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## **MEMORANDUM**

**TO:** Dr. John R. VanWagoner II, Superintendent

**FROM:** Shaina L. Biller, Associate Superintendent of Curriculum and Instruction

**DATE:** September 14, 2020

**SUBJECT:** Board Approval of Extended COVID-19 Learning Plan

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As recommended by the Board Curriculum Committee, the TCAPS Extended COVID-19 Learning Plan ("Plan") as Described in Public Act 149, Section 98a is being presented for approval by the Board of Education. To be compliant with Public Act 149, Section 98a, which states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan that has been approved by an intermediate district or authorizing body. The plan must be established by September 15, 2020 and reconfirmed by the Board of Education every 30 days after the initial plan has been approved.

The TCAPS Extended COVID-19 Learning Plan is attached to this memo and can also be viewed at TCAPS Extended COVID-19 Learning Plan.

Upon approval, the Plan will be submitted on September 15, 2020.

SB/kk  
Attachment

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.

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

Reporting [Timeline](#) for Extended COVID-19 Learning Plan



Address of School District/PSA:  
412 Webster Street

District/PSA Code Number: 28010

District/PSA Website Address:  
[www.tcaps.net](http://www.tcaps.net)

District/PSA Contact and Title:  
Shaina L. Biller, Associate Superintendent  
of Curriculum and Instruction

District/PSA Contact Email Address:  
[billersh@tcaps.net](mailto:billersh@tcaps.net)

Name of Intermediate School  
District/PSA: Traverse Bay Area  
Intermediate School District

Name of PSA Authorizing Body (if  
applicable):

Date of Approval by ISD/Authorizing  
Body:



## 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 approved 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 reconfirm 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.

[TCAPS Monthly Reconfirmation Document](#)

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.

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District Superintendent/PSA President of the Board of Directors

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Date

## Learning Plan Narrative

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### 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. Our school district is in Region 6. In accordance with the Michigan Safe Schools Roadmap and Executive Order 2020-142, we are currently implementing the requirements and recommendations as detailed in our district's [COVID-19 Preparedness and Response Plan](#)

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.

While we believe the best education is comprehensive in nature and best experienced in-person with fellow students, we recognize that COVID-19 may challenge our ability to provide that opportunity to all students all year. Therefore, we are developing this Extended COVID-19 Learning Plan so that we are prepared to meet the individual health, safety, and educational needs for each student regardless of whether that student is learning in-person, remotely, or otherwise.

When students are learning remotely, our top priority is active student engagement in the curriculum through a learning community while supporting the social and emotional needs which may become barriers to academic success. We will do this through regular biweekly 2-way communication between teachers and students.

Recognizing the unique challenges and needs of our families and school community, TCAPS has listened to and responded to family, staff and student feedback in order to develop

modes of instruction to address each child and staff member's situation. With this prioritization in mind, TCAPS has developed and is offering three (3) distinct modes of instructional delivery for the 2020-21 school year: In-person face-to-face instruction, UpNorth Virtual Live, and UpNorth Virtual On-Demand. All three platforms were developed with the following underlying core expectations:

- Keeping students at the center of learning regardless of mode of instructional delivery by providing consistent routines, instruction, and home-school connections;
- Learning designed to promote equity and access with a focus on providing rigorous content delivery within flexible models of instruction to meet the needs of our families and students;
- Engaging in authentic regular two-way communication to support instruction and learning in and out of the traditional classroom while maintaining strong connections to TCAPS resources;
- Ensuring responsive ongoing assessment of student learning in order to tailor supports and interventions related to potential gaps as a result of COVID-19.



## 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.

## Quality Evidence-Based Assessment Practices

Traverse City Area Public Schools 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, our 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.

The formative assessment process, supported by an extensive body of research, provides relevant and timely data for both our teachers and students to accelerate their learning while giving us a more complete picture of what our students know and are able to do. The TBAISD region has made formative assessment a primary area of focus for professional development in recent years and is well positioned to proceed successfully with this work.

## Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students at least twice: once in the first nine weeks of the school 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 NWEA results.



**Goal 1** - All students (K-8) will improve performance in Reading/ELA by at least 3% from Fall to Spring as measured by NWEA\*.

- 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 by at least 3% from Fall to Spring as measured by NWEA.

- 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.

Progress will be monitored relative to the above goals and reported utilizing the [TCAPS Goal Reporting Form](#)

## 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: The Traverse City Area Public Schools COVID-19 Preparedness and Response Plan can be found [here](#).

TCAPS has developed and is offering three (3) distinct modes of instructional delivery for the 2020-21 school year: Face-to-face instruction, UpNorth Virtual Live, and UpNorth Virtual On-Demand.

**Face-to-Face (Phase 4 and 5):** In-person daily instruction at school. Students will physically attend school Monday-Friday for scheduled class periods. All curriculum is taught by certified TCAPS staff and additional health and safety precautions, including but not limited to masks, social distancing, and cleaning protocols are in place. In the event of a move to Phases 1-3, face-to-face instruction will move to remote learning utilizing the district LMS platform, Brightspace, and following the remote

synchronous learning schedule for all students K-12.

**UpNorth Virtual Live (Phase 4 and 5):** Students preK-12 enrolled in UpNorth Virtual Live have the ability to attend synchronous remote instruction in the primary four (4) core content areas -- ELA, Math, Science and Social Studies. All UpNorth Virtual Live instruction is delivered by certified TCAPS teachers and staff. Additional course requirements will be delivered either through Face-to-Face opportunities or asynchronously through our online learning platforms (Lincoln Learning K-6 and Edgenuity 7-12). In the event of a move to Phases 1-3, UpNorth Virtual Live synchronous instruction will continue remotely as scheduled. Students engaging in face-to-face courses will move to remote as outlined above.

