

**District/PSA Template for the
Extended COVID-19 Learning Plan
as Described in Public Act 149, Section 98a**

**August 27, 2020
September 3, 2020 Clarifications**

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.

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.



Marcellus Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 305 West Arbor, Marcellus, MI 49067

District/PSA Code Number: 14050

District/PSA Website Address: www.marcelluscs.org

District/PSA Contact and Title: Nanette Pauley, Superintendent

District/PSA Contact Email Address: npauley@marcelluscs.org

Name of Intermediate School District/PSA: Lewis Cass

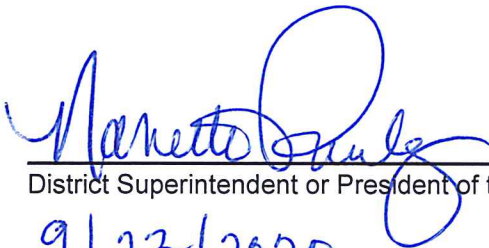
Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: October 1

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

- 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 ISD 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. k
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 or President of the Board of Education/Directors

9/23/2020

Date

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.

As we return to school in the fall, our first priority will be 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 Marcellus Community Schools plans to begin the school year offering full in-person instruction in grades DK-5, a hybrid learning environment for grades 6-12, as well as a fully online option for all grades, we will need to ensure that there are structures in place that promote 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

- **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.

Marcellus Community Schools believes that benchmark assessment results can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe assessment data can provide guidance for standardizing or adjusting curriculum and instruction across grade levels. Toward that end, the district will administer STAR, the same benchmark assessment that we have administered to students over the past several years.

In addition to the STAR benchmark assessment results, Marcellus Community Schools will utilize STAR growth data to help evaluate the effectiveness of instructional programs and delivery models. Moreover, the district will emphasize the use of formative assessments to drive continuous improvement to continuously observe where our students are in order to modify instruction. All teachers will participate in assessment results analysis at monthly meetings.

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.

Educational Goals

STAR assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, once in the winter, and again prior to the last day of school. STAR growth data and formative assessments will provide data 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.

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

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Winter and at least 80% will meet benchmark or make adequate growth as measured by STAR by the end of the school year.

- All teachers will use the formative assessment process, as well as available growth data, to support adjustment to teaching & learning and 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 assessments will be continuously discussed and analyzed by staff during monthly meetings.

Goal 2 - All students (K-8) will improve performance in Math from Fall to Winter and at least 80% will meet benchmark or make adequate growth as measured by STAR by the end of the school year.

- All teachers will use the formative assessment process, as well as available growth data, to make identified adjustments to teaching & learning and to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff at monthly meetings.

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).

Note: Marcellus Community Schools full instructional plan can be found at https://marcelluscs.org/downloads/district/covid-19_preparedness_and_response_plan.pdf

Mode of Instruction

To start the school year, K-5 students will attend school every day for face-to-face instruction or will participate in a 100% online academy. For in-person learning, student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. For 100% online students, instruction will be delivered in both a synchronous and asynchronous format. Students will participate in a minimum of 2 synchronous sessions each week

Grade 6-12 students will begin the year in either a hybrid model or a 100% online academy that allows for more personalized schedules. In the hybrid model, all grade 6-8 students will attend six in-person courses each week, on Wednesday through Friday, and participate in remote/ online learning on Mondays and Tuesdays. In the hybrid model, all students in grades 9-12 will attend six in-person courses on Mondays and Tuesdays, and participate in remote/online learning on Wednesdays, Thursdays, and Fridays. This schedule attends to health and safety by minimizing the number of students in the building at one time, better allows for student cohorting and social distancing, and eliminates the congregate lunch period. (Students will have lunch in the classroom). For 100% online students, instruction will be delivered in both a synchronous and asynchronous format. Students will participate in a minimum of 2 synchronous sessions each week

For academic support and reliable internet access, an optional in-person learning lab will be available on remote days for hybrid 6- 12th grade students.

- **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.

Note: Marcellus Community Schools full instructional plan can be found at https://marcelluscs.org/downloads/district/covid-19_preparedness_and_response_plan.pdf

Curriculum and Instruction: Academic Standards

The Marcellus Community School's curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use time built into their individual work schedules, as well as scheduled curriculum meeting time, to collaborate and adjust curriculum to ensure scope and sequence are aligned.

The district will provide guidance to help teachers 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. Additional guidance and professional learning will be focused on identifying assessment strategies that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

- **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.

Marcellus 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 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 (Powerschool) 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. For 100% online learners, parents can access the web-based system (Schoology and/or Edmentum) to be apprised of their children's progress. This is in addition to the expectation we have for all teachers to 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

- 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.

Technology

Marcellus 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. The Marcellus Community Schools District system for maintaining student access to technology devices and the internet is described in the COVID-19 Preparedness and Response Plan - https://marcelluscs.org/downloads/district/covid-19_preparedness_and_response_plan.pdf

- **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.

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.

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.