SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
(Revised: May 5, 2020)

Overview and Goal

On March 24th, the Pennsylvania Department of Education required LEAs to publish and submit their Continuity of Education Plan for all students in the most appropriate and accessible way. This is the Plan for School District of Borough of Morrisville. In this unprecedented situation, Morrisville is dedicated to providing educational and learning opportunities and other educational services for all students, regardless of disability, economic status, or ELL status, to the extent feasible. While we are making a good faith effort to provide as much education to as many students as possible, ***participation and all activities is required, as of May 11, 2020***

Expectations

Morrisville will remain in a hybrid virtual learning environment throughout the remainder of the pandemic using Google Classroom and delivery of paper packets, as well as other resources as made available by PDE and the School Board.

All Morrisville SD facilities and schools will remain closed, with the exception of MHS for providing food service and technology support. Teachers may access the building to retrieve materials, on a very limited basis, by contacting their building principal.

During the closing, hours for the school day will be from 10:00am until 2:30pm Monday-Thursday. 21CCLC will also provide some programming before 10am and after 2:30pm.

From March 30th through the remainder of the academic year, the District calendar will remain as originally published. Last day for students is Friday, June 12, 2020.

With social distancing expectations, teacher and support staff work days will follow the school district calendar.

Student participation in academic coursework, is required.

Principals will provide updated information on their School website

Students will be able to access activities on their Classroom Teacher's Webpage and Google Classrooms.

Patience will be a virtue as the district shifts its instructional model to a virtual environment.

Start Date

SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
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APRIL 8, 2020. (Graded work will begin after May 11, 2020, per 5/5/20 revision)

Grading of Student Work

Final Grades: Grade 6-12
High School final grades for full credit courses will be calculated based on grades from Marking Period 1, Marking Period 2, and a combination of Marking Period 3 and 4 all weighted equally, with the First Semester midterm exam (MTE) representing one-twentieth of the final grade. There will be no Final Exams. Student participation in 4th Marking Period courses is required, planned instruction will be provided and assessed by faculty, and factored using the grade calculation below.

MP1	(31.667%)
MP2	(31.667%)
MTE (if given)	(5%)
MP3/MP4	(31.667%)

Middle School final grades for full credit courses will be calculated based on grades from Marking Period 1, Marking Period 2, and a combination of Marking Period 3 and 4 all weighted equally, representing Trimesters. There are no midterm or final exams given at the Middle School level.

High School final grades for half credit second semester courses will be calculated based on a combination of MP3 and MP4 performance.

All Marking Period 4 planned instruction will begin on 5/11/20 facilitated through Google Classroom using a combination of teacher created resources and district provided online educational resources. Students will be expected to complete their assignments to the best of their abilities.

Final Grades: Grade K-5

Elementary report cards will contain grades for marking periods 1, 2 and 3. Third marking period grades will consist of work assigned through March 13, 2020, along with extra credit collected through April 3, 2020.

Fourth marking period planned instruction will begin on May 11, 2020 and will include lessons in ELA, math, science and social studies. Specialty area teachers will also be providing lessons. Fourth marking period grades will be recorded as Pass or Incomplete and will include final year comments.

Student Attendance

SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
(Revised: May 5, 2020)

Staff will monitor asynchronous student attendance each week, using a district created Google attendance form for students in their respective schools. Student(s) and/or their parent(s)/guardian(s) are required to submit attendance electronically between 12:00 a.m. and 11:59 p.m. each day (Monday through Thursday) using the Google attendance form.

Feedback

Teachers and specialists will provide feedback and assess student work for the purpose of increasing student learning. Student effort will be tracked in Genesis (SIS).

Equity

There are substantial equity issues with simply shifting all schooling to an online learning environment that is mandatory (with attendance, grading, etc.). Some of our students do not have internet connectivity at home. Some younger students do not have a parent or other adult accessible to help them with the online learning environment. If, for example, the parents are essential workers and have to go to work. Some of our students have siblings competing for parent attention at the same time they may need parent support. Some of our students have significant learning needs or identified disabilities that cannot be addressed in an online learning environment (e.g. students with work refusal behaviors, physically disabled students who cannot manipulate a computer on their own). Additionally, some of our students are English Learners, for whom supports are also difficult to address through an entirely online learning environment. For these reasons, all reasonable care and diligence will be used to determine needed supports for students in the hybrid environment, and all efforts will be made to connect with students as often as possible.

