



Morley Stanwood Community Schools
Extended COVID-19 Learning Plan
as Described in [Public Act 149](#), Section 98a

August 27, 2020

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 superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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



Morley Stanwood Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 4700 Northland Drive, Morley, Michigan 49336

District/PSA Code Number: 54040

District/PSA Website Address: www.morleystanwood.org

District/PSA Contact and Title: Roger Cole, Superintendent

District/PSA Contact Email Address: rcole@morleystanwood.org

Name of Intermediate School District/PSA: Mecosta Osceola Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: September 21, 2020

Morley Stanwood Community Schools

Extended COVID-19 Learning Plan

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



District Superintendent/PSA President of the Board of Directors

5-17-2020

Date

Morley Stanwood Community Schools
Extended COVID-19 Learning Plan
Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

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.

Since returning to school, our first priority has been to establish social-emotional well checks of all of our students, parents and community to the best of our ability. The learning experiences students had during the remote learning portion of the 19-20 school year will make it necessary for Morley Stanwood to plan for educational gaps in student ability, create a successful remote learning environment based on growth and accessibility to the educational process. Teachers will need opportunities to collaborate, develop, and assess student work and determine what comes next in the learning for each student in face to face instruction and remote learning.

Morley Stanwood Community Schools started the school year with the option for parents to send their children to school for face to face instruction or remote learning. We will need to put structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on a successful learning environment for all learners and the well-being of students and staff.

Morley Stanwood Community Schools Extended COVID-19 Learning Plan

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Educational Goals

K-8

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA or Fastbridge.

- 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 NWEA or Fastbridge.

- 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.

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9-12

Goal 1- all students achieve mastery of state of Michigan approved standards in all core areas and improve their PSAT/SAT score from their previous score. Standards growth will be measured by intermittent local assessments throughout the year. Success will be determined by the percentage of students that qualify to move on to the next academic course in each core subject area. Benchmark Assessment growth will be determined by fall to spring score changes.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Morley Stanwood Community Schools offers face to face instruction and remote learning opportunities. Face to face instruction occurs at each individual school building following the return to school roadmap (i.e. the first plan we wrote). Remote learning takes place outside of the school buildings and is flexible with the ability for parents and students to access educational platforms.

Morley Stanwood High/Middle School (grades 7-12) will be delivering instruction face to face at Morley Stanwood High School and remote instruction at home through APEX learning platform. Face to face will be synchronous and remote learning will be asynchronous, however, the same standards will be addressed with all students. Remote learning students will be supported by certified teachers serving as remote learning coordinators.

Morley Stanwood Elementary (grades K-6) will be delivering instruction face to face at Morley Stanwood Elementary and remote instruction at home through IXL learning platform. Face to face will be synchronous and remote learning will be asynchronous, however, the same standards will be addressed with all students. Remote learning students will be instructed by certified teachers serving as virtual education specialists.

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- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Morley Stanwood Elementary and Middle School students (PK-6) will receive instruction aligned to the Common Core State Standards. Virtual Educational Specialists will collaborate with teachers providing face-to-face instruction to ensure alignment and access to the curriculum.

Morley Stanwood High/Middle School (grades 7-12) utilizes the same standards for both in person and remote learning. Courses are labeled the same for both in person and remote (Ex. Algebra I). Students' expectation of standards mastery for acceptable credit attainment are the same for in-person and remote learners.

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- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Morley Stanwood Community Schools teachers will systematically engage in formative and summative assessments. Data collected from these assessment opportunities will be utilized to guide and inform educational decisions as well as provide grades for students. Students, both face-to-face and remote, will receive regular progress reports and report cards. These reports will be provided to students and families.

Morley Stanwood Community Schools 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 an 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 make available to our parents and legal guardians access to our student management system Skyward that allows them to see their children's progress. Our teachers keep up-to-date information on student progress in this system. We also send progress reports to our parents and guardians during each marking period. Teachers maintain contact with parents and guardians about 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.

Morley Stanwood Community Schools Extended COVID-19 Learning Plan

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Morley Stanwood Community Schools 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. Morley Stanwood Community Schools is equipped with one to one technology. All students are individually assigned an iPad or Chromebook. Students also have access to a learning management system (Google classroom or Schoology) that organizes content. Our district is also utilizing IXL or APEX learning platforms for students. Internet access points have been designated and communicated to families within our school district. The Morley Stanwood Community Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan.

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- **Please describe how 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.**

Morley Stanwood High/Middle School has employed a certified special education teacher to serve as a remote learning coordinator for all students with disabilities. The RLC will make contact according to each student's IEP and be in charge of accommodations and modifications necessary for each student to be successful. Morley Stanwood Elementary School utilizes current special education staff to provide IEP accommodations and modifications.

Since school started, students' IEPs, IFSPs, and 504 plans have been reviewed in coordination with general and special education teachers and MOISD Itinerants to address any accommodations and/or services that are needed due to known changes in students' needs. All appropriate educational providers were consulted in developing each student's Continuing Learning Plan.

For students from birth to five, those 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 ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or 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.

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- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

Morley Stanwood High School will continue to schedule dual enrollment for students taking college courses. Students will be provided a learning environment either online or classroom to participate in the courses scheduled. Career center students either remote or face to face will have the option to attend in person instruction at the MOISD or attend virtually according to MOCC remote learning guidelines.

Morley Stanwood Elementary School will continue to extend Early Childhood Special Education services to qualifying students. Similarly, to other students, families will be able to elect to participate in our half-day ECSE program and receive face-to face instruction, or elect to receive this instruction remotely. Families that select remote instruction will receive support in meeting academic goals, IEP goals, as well as planning supports and accommodations via two-way communication with a special education teacher.