*

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### **What is a Contingency Learning Plan?**

The Contingency Learning Plan (CLP) will describe how the delivery of free appropriate public education (FAPE) will be provided when the IEP cannot be implemented as written. The starting point is always the current IEP. For example, if the IEP is written for in-person specialized instruction but cannot be implemented as written because schools are closed, the CLP will identify how the programs/services will be delivered during the closure.

### **Why are we considering CLPs at the beginning of the school year for students with IEPs, regardless of what phase we are in when school starts?**

CLPs are proactively developed and documented based on a review of the IEP, so the plan is in place before it needs to be used. Developing CLPs in advance will prevent the need to hold individual meetings during an emergency school closure and provide for a smoother transition for students.

### **Why not just use the IEP to document changes in the delivery of FAPE?**

Although it is possible for an IEP team to consider all the alternatives and write a well worded, detailed IEP, describing the service delivery in all phases may be problematic in terms of clarity. Additionally, there could be unforeseen circumstances not considered by the IEP team, as there is no way to predict with any certainty how the public health situation may impact the delivery of FAPE. The CLP is intended to serve as a fluid document that may be revised as needed without reopening the IEP each time a change is made to the learning environment.

### **Why do we need to revise a student's IEP and create a CLP? Why not just develop a CLP?**

A review of the student's most recent IEP serves as the foundation for creating the CLP. A revision or amendment to the IEP would take place to document within the Other Considerations section of the IEP that the student has a CLP.

### **What if a parent does not want a CLP and refuses to participate in the planning process?**

Parents will be invited to participate or be kept informed of the development of a CLP. If the parent elects not to participate, the district may proceed to develop the plan without the parent, in the same way that an IEP meeting may proceed without the parent. Multiple efforts to involve the parent will be documented. Upon completion of the CLP by the IEP team, the parent will be provided with a copy of the plan, including prior written notice of the district's intent to implement the plan, and Procedural Safeguards.

### **For students who are not due for an IEP until spring 2021, should we develop new IEPs to address virtual learning vs. face-to-face? Are we only addressing issues as students come due for their IEPs?**

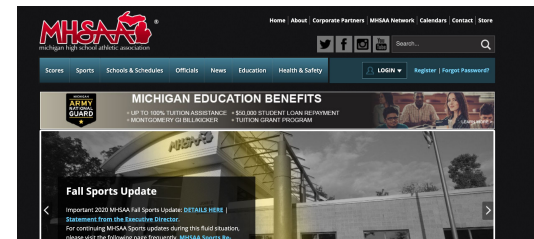
In the fall, each student needs to have in place an IEP that delivers FAPE. Unless the student's IEP can be implemented as written, students will need a CLP when the district reopens for the Fall 2020-21 school year under a different or virtual learning model. Once staff returns for the school year, they will be reaching out to parents/caregivers to initiate this process.

# Athletics/After School Activities

# After School Activities

- All Clubs and other ‘after school’ activities will be only held virtually at this time. You will receive additional information at the Building Level regarding those activities.
- We know the importance of our Performing Arts Programs in Fraser. We plan on continuing those programs. However, they will look considerably different in order to maintain the necessary health and safety protocols.
- At this point in time, Marching Band Practice will continue outdoors only.

- Athletics will follow MHSAA Guidelines.



Q and A





# Next Steps - Be Kind and Be Flexible

Watch your email for additional communications from the District.

Continue to Partner with the Macomb County Health Department.

**Plan to virtually welcome our students back on September 8th, 2020**

# Remember

