

Continuity of Education Plan



Traverse City Area Public Schools

Great Community, Great Schools

It is with extreme gratitude that TCAPS is able to submit a comprehensive plan for approval. The following people have contributed to the thinking and guidance behind this plan along with a level of detail that supports the full implementation. Action teams are currently working on next steps.

Thank you all for your leadership, collaborative spirit, dedication, and expertise. Without each of your contributions, this plan would not have been possible.

Traverse Bay Intermediate School District

Superintendent: Nick Ceglerak
Associate Superintendent: Carol Greilick
Associate Superintendent: Kelly Coffin
Director: Paul Bauer
Service Area Supervisor: John Breithaupt
Service Area Supervisor: Jennie Morgenstern
Service Area Supervisor: Kristin Deering
Director of Early Childhood: Yvonne Donohue

Traverse City Area Public Schools

School Board Members: Matt Anderson, Pam Forton, Sue Kelly, Jane Klegman, Jeff Leonhardt, Ben McGuire, and Erica Moon-Mohr.

Interim Superintendent: James Pavelka

Executive Team Members: Cindy Berck, Christine Guitar, Jame McCall and Christine Thomas-Hill

Curriculum Leaders: Jessie Houghton, Heidi Maltby-Skodack, Andy Phillips, and Tiffany Pomaville

Administrative Team Members: Kate Burwinkel, Ben Berger, Angie Camp, Jason Carmien, Victoria Derks, Jana DuGuay, Joe Esper, Emily Feters, Rose Gallagher, Brian Guiney, Jessie Houghton, Kirsten Jones-Morgan, Bryan Kay, Nate Kepler, Charles Kolbusz, Ben Lantz, Lance Morgan, Dan O'Berski, Evan O'Branovic, Marshall Perkins, Ryan Ranger, Biz Ruskowski, Ryan Schrock, Angela Sides-McKay, Terry Smith, Zac Stevenson, Kristin Stuedemann, Dan Tiesworth, Toby Tisdale, Lisa VanLoo and Andy Wares.

Teacher Leaders: Kristina Brunink, Maria Chargo, Annette Cole, Mary Jane Collins, Shelagh Fehrenbach, Megan Hancock, Juleen Jenkins-Whall, Erin Jongekrijg, Brittany Kay, Mandy LaBarre, Kristin Laing, Mike Livengood, Brent McCall, Jody Meyers, Jane Porath, Julie Puckett, Kirk Ranney, Tak Ready, Mya Sagan, Kathleen Schneider, Briget Sheeran, Erin Sorenson, Katelyn Stark, Angela Stricker, Maria Taplin, Jessica Unger, Jenny Walter and Heather Wares. We are grateful for each of the contributions our teachers have made to develop resources and will make to ensure success.

Student Leaders: Thank you to Traverse City Central and Traverse City West Student Leaders who provided student voice and perspective.

Community Leaders: Thank you to Nate Alger, Wendy Hirschenberger, and all of the participants of the Grand Traverse County COVID-19 Joint Operations Center, which includes key community partners from health, government, first responders, education, social service and business sectors.

Association Leaders:

Jeff Adamick, Allyson McBride-Culver, Trish Hackett, Deb Jones, Julie Nesky and Dan Tiesworth

With Special Recognition for the ongoing support for students to: Tyson Burch and the Facilities and Transportation Departments, Tom Freitas and the Food and Nutrition Services Department, the Human Resources Department, Business Office, Evan OBranch and the Technology Department, and Mark Bak and the Printing Department.

