



Traverse Bay Area Intermediate School District

Extended COVID-19 Learning Plan as described in Public Act 149, Section 98a

August 27, 2020

September 3, 2020 Clarifications

September 30, 2020 Revisions Based on SB 927

Introduction:

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 TBAISD'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. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2020.



**Traverse Bay Area Intermediate School District
Extended COVID-19 Learning Plan**

Address of School District/PSA: 1101 Red Drive Traverse City MI 49684

District/PSA Code Number: 28000

District/PSA Website Address: www.tbaisd.org

District/PSA Contact and Title: Nick Ceglarek, Superintendent

District/PSA Contact Email Address: nceglarek@tbaisd.org

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

Name of PSA Authorizing Body (if applicable): N/A

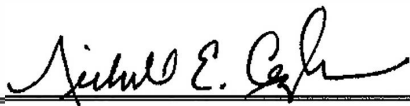
Date of Approval by ISD/Authorizing Body: October 1, 2020

Assurances

1. TBAISD will make their approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 12, 2020.
2. By not later than January 15, 2021, TBAISD shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. TBAISD will create and make available on its transparency reporting link located on the District'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 it 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 expected would be achieved by the end of the school year.
4. Benchmark Assessments: TBAISD will
 - a. Select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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 2020-2021 school year.
5. If delivering pupil instruction virtually, TBAISD will
 - a. Provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. Expose each pupil to the academic standards that apply to each pupil's grade level or courses in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.
6. TBAISD, 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 superintendent or Board's discretion.* Key metrics that the District will consider shall include at least all the following:

- a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. If TBAISD determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
8. TBAISD assures that
- a. Instruction will be delivered as described in this plan and re-confirmed by the District Board of Education,
 - b. The description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. TBAISD will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and
 - d. For each reconfirmation described in this subdivision, the District shall report to the Center for Educational Performance and Information (Center), in a form and manner prescribed by the Center,
 - i. The instructional delivery method that was reconfirmed;
 - ii. How that instruction will be delivered for each grade level offered by the District, including pre-kindergarten, as applicable; and
 - iii. Whether, as determined by the department in consultation with the Center, the District is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - e. Public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
9. TBAISD 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.
10. TBAISD will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District and the pupil's teacher or at least one (1) of the pupil's teachers, or another District employee who has responsibility for the pupil's learning, grade progression, or academic progress during each week of the school year for at least 75% of the pupils enrolled in the District. TBAISD will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the TBAISD website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.



District Superintendent or President of the Board of Education

10-7-20

Date

Updated November 17, 2020



Nick Ceglarek (Nov 17, 2020 11:28 EST)

District Superintendent or President of the Board of Education

Extended COVID-19 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. 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 not have achieved to the degree they would have if face-to-face instruction had been possible for the entire 2019-20 school year 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 2-way communication between teachers and students.

Although TBAISD operates programs for students from birth to 26 years of age, this plan will specifically focus on grades K-8 as required by Section 98a of Public Act 149. The District remains committed to addressing the needs of all learners each day.

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 Bay Area ISD 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.

Appropriate benchmark 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. Progress monitoring assessments will provide information regarding student progress over the course of the year.

We will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Additionally, the benchmark assessments described in PA 149 are not applicable, relevant, or appropriate for all students served in TBAISD-operated special education programs.

Our district will provide professional learning around and teachers will continue 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 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

We believe that all learners will make measurable growth towards their academic goals during the 2020-21 school year.

Goal 1 - All students (K-8) will improve performance in ELA from Fall to mid-school year and mid-school year to Spring as measured by assessments that are relevant and applicable to their educational programs.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to mid-school year and mid-school year to Spring as measured by assessments that are relevant and applicable to their educational programs.

For students served in TBAISD-operated special education programs the relevant and applicable assessments used to measure improved performance might include, but won't be limited to, the following:

- Communication Matrix
- MOVE Assessments
- Transition Pre & Post Assessments
- NWEA
- Progress Monitoring
- Adapted Core Phonics Survey
- Adapted Math Trajectories
- Curriculum Pre & Post Assessments

Additionally, to support meaningful student progress toward mastery of ELA and Mathematics regular or extended academic state standards:

- Teachers will use the formative assessment process to inform adjustments to daily instruction.
- Teachers will use a data review process to analyze information from a variety of sources, including benchmark assessments and one or more of the above, to adjust instruction or identify alternative interventions.

[Reporting Template](#)

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 Bay Area ISD's full instructional plan can be found at [this link](#).

In-Person Learning: Unless the TBAISD region slips to Phase 1, 2, or 3 in the Governor's Safe Start Plan or some or all of the district is closed by pandemic conditions, students within TBAISD-operated special education programs will have the opportunity to attend school in-person. These classes will follow the published calendar and bell schedule, implementing the requirements and recommendations as specified in our [COVID-19 Preparedness and Response Plan](#) and consistent with each student's IEP. During this instruction, while students are participating in our regular curriculum lessons and activities, teachers and/or other TBAISD staff will instruct students and families in how to access content through online platforms such as OTUS or Google Classroom, as well. These guided practice lessons in school will prepare and equip students to access the lessons and activities remotely, so they can continue to participate and progress in the curriculum in case they are required to stay home due to COVID-19.