Special Education Supports

During the shutdown, students who are English Learners will continue to have access to both synchronous and asynchronous support from an ESL certified teacher. Students with IEP therapies and needs will continue to have access to synchronous and asynchronous support from special education teachers, and will continue to have access to therapies such as speech, OT, and PT via teletherapy, as possible and appropriate through Lakeside and BCIU.

SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
(Revised: May 5, 2020)

Staff Daily Expectations

Elementary (K-5) Typical Schedule

Monday Through Thursday (With Students)	Friday (Staff Only)
Morning Meeting/Check In Question of the Day	Faculty Meetings
Instruction/Activities (2 hours per day, addressing all subject areas)	Collaboration
Lunch/Break - Plan for some time in the 11:00 to 1:00 time frame to allow students to get their meals if needed	Professional Development
Teacher Meetings (IEP/GIEP, 504, data chats, check in with principal, etc.)	Curriculum Design/ Revision

Secondary (6-12) Typical Schedule

Monday Through Thursday (With Students)	Friday (Staff Only)
Daily student check-in/Question of the Day Special Ed Monthly Meetings Teacher Office Hours (AM/PM options) Teacher Planning	Faculty Meetings
Posted instruction/activities for each class with AM office hours and PM office hours	Collaboration
Lunch/Break - Plan for sometime in the 11:00 to 1:00 timeframe to allow students to get their meals if needed	Professional Development
Teacher Meetings (IEP/GIEP, 504, data chats, check in with principal, etc.)	Curriculum Design/ Revision

Support Staff Typical Schedule

Monday Through Thursday (student support)	Friday (follow up)
Daily calls/activities Lunch/Break	Follow up on Student needs/issues, communicating with principal

SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
(Revised: May 5, 2020)

Personnel Roles: The following are a typical list of activities that should be performed during the shutdown. This list is not comprehensive, and does not infer limitations on duties that are inherently performed in job descriptions.

Who	What	Options for How
K-5 Classroom Teachers and K-5 Specials Teachers	Connect with students	*Principals and teachers will work together to determine appropriate options for each of the "what" items. Specials teachers prepare lessons by grade level and distribute via GC (30 min per week)*
	Provide at least 2 hours per day of instruction/activities	
	Provide feedback to students	
	Provide at least 1 hour of open office hours per day (AM/PM options)	
	Monitor student progress and provide remedial or enrichment activities	
	Participate in meetings (IEP Meetings/504 meetings/parent meetings/grade level meetings, etc.)	
	Professional Development	
K-5 Special Education Teachers	Work online with students on IEP goals	*Principals and teachers will work together to determine appropriate options for each of the "what" items. SE Teachers will work with Supervisor of SE for additional supports of students.*
	Provide feedback to students and parents	
	Provide at least 1 hour of open office hours (AM/PM options)	
MS Teachers	Connect with students	*Principals and teachers will work together to determine appropriate options for each of the "what" items. Specials teachers prepare lessons by grade level and distribute via GC (30 min per week)*
	Provide at least 30 minutes per class of instruction/activities	
	Provide feedback to students	
	Provide at least 1 hour of open office hours (AM/PM options)	
	Monitor student progress and provide remedial or enrichment activities	
	Participate in meetings (IEP Meetings/504 meetings/parent meetings/grade level meetings, etc.)	
	Professional Development	
MS Special Education Teachers	Consult with regular education teachers and other team members	*Principals and teachers will work together to determine appropriate options for each of the "what" items. SE Teachers will work with*
	Consultation with instructional assistants to support student learning	
	Creating online lessons for reinforcement of skills	

