



**Morrice Area Schools
Extended COVID-19 Learning Plan
as Described in [Public Act 149, Section 98a](#)**

June 4, 2021

Revisions Based on [SB 927](#)

Introduction:

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. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

(COMPLETED) The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Morrice Area School Extended COVID-19 Learning Plan

Address of School District/PSA: 111 E. Mason Street Morrice, MI 48857

District/PSA Code Number: 78060

District/PSA Website Address: morrice.k12.mi.us

District/PSA Contact and Title: Michelle Falcon, Superintendent

District/PSA Contact Email Address: 111 E. Mason St. Morrice, MI 48857

Name of Intermediate School District/PSA: Shiawassee RESD

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. **COMPLETED AND POSTED (MF/LC)** - No later than **January 15, 2021**, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.

3. **COMPLETED AND POSTED (MF/LC/NJ/AL/LB)** - 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. [Morrice Area School Goal Progression \(COMPLETE AL/LB\)](#)

4. **ASSESSMENTS COMPLETED FALL, WINTER AND SPRING: ACADIENCE / AIMSWEB**
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.

5. **(2.2.21) ADDITIONAL DEVICES HAVE BEEN DELIVERED AND WILL BE DEPLOYED NO LATER THAN FEBRUARY 16, 2021**

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.

6. **(1.28.21) THE DISTRICT COVID RESPONSE TEAM REVIEWED OUR PLANS CONSULTING CDC AND [HEALTH DEPARTMENT GUIDELINES](#).**

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

7. 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.

8. The District/PSA assures that

- a. Instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
- b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
- c. the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and

- d. For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - i. the instructional delivery method that was reconfirmed;
 - ii. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - iii. whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - e. 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.
9. 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.
10. 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, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be

communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.

District Superintendent or President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we progress through school this fall, our first priority is to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Morrice Area Schools begin the school year in a hybrid learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

Quality Evidence-Based Assessment Practices

The Morrice Area School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Morrice Area School District will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

The AIMSWEB Plus assessment in reading and math will be administered to all students three times: once in the first nine weeks of the school year, after the first of the year and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on Aimsweb results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Aimsweb and **Acadience**.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by Aimsweb and **Acadience**.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

Note: The Morrice Area Schools full instructional plan can be found [here](#).

Elementary School Schedule Considerations:

1. As of May 6, 2021, students may be unmasked at recess and staff with social distancing.
2. In the event the entire district is moved to virtual instruction, the following represents the scheduled teacher/student interaction, including independent work time for students to complete assignments.
3. This schedule provides multiple additional teacher or student initiated interaction opportunities every day of the week to ensure consistent communication with students.
4. Schedule:
 - a. (8:00-11:00) Students will independently perform core content curriculum to include ELA, Math, Science, Social Studies and the Arts in the online learning platform.
 - b. Afternoon hours provide students with synchronous instruction with certified classroom teachers and peer collaboration via zoom.
 - c. The elementary staff will run an independent morning schedule, accounting for families with children in both buildings, availability of devices, and internet capabilities.

Elementary School Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 11:30	Teachers created grade level schedules to provide additional time for direct instruction with students for whole group instruction, small group instruction and one-on-one instruction. * Title I services and Resource Room support				
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-2:55	Independent grade level content, Music, Art and P.E. lessons for students * Title I services and Resource Room support				

Math	ELA	Science	Social Studies	SEL
4-5 lessons a week (Everyday math/ Accelerate- content standards using Canvas) 6th grade- module every two weeks	5 lessons a week (Reading Street/ Accelerate- content standards using Canvas) 6th- mod. every two wks. Daily lessons- Heggerty (K-1)	Every 2-4 weeks one module in Canvas/ Accelerate. Module length depends on grade level	1 module every 2-4 weeks depending on grade level Canvas	Weekly two-way communication (ClassDojo Mindfulness, Go Noodle, Zoom, Read aloud)
number talks daily & Which one doesn't belong- 6th grade	Daily Writing lessons (writing is integrated in all subjects)		6th grade- one module every two weeks	

Jr/Sr High School Schedule Considerations:

1. In the event the entire district is moved to virtual instruction, the following represents the scheduled teacher/student interaction, including work time for teachers to prepare for synchronous learning.
2. This schedule provides a consistent, designated meeting time for grade levels.
3. Allows the Jr/Sr High School staff to run an independent afternoon schedule, accounting for families with children in both buildings, availability of devices, and internet capabilities.
4. The staggered schedule allows for 40 minutes of instructional time for classes each day. Classes meet on alternating days. Friday provides students and teachers an opportunity to check in via email or phone to address questions or concerns for the week’s class work.
5. The schedule includes 10 minutes between classes for teachers to:
 - a. Prepare for the next class (log into a new zoom meeting, open new materials, etc.)
 - b. Admit students to zoom meeting
 - c. Take attendance
6. The schedule also provides time on Tuesdays and Thursdays for teachers to communicate with the students that were already virtual, for attendance purposes.