Remote Delivery for normally In-Person Students: We anticipate there will be times during this school year that students will not be able to attend school in-person. This could occur due to direct or indirect COVID-19 exposure, positive test results, symptoms requiring the student to stay home, a temporary closure of the school, or movement of our region into Phases 1-3. When this occurs, teachers will continue to post or communicate course content remotely, and teachers will arrange opportunities for students to connect with them remotely as well, making at least two (2) documented 2-way communications per week. The goal during this learning will be to ensure that students continue to progress through the planned curriculum on pace with their peers or the goals laid out in their IEPs as guided, directed, and assessed by the teacher. This will ensure each student is prepared to resume in-person instruction from the expected learning point when circumstances allow.

When a reliable, adequate internet connection is not available at a student's home, the student will access remote learning materials through either a community WIFI location to complete offline, via a hot spot provided by TBAISD, or via a hard copy of materials provided by TBAISD. The internet infrastructure may limit access to materials online for some students.

Virtual Delivery Option: For students whose families have decided to have their child learn entirely from home, our district will offer a virtual learning option. This option makes standards-aligned course content available to the student through an online platform or through materials in another format. The student will be able to access the content remotely at their own time and place, and work through content at a pace and schedule of their choosing, provided they complete prescribed units within an established period of time, at least by semester. Each course will have a certified, highly-qualified content area teacher assigned who will monitor student progress, assess student work, provide feedback on the work,

and provide additional guidance and support during the course based on the assessments. When students elect a virtual delivery option, the district will ensure the student has access to the internet and an appropriate device for learning or to another format of the course materials. The district will work with the family to provide these resources as described above. As in the remote delivery option above, teachers will make at least two (2) documented two-way communications per week per student.

All students served in TBAISD-operated special education programs will have a current Individualized Education Program (IEP) that meets their educational needs via face-to-face instruction in a school building. When students are not able to attend school in-person, or they or their families choose a remote option, students' education will be guided by the Contingency Learning Plan as specified in the Supplemental Aids and Services in their IEP.

- **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 Bay Area ISD's full instructional plan may be found in the [COVID-19 Preparedness and Response Plan](#)

All content, whether delivered in-person or remotely, will continue to follow the district's established curriculum scope and sequence consistent with core or extended state standards. The course content will be delivered and made available through a blend of direct instruction, online resources, or when necessary hard copy of course materials. 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. All remote learning will be aligned to students' IEPs, which are aligned to state 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

TBAISD bases its assessment system on the Michigan Core Academic or Extended Standards. We regularly assess students at the district, classroom, and individual level to determine if they are making progress toward meeting the standards identified as appropriate for each student in their IEP. We emphasize formative assessment as a crucial component of the instructional

process, providing feedback to teachers regarding the effectiveness of instruction. We emphasize progress monitoring as a crucial component of feedback to the learner, so each student understands their own progress. Finally, we emphasize benchmark assessment to track overall progress toward both student and school-wide goals.

We also have a system for administering required summative assessments. These are given at the end of a period of learning as an evaluation of what has been learned. For example, where appropriate and relevant, 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.

Parents and legal guardians of students attending New Campus are provided access to the parent portal of the Power School student information system, a web-based system that allows them to see their children's up-to-date grades at any time. We also send progress reports mid marking period and report cards at the end of each marking period to parents and guardians or more frequently based on the individual requirements of students' IEPs. 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 progress through emails, phone calls, and/or meetings.

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

Traverse Bay Area ISD 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 and to high-quality instruction and learning experiences. Our district's system for maintaining student access to technology devices and the internet is described in the Spring 2020 Continuity of Learning Plan, and again in the [COVID-19 Preparedness and Response Plan](#). At a parent's request or based on limitations of the internet infrastructure, the instructional material may be delivered in another format such as paper if that is more accessible and supported by parents.

- **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.

We acknowledge that COVID-19 may present access issues for students with disabilities regardless of instructional format, i.e., face-to-face or virtual.

On an ongoing basis and at timelines dedicated by the Individuals With Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (MARSE), students' IEPs will be reviewed in coordination with general and special education teachers and/or related service providers to address any data-driven accommodations and/or services that are needed due to changes in students' needs. Programs, supplemental aids and services, and related services will begin at the start of the school year.

The district has established structures for general and special education teachers and/or related service providers to collaborate and communicate regarding student performance, student needs, IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider may be found at [Remote Learning Resources](#).

The district ensures a continuation of services for students receiving related services such as speech and language therapy, occupational therapy, physical therapy, or social work support as specified by their IEPs, including their Contingency Learning Plans when conditions trigger their implementation. The district also ensures a method for the continuation of evaluation of students suspected of having a disability as well as those requiring re-evaluation.

• **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.

Traverse Bay Area ISD's full instructional plan addresses ways that all learners are supported and can be found in the [COVID-19 Preparedness and Response Plan](#)