	Lunch/Prep time IEP writing/meetings re-evaluations	*Supervisor of SE for additional supports of students.*
	Monitor student progress and provide remedial activities, use information for RRs and present education levels in IEPs	
	Professional Development	
	Provide at least 1 hour of open office time (AM/PM options)	
	Provide feedback to students	
	Work online with students on IEP goals	
HS Teachers (Grade 12)	Connect with students - make sure all students are on track to graduate	*Principals and teachers will work together to determine appropriate options for each of the "what" items.*
	Provide at least 30 minutes per class of instruction/activities	
HS Teachers (Grades 9-11)	Connect with students	*Principals and teachers will work together to determine appropriate options for each of the "what" items.*
	Monitor student progress and provide remedial or enrichment activities	
	Participate in meetings (IEP Meetings/504 meetings/parent meetings/grade level meetings, etc.)	
	Professional Development	
	Provide at least 1 hour of open office hours	
	Provide at least 30 minutes per class of instruction/activities	
	Provide feedback to students	
HS Special Education Teachers	Work online with students on IEP goals	*Principals and teachers will work together to determine appropriate options for each of the "what" items. SE Teachers will work with Supervisor of SE for additional supports of students.*
	Provide feedback to students	
	Provide at least 1 hour of open office time	
	Creating online lessons for reinforcement of skills	
	Monitor student progress and provide remedial activities, use information for RRs and present education levels in IEPs	
	Lunch/Prep time	
	Consultation with instructional assistants to support student learning	
	consult with regular education teachers and other team members	
	Professional Development	
	IEP writing/meetings	
	Re-evaluations	

SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
(Revised: May 5, 2020)

Psychologists	Conducting non-testing re-evaluations, including early intervention (Note: no new ERs at this time)	*The Supervisor of Special Education and the Psychologists will work together to determine appropriate options for each of the "what" items.*
	Consultation with teachers and staff	
	Lunch	
	Office hours	
	Participation in IEP/504/ER/RR meetings	
	Professional Development	
School Nurses	Video lessons targeting healthy habits	*The building principal and the Nurses will work together to determine appropriate options for each of the "what" items.*
	Lunch/Prep time	
	SHARRS reporting	
	Parent contact/training	
	Participate in IEP/504 meetings	
	Professional Development	
Guidance Counselors	Creating online lessons for reinforcement of skills	*Principals and Counselors will work together to determine appropriate options for each of the "what" items.*
	Consultation with teachers to support student learning	
	Monitor student progress and provide remedial activities, use information for RRs and present education levels in IEPs	
	Lunch/Prep time	
	consult with other team members	
	Professional Development	
	Online Individual and group school counseling	
	video lessons targeting SEL/Academic/CCR skills	
	Provide at least one hour of office time (AM/PM options)	
	Parent contact/training	
	IEP writing/meetings re-evaluations	
	Support students in the completion of College/Career tasks	
	Support Administration in the completion of the 20-21 schedule	
	Prepare student failure letters/summer school lists	
	contact students who aren't participating in optional learning opportunities	
	Continued development of Comprehensive School Counselor Plan	

ELD Teachers	Support teachers with appropriate accommodations for students	
	Lunch/Prep time Professional Development	
	Support individual students with specific needs and instruction as appropriate	
All Paraprofessionals and PCAs	Direction from Special Ed teachers re: supporting students individually and/or small groups	*Paras and PCA's will receive further information from their principal and the Special Education department on expectations*
	Call Students daily who have not checked in with their teacher.	
	Working individually or in small groups with students online reinforcing previously taught skills	
	One hour of office time to assist students with completing assignments	
	Lunch	
	Professional Development	
	Support teachers with appropriate accommodations for students	
All Secretaries	Overall, provide support and assistance to the principal and staff in meeting the needs of students and families. Some examples include (below):	*Secretaries will receive more information from their principal about expectations*
	Assist in identifying students who may regularly not be participating.	
	Be a first contact for parents for general questions and assistance.	
	Assist teachers in creating documents as requested	
	Tracking staff attendance	
	Attend faculty meetings	
	Send out communication each week to staff as needed	
	Work on tasks for the next school year (setting up forms, etc)	

	Assist administrators with any tasks he/she may need.	
Maintenance Shipping/ Receiving Custodians	Daily Tasts as assigned by Director of Operations	*This group will receive more information from the Director of Operations about expectations and daily schedule*

Learning Platforms

We will use Google Classroom as our primary platform for delivery of instruction/materials. We will also use the Edgenuity/Odysseyware Electronic Curriculum as a support for our Google Classroom content. Student/parent communication will continue through existing platforms: District phone blast, Website, email, as well as Facebook, and classroom community software (Bloomz, Remind, Class Dojo, Class Tag). Existing online platforms will also be used to support student learning, such as Read 180, iLit, Reflex Math, and electronic textbook activities.