**UpNorth Virtual On-Demand (All Phases):** UpNorth Virtual On Demand is a fully asynchronous program for students K-12. Students will be enrolled in appropriate and required course content will be delivered by certified Michigan teachers within Lincoln Learning K-5 and Edgenuity 6-12. All students within UpNorth Virtual On-Demand will be assigned a TCAPS teacher of record (TOR) who will serve as a mentor and engage in two-way communication with families and students at a district minimum of at least twice a week.

**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: Traverse City Area Public Schools full instructional plan may be found in the [Link to MySafeStart District Preparedness Plan](#).

All courses, whether in-person or remote, will continue to follow the district's established curriculum scope and sequence. The course content will be delivered and made available through a blend of direct instruction and online resources. When normally "In-Person" students are learning "Remotely," they will continue to engage with the coursework according to their normal schedule and sequence. The expectation is these students will continue to progress through the district's established curriculum at more or less the standard pace and remain on track with their learning cohort.

All virtual courses have been aligned to deliver content, by semester, which meets the district's established curriculum. In some cases, the content may be delivered in a

different sequence, but the same standards will be delivered within each course.

Because units of instruction for virtual courses may not be in the same sequence as in-person courses, students are highly encouraged to complete at least the current semester before transitioning between the two modes of delivery to minimize the chance of missing academic standards.

**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.

### Assessment and Grading

TCAPS 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.

Additionally, TCAPS has implemented Brightspace, a district-wide Learning Management System (LMS) which provides an integrated learning environment that allows curriculum content, communication, assignments, assessment, collaboration and integration with PowerSchool. Teachers, students and families will have access to Brightspace and be able to monitor progress, access course content, and engage in two-way communication.

Students enrolled in UpNorth Virtual On-Demand will have a TCAPS mentor assigned to him/her to assist in monitoring progress and engage in biweekly two-way communication with families and students.



## 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

TCAPS 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. Our district's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [District MySafeStart Plan](#).

Contact information for the information technology help desk is readily available to staff, students and families to troubleshoot issues and concerns.

**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, IFSPs, 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 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 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. Resources to consider may be found at <https://www.altshift.education/resources/re mote-learning-resources>

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.

Per MDE guidance the district will develop a contingency learning plan for each student with an IEP to be implemented when full in person instruction is not provided. The purpose of the Contingency Learning Plan is to describe how the student will be supported in any learning environment other than brick-and-mortar (face to face).

### 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.

## **English Learner Support**

At the elementary level, students who qualify for English Learner support receive either pull out or push in services from a highly trained EL assistant. An EL certified teacher oversees the support that the assistants provide and coordinates training for them. The certified teacher also provides services to students. At the secondary level, qualifying students are enrolled in an EL support class, taught by an EL certified teacher. Instruction in this course is in development in the English language. For face to face learning, services will be held on site. When those same students are remote for the first two weeks (and if they have to be remote at any other time), services will be provided electronically, as indicated in the following statements. Some students have chosen to use one of the district's virtual programming options. EL staff will be in two way communication with these students at least weekly and will work with the student's home school to make sure that the student has access to a Chromebook, and if necessary, an Internet hotspot. EL services will be scheduled and held electronically. When necessary, translator services will be acquired for parent communication.

## **ECSE supports**

Early Childhood Special Education Services will be provided to students when school is face to face. In the event the district pivots to a remote learning option or a parent requests an alternative learning environment a contingency learning plan will be developed. The CLP will document how the student with an IEP will access and progress in the instructional learning environment. The IEP team will hold a new IEP or complete an amendment to the IEP to include a contingency learning plan in each student's IEP under Supplementary Aides and Services Section 5.

## **Career and Technical Education (CTE)**

CTE students will continue to have opportunities at the Career Tech Center, Central High School and West High school. We will continue to offer instruction and provide support for students who select to participate in CTE courses in all phases of the governor's plan. We have worked in collaboration with the Career Tech Center to ensure safety protocols are in place for our students and that there is a plan in place for each mode of learning. Students in CTE courses are eligible to earn articulated credit or direct credit with colleges and universities in our local area and our state.

## **Early Middle College (EMC)**

EMC students qualify for wrap around support at both their home high schools and at Northwestern Michigan College (NMC). Those wrap around supports include collaborative parent and student information sessions, advising by NMC Success Coaches and advisors, counseling through TCAPS high schools, Success Coaching (NMC), access to academic supports at TCAPS high schools and NMC, access to mental health support at TCAPS high schools and NMC, and access to groups and clubs at TCAPS high schools and NMC. EMC students also are required to take courses related to college success and career explorations and navigation. Partners at NMC are in regular communication with counselors at TCAPS high schools regarding progress and level of success of each of our students. All of these supports will continue, in person if and when it is deemed safe, or virtually when necessary. All TCAPS students are issued a Chromebook, which is necessary for online instruction. All services mentioned above will continue to be available and delivered to EMC students. Both the college and the district will provide all supports that are available to students at either institution in relation to COVID learning plans.

## **Dual Enrollment**

Dual enrollment allows high school students to take college classes while they are still enrolled in high school. Dual enrollment classes count for both high school and college credit. TCAPS will continue to offer and support dual enrollment opportunities for our high school students.

## **Advanced Placement**

CollegeBoard, courses, give students a chance to complete college-level work during their high school career. Students who complete AP courses and/or score a three or higher on the exam can earn credit at various colleges and universities. TCAPS students will continue to have access and ample opportunities to take one or more Advanced Placement courses offered both in-person or in a virtual setting during the 20-21 school year. TCAPS enrollment in Advanced Placement courses within TCAPS remains strong and we do not expect enrollment to decline. TCAPS Advanced Placement testing will occur in April and May.