Morrice Jr/Sr High School Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday Time Schedule	Friday
8:00 -11:00	Work Time *.	Work Time *	Work Time *	Work Time *	Work Time *	Work Time *Jr
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 - 12:10	1st hour	5th hour	1st hour	5th hour	11:30-11:55	1st hour
12:20 - 1:00	2nd hour	6th hour	2nd hour	6th hour	12:00-12:25	2nd hour
1:10 - 2:00	3rd hour	7th hour	3rd hour	7th hour	12:30-12:55	3rd hour
2:10 - 2:50	4th hour	Work Time *	4th hour	Work Time *.	1:00-1:25	4th hour
					1:30-1:55	5th hour
					2:00-2:25	6th hour
					2:30-2:55	7th hour

Mode of Instruction

To start the school year, all K-12 students will have the option to attend school every day for face-to-face instruction or an online learning platform (Accelerate Education through Canvas) as the primary mode of instruction. Student and staff health and safety will be addressed through our safety protocol plan outlined in our Preparedness and Response plan.

Extended COVID-19 Learning Plan Training on Delivery, Access, and Use of Virtual Content

Teachers: The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.

Title of Training	Synchronous or Asynchronous
Getting Started w/Canvas 1hr training	Synchronous and Asynchronous
Getting Started w/ Accelerate 1 hr training	Synchronous and Asynchronous
Follow Up Training - 2 hours 1.18.21	Synchronous and Asynchronous

Parents: The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.

Event, Resource, or Title of Training	Synchronous or Asynchronous
Learningcoach.accelerate.education - Webinar Training	Asynchronous
Canvas Learning Management System training videos and guides	Asynchronous
https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#Observers	Asynchronous
https://community.canvaslms.com/t5/Observer-Guide/tkb-p/observer	Asynchronous

Students: The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.

Event, Lesson, or Title of Training	Synchronous or Asynchronous
Canvas Learning Management System training videos and guides	Asynchronous
https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#Students	Asynchronous
https://community.canvaslms.com/t5/Student-Guide/tkb-p/student	Asynchronous

Note: The Morrice Area Schools full instructional plan can be found [here](#).

Curriculum and Instruction: Academic Standards

The Morrice Area School District curriculum for core academic areas is aligned to the state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will utilize the following guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year.

Professional development opportunities will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face and virtual classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our secondary teachers work to engage students remotely, they will use the following best practices for remote learning:

- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

Morrice Area School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher

important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access Technology

The Morrice Area School District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The Morrice Area School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan.

https://docs.google.com/document/d/1QxneK-XICWuc4zswj6xSOj_ZMERMFFHVIK6fANmk-jc/edit

Students with identified special needs

When school starts, students' IEPs and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

The Morrice Area School Districts full instructional plan addresses ways all learners are supported and can be found at

https://docs.google.com/document/d/1QxneK-XICWuc4zswj6xSOj_ZMERMFFHVIK6fANmk-jc/edit.

Morrice Extended COVID-19 Learning Plan
Goal Reporting
Required by February 1, 2021 and by End of 20/21 School Year

Date: February 1, 2021

Goal Category	Goal Related to Achievement on K - 8 Benchmarks
Beginning of the Year Reading Goal	By the end of the 2020-2021 school year the district will have increased the number of students meeting their reading growth proficiency as measured on their benchmark assessments in the aggregate data to determine whether pupils are making meaningful progress toward mastery of these standards.
End of the Year Reading Goal	To have students reach the benchmark of 80% proficient in the Acadience test k-5 and Aimsweb Plus 6-8.
Beginning of the Year Mathematics Goal	By the end of the 2020-2021 school year the district will have increased the number of students meeting their reading growth proficiency as measured on their benchmark assessments in the aggregate data to determine whether pupils are making meaningful progress toward mastery of these standards.
End of the Year Mathematics Goal	To have students reach the benchmark of 80% proficient in the Acadience test k-5 and Aimsweb Plus 6-8.

Achievement of Proficiency on Benchmark Assessment

Reporting Category percentage of K-5 students that are proficient	By February 1 (Results from September, 2020)		Before End of Year	
	Reading	Math	Reading	Math
All Students	67/219 (31%)	34/219 (15%)	105/210 (50%)	41/210 (20%)
Econ. Disadvantaged	17/104 (16%)	11/104 (11%)	50/104 (48%)	17/104 (16%)
Special Education	0/18 (0%)	0/18 (0%)	0/19 (0%)	0/19 (0%)
English Learner	N/A	N/A	N/A	N/A
Female	37/103 (36%)	14/103 (13%)	53/97 (54%)	13/97 (13%)
Male	30/116 (26%)	19/116 (16%)	52/113 (46%)	27/113 (24%)

Reporting Category percentage of 6-8 students that are proficient	By February 1 (Results from September, 2020)		Before End of Year	
	Reading	Math	Reading	Math
All Students	42/99 (42%)	35/99 (35%)	69/85 (81%)	58/87 (67%)
Econ. Disadvantaged	20/43 (47%)	13/43 (30%)	35/47 (74%)	26/47(55%)
Special Education	2/21 (.09%)	1/21 (.05%)	9/22 (41%)	5/22 (23%)
English Learner	N/A	N/A	N/A	N/A
Female	24/48 (50%)	16/48 (33%)	36/43 (84%)	31/44 (70%)
Male	18/51 (35%)	19/51 (37%)	33/41 (80%)	27/42 (64%)

*Current data- Some online students were not assessed due to COVID-19.