Curriculum, Materials, and Resources

The Department Coordinator has updated curriculum map documents that highlight essential content by grade level and content area. This is meant to serve as a resource for the important content teachers should pull from for online activities understanding that not all content will be covered or accessed by all students. We will be working on finding ways to integrate this material into the learning plans for students during the 2020-2021 school year as well. More information will be forthcoming.

All resources and related supplemental materials must be board approved. There are multiple reasons why this is important. First, we want to make sure we are providing to the extent possible learning opportunities that are aligned with our board-approved curriculum and that will help prepare students for the eventual resumption of in-person education. Second, many third-party websites, materials, etc. do not provide the necessary privacy protections required by law for our students in an online environment (COPPA). If you have specific questions about a resource, please contact your building principal or the Director of Technology.

SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
(Revised: May 5, 2020)

Professional Development Opportunities

There will be opportunities for professional development that include continued curriculum writing and revision, use of PDE and SAS online courses, grade level and department level collaborations, building professional learning via online faculty meetings etc. These opportunities will be shared through future district level communications as well as via building principals.

Student Attendance

Teachers should track student attendance using the parent-generated Google attendance form. Participation and connection with students on a regular basis is expected for the purpose of identifying students who may have access issues in one way or another, so that district personnel can reach out and support student participation in learning.

Staff Attendance

Staff participation and daily attendance are mandatory, since the days **do** count as work days for professional and support staff. Staff members who are unable to participate for reasons of illness or family illness should enter their absences exactly as they usually would - except that professional staff should enter their absence as "no substitute required." Use of personal days should still go through the normal approval process.

Seniors

Names of senior students who are in danger of not meeting graduation requirements should be identified by teachers/counselors and shared with building administration. These students will be offered credit recovery options to allow them to attain a diploma with their peers. Credit recovery offered through 21CCLC will continue as planned.

Summer School/Camps

We will look to hold 21CCLC summer Credit Recovery and Camps as currently planned.

SD of Borough of Morrisville Continuity of Education Plan
April 6, 2020 - until June 15, 2020
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Technology Access to Devices:

Due to the limitations on devices, we will be issuing devices to those who request on a 2:1 ratio per household. This will be reviewed on a case by case basis. Google Classroom can be accessed with a personal smartphone or tablet device.

Elementary: Priority given to students who do not have secondary students who have access.

Secondary: Priority given to 12th graders, and those students in 8-11 grade that will require credit recovery.

Special Education: Priority given to given to students whose access is impacted by their identified disability.

NOTE: All provided devices are being filtered by the District in case any concerns arise, with the exception of iPads. When the supply of devices are depleted, we will no longer supply devices.

Access to Classroom Resources - All Morrisville online resources are available to students while outside of the District through Google Classroom and the District website.

Elementary and Secondary students have access to login credentials for Morrisville SD Email, Google Classroom and Edgenuity/Odysseyware learning tools through the Genesis Student Information System.

Internet Access - Comcast is providing two months of free internet access to those families who qualify. Information can be found here: https://www.internetessentials.com/

A very limited number of CIPA-compliant WiFi devices are available for distribution on a case by case basis.

Technical Support

Students: Students/Parents should submit the following form if they encounter any issues with the device provided or have issues accessing content online (WEB FORM)

Staff: Staff should continue submitting work orders through the District system (Schooldude) Tech Support Hours: 8:30am-4:30 pm will be our "normal" hours that I have set as an expectation of my staff to be on call and ready to respond immediately. Network operations will run 24/7 as always.