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3. ISD APPROVAL PAGE

1. ASSURANCES

1.1. ASSURANCES CONTINUITY OF LEARNING AND COVID-19 RESPONSE PLAN (“Plan”) Assurances

Date Submitted: 04/08/2020

Name of District: Traverse City Area Public Schools

Address of District: 412 Webster Street, Traverse City, MI 49686

District Code Number: 28010

Email Address of the District: pavelkaja@tcaps.net

Name of Intermediate School District: Traverse Bay Area ISD

Name of Authorizing Body (if applicable): Traverse Bay Area ISD



This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

2. CONTINUITY OF LEARNING PLAN

2.1. CONTINUITY OF LEARNING PLAN

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD

DISTRICT PLAN SUMMARY

TCAPS provides Chromebooks to students in grades 6-12. Families with elementary students have had and will continue to have options to check out district Chromebooks, if needed. Online Google Classroom (or district designated virtual learning platform) will be facilitated by the individual, content teacher. Personal connections will be made between students and staff through the Google Meet platform and additionally supported with scheduled office hours, in which students can access teachers. Personal connections will also be made between students and staff through phone calls. Grading will be credit/incomplete for students in kindergarten through eighth grade. High school students receiving a mark of incomplete will be supported in making up some of the missed work either during the summer or during the first part of the 2020-21 school year.

If a student does not have online capabilities, hard copies will be provided to students using TCAPS food delivery centers as a pick up location or supported with at-home delivery systems. School and TCAPS staff will support with printing. A detailed plan per grade level regarding grading will be communicated with parents. This plan will also be located on the website for reference.

2. A description of the methods a district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.



DISTRICT PLAN SUMMARY

The district's goal is to meet the social, emotional and academic needs of each student to keep students at the center of educational activities. As a result, our plan will include a balanced approach of virtual and non-virtual learning opportunities and communication that honors each unique student. Two way district, building, teacher, single student and student group communication methods will strengthen the relationships and maintain connections. The district will have all instructional staff working with students for a minimum of three hours per day. The district will utilize our school social workers, counselors and building administrators to support the social and emotional needs of our students.

A schedule will be developed within the building to coordinate efforts and minimize overwhelming students and families.

Our outreach methods may include but are not limited to; United States Postal Service, phone and virtual or remote learning platforms as ways to help pupils feel safe and valued. Google Classroom can be facilitated by the individual content area teacher. Teachers will be asked to assist building administrators in identifying students who are not accessing distance learning through a virtual platform. If connectivity is the barrier, staff will work with families to either get them connected or to get students hard copies of necessary materials. If engagement is the issue, support staff will work with building principals to coordinate a communication/check in plan to engage students in learning in some way.

Hard copy material supports will be distributed in a variety of ways individualized to meet the needs of the student. Our methods of distribution will include central locations, food distribution sites, and home delivery.

3. A description of plans to deliver content in multiple ways so that all pupils can access learning. A description of the methods a district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

DISTRICT PLAN SUMMARY

An inventory of student needs for support by school staff has shown content will need to be delivered in multiple ways:

- 1.) An online presence will be established by each individual, content area teacher. If a teacher has a successful presence established, the teacher may continue to utilize the platform that is currently in use. If a teacher does not have an online presence, the teacher will set up a Google Classroom. Personal connections will be made between students and staff through the online platform. Any newly developed online learning should be focused on the use of Google Classroom.
- 2.) Students who do not have the ability to access the online platform will be supported with hard copy learning materials inclusive of current consumable materials and/or printed copies of other materials.

Central distribution locations, food distribution centers, or home delivery will be used to ensure materials are available for those without online access. In addition, personal connections for students without the ability to access the online platform will be supported with phone contact or another means available to the student by school staff.

3.) Technology hotlines and email support will be available for students, teachers and families throughout the closure to answer any questions and provide an additional support structure. Certified staff will also schedule office hours so that they are available to their students and/or families in a small group or individual setting.

4. A description of plans to manage and monitor learning by pupils.

DISTRICT PLAN SUMMARY

TCAPS will manage and monitor learning by pupils, by utilizing a common district connection log at all levels with additional monitoring for high school students in order to establish credit or incomplete markings. This documentation will be kept by the instructional personnel and a copy given to the building principal at the end of the school year with periodic check points being established.

Step by step instructions will define systems/mechanisms for students to reach out to and contact teachers and define systems/mechanisms for teachers to reach out to students and parents. (Examples: Google Classroom, Google Meet, email, phone contacts, postal mail, etc.)

Each building principal will work with staff to regularly identify students who are interacting with instruction and materials.

