



Tuscola Intermediate School District Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

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.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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



Tuscola Intermediate School District Extended COVID-19 Learning Plan

Address of School District/PSA: 1385 Cleaver Road, Caro, MI 48723

District/PSA Code Number: 79000

District/PSA Website Address: www.tuscolaisd.org

District/PSA Contact and Title: Eugene W. Pierce, Superintendent

District/PSA Contact Email Address: gpierce@tuscolaisd.org

Name of Intermediate School District/PSA: Tuscola 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 re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.


District Superintendent/PSA President of the Board of Directors

9/24/2020
Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Tuscola Technology Center - As we return for the 2020-21 school year at the Tuscola Technology Center (TTC), our number one priority is the safety of our students and staff during this unprecedented epidemic. Nine local school districts from Tuscola County send students to TTC for instruction in a variety of career and technical education (CTE) programs. All nine of these districts are sending their students to us for face-to-face instruction.

Tuscola County is currently in Phase 4 of the MI Safe Start Plan, and we have implemented the required procedures of the Michigan Safe Schools Return to School Roadmap for Phase 4. We have also implemented the strongly recommended procedures, as much as feasible, in accordance with the Return to School Roadmap.

In addition to earning high school credit, one of the primary goals for our students is to earn industry-based certification. Face to face instruction, combined with the reopening of area businesses, will enable us to prepare students to earn certification by the end of this school year. Due to Covid-19, the 2019-20 school year ended abruptly in March, and last year's students missed out on many opportunities to earn certifications in the programs they were attending. Now that school has started again, and some businesses are reopening, we are offering certification opportunities to last year's students wherever possible.

The ideal situation for CTE instruction involves the hands-on practical application of real-world skills that face-to-face instruction provides. However, in the event that we were to move back into Phases 1-3, we would provide virtual instruction to the best of our ability to prepare students to earn high school credit and certification.

Highland Pines School is an ISD program that serves students with moderate and severe cognitive impairments, autism spectrum disorder, and severe multiple impairments. Many of the students that are served at Highland Pines School are medically fragile. In order to serve our population, in person learning for five full days per week was offered along with remote learning. If the COVID-19 rates rise in our county and we move to Phase 3, the entire school will move to remote learning. It is for these reasons that the Extended COVID-19 Learning Plan was created.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) - The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As WEC & PWL plan to begin the school year in a face-to-face learning environment, we will need to ensure that there are structures in place to ensure student safety, engagement, and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) - The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Betsy's Place, Caro Center and Lighthouse Off-Campus plans to begin the school year in virtual and in-person learning models, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning.

TISD Itinerant Group - As local districts within Tuscola ISD reopen, students are being educated both virtually and through in-person instruction. An extended plan is necessary to ensure engagement and achievement for all students, regardless of the teaching mode being utilized.

Early On/Early Childhood Special Education - Students are receiving special education services both virtually and in person. An extended plan is necessary to ensure engagement and achievement for all students, regardless of the teaching mode being utilized.

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.

Tuscola Technology Center serves high school students throughout Tuscola County. Aside from earning high school credit, our "benchmark assessments" are industry-based certifications in the career fields for which our CTE programs prepare students. The curriculum for each of our 18 programs is aligned with the criteria for earning certifications such as ASE Certification in Auto Body, Auto Tech, and Diesel Tech; SafeServe Certification in Culinary Arts; Certified Nurse Assistant (CNA) Certification in Nursing; Microsoft Certifications in Computer Tech Management; SENSE Certification in Welding; and MIOSHA Certification in many programs, just to name a few.

In the 2019-20 school year, the most significant impact of the early shutdown in March was the inability for many students to earn certification. By the middle of the 2020-21 year, we expect to be on the same pace to earn certifications as we have in years past, and by the end of the year, we expect to have earned certifications as we did in 2018-19 and in years prior.

Highland Pines School - Students take the Mi-Access assessment, therefore are not able to participate in benchmark assessments given at the local school districts. Each student will be assessed at the beginning of the 2020-21 school year and their IEPC will be updated. Each student's goals will be assessed at the end of each marking period and progress will be reported.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) - The Wolverine Education Center & Pioneer Work & Learn Center believe 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, WEC & PWL 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.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

The NWEA assessments in reading and mathematics will be administered to all students within two weeks of entering either WEC or PWL and once at the beginning of the school year as well as at the end of each marking period. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be sent to all guardians at the end