For students who are not interacting with lessons and completing assignments, school staff will be assigned to contact and support those students in order to best facilitate their continued learning. Ongoing and various methods will be attempted to engage each learner.

5. A budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

DISTRICT PLAN SUMMARY

TCAPS Budget Outline for Plan Implementation

Description	Funding Source	Estimated Cost
Employee Overtime & Salary Benefit Costs	TCAPS' General Fund	\$100,000
Technology Equipment & Support	TCAPS' General Fund	\$40,000
Printing & Communications Materials	TCAPS' General Fund	\$10,000
Anticipated Summer Classes for those who may need supports	TCAPS General Fund	\$15,000
Postage	TCAPS' General Fund	\$ 5,000
Anticipated Loss of Unreturned Assets	TCAPS General Fund/Bond	\$20,000
Food items, gas cards, and other supplemental supports	TCAPS' Grant Funds Corporate Donations	\$15,000
Protective equipment and cleaning supplies	TCAPS General Fund	\$20,000
Total		\$225,000

*NOTE: At this time are only for known expenses. We anticipate there will be many unknown of which we will keep track.

6. A description of the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

DISTRICT PLAN SUMMARY

Given the unprecedented nature of the pandemic, a TCAPS task force was created and charged with synthesizing its best thinking around how to serve our students' academic and social-emotional needs during this challenging time. The task force's development of the continuity in learning plan has resulted from a collaborative process of board members, district level personnel, union leadership, principals and teachers from all grade levels.

The task force collaborated to provide guidance for TCAPS' staff to ensure all students have opportunities for continued learning stemming from instructional best practices and support as outlined in Executive Order 2020-35 (COVID-19).

The Task Force consulted broadly with educational professionals, whose expertise ranges from curriculum critical content to emotional welfare, from finance and operations to human resources in order to create a clear plan that addresses the needs of our students, parents, teachers and administrators, and clearly defines guidance and processes for all stakeholders.

A separate Action Planning group has defined the action steps needed to successfully implement the plan and adjust for success for each student.

7. A description of methods the district will use to notify pupils and parents or guardians of the Plan.

DISTRICT PLAN SUMMARY

Ensuring all stakeholders are notified and understand the key elements of our plan is a priority. Notification of pupils and parents/guardians include, but will not be limited to: phone, electronic media (district email, social media), and print forms of communication provided via US Postal Service and to dual households as needed. Additional support for non-native English households will be addressed via use of translation services, paraprofessionals, and/or multilingual staff.

8. A best estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

DISTRICT PLAN SUMMARY

The best estimated dates of implementation include the week of April 8-10 for the design and implementation of professional development for staff and communication of the plan and its implementation to stakeholders.

The best estimate date of implementation of the plan for student engagement will be April 20th, with the understanding that to be in full implementation we will make some adjustments as needed.

9. Provide for assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act, 1996 PA 160, as amended, MCL 388.511 to 388.524, and the Career and Technical Preparation Act, 2000 PA 258, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

DISTRICT PLAN SUMMARY

All students enrolled at Northwestern Michigan College, and all other partnership with colleges and universities including high school-level dual enrolled and early college students, have access to extensive academic and non-academic assistance. Academic support includes free tutoring, library research assistance, and access to Writing and Math centers.

For students in Career and Technical Education Programs provided by TBAISD, we will work with TBAISD CTE Director as well as state-level CTE directives to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

10. Provide or arrange for continuation of food distribution to eligible pupils.

DISTRICT PLAN SUMMARY

TCAPS leaders worked with its Food Service employees to establish, market, and staff food distribution sites within two days following the building closure. Staff are distributing a total of over 15,000 meals from four sites each week. All meals are packaged into containers for both breakfast and lunch with pickups three times per week. A fifth site is providing groceries to families in need operating one day per week for families attending Traverse City High School. Meal delivery is available for students/families unable to get to meal sites. TCAPS' Food Service employees will continue to provide nutritious meals and food through the remainder of the school year.

11. Continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

DISTRICT PLAN SUMMARY

TCAPS will continue to pay its 1,400 employees their regular salaries, wages, and benefits consistent with collective bargaining agreements with the expectation that employees are engaged in planning, instructing, supporting, training and delivering instruction and support services to students and families. Letters of Agreement are being negotiated and will be finalized with all six bargaining units. Representatives of TCAPS' unions and district leaders will meet weekly in "Round Table" discussions to resolve instructional and operational challenges. With a shared commitment and a "can do" attitude, employees will be redeployed and assigned to provide services to meet the varied needs of students and families.

12. Provide for evaluation of participation in the Plan by pupils.

DISTRICT PLAN SUMMARY

Evaluation of the participation by pupils in the plan will include timely communication by teachers through channels of communication with students and other staff members using Internet tools (email, Google Classroom, etc.) and, when needed, non-Internet tools (phone, mail). Data will be collected by school staff to determine how many students are engaged and school staff will continue to explore additional methods for engaging students and families.

Teachers will establish a schedule inclusive of office hours for teacher availability and check-in with students and families (if appropriate or possible).

A log of teacher/student contact/engagement will be kept for each certified staff member and each student.

13. Provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

DISTRICT PLAN SUMMARY

In the interest of supporting students' social-emotional needs, TCAPS' staff will be mindful of providing students with options designed to promote safety and wellness. Staff will strive to spread positivity to our students - to validate their progress, to celebrate their accomplishments, and to highlight moments that give hope.

Students currently being serviced for behavioral and emotional support will continue to have access to School Social Workers (SSW), School Counselors, and Behavior Support Specialists through a multitude of options including, but not limited to, meeting virtually or via telephone. Additionally, staff will proactively communicate with students and each other to support students previously not identified as having social and emotional needs should they begin to exhibit concerning behavior. All general education teachers will be given three questions with which they can assess and refer students to the building SSW or counselor for added emotional support as needed. This support could manifest itself, but is not limited to, TCAPS' counseling hotline that has been in operation since the state-wide shutdown of schools began, conversations with counseling staff and referrals to other agencies as deemed necessary. All legal obligations related to mandatory reporting of suspected abuse and/or neglect continue to be in place. All processes typically involved in referring students and families for outside of school mental health assistance will continue to be utilized at the request of the parent or guardian.

14. Provide for the district to support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that may follow it.

DISTRICT PLAN SUMMARY

TCAPS has continued to be supportive and offer child care as needed for First Responders. Coordinating efforts have occurred and will continue. Our goal is to be as supportive as we are able within our community. Sites have been identified if there is a need to open child care centers for First Responders. We will continue to collaborate with the ISD and Joint Operations Committee (JOC), and the Emergency Operating Committee (EOC). Our executive team member overseeing our child care operations is an active member on the JOC and will continue to collaborate with the State, the Joint Operating Commission and the TBAISD child care coordinators.

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

DISTRICT PLAN SUMMARY

Traverse City Area Public Schools does not plan to adopt a balanced calendar instructional program for the remainder of the year or during the 2020-2021 school year. Summer learning opportunities will be available to our high school students as they have in the past and may be expanded based on need.

16. Provide a plan for services for SE/504/EL students.

DISTRICT PLAN SUMMARY

The Contingency Plan for students who are supported with IEP/504 plans will be submitted once the Continuation Plan has been submitted and accepted.

A Contingency Plan is being worked on and will be submitted to the TBAISD no later than April 15th or seven days after the acceptance of the Continuation Plan.

IEP time will be based on “what is a reasonable expectation.” Each student’s IEP/504 will be reviewed. The instructional staff, Special Education (SE) and general education, in collaboration with itinerants and parents will complete a state developed form. SE teachers will be planning the week of April 13th by reviewing and having conversations with parents and itinerants to complete what is reasonable for student engagement and needs for support.

What is reasonable and needed for students to move forward will be the focus for the planning. Examples: Did a child engage in learning during the “voluntary delivery”? What supports will be needed and what longer term implications may exist that we can mitigate or minimize?

Meetings will be scheduled with parents and will have principal participation when possible.

Planning for English Learner (EL) students will also be coordinated with the EL department, EL teaching staff and support personnel to ensure students are able to access and benefit from instruction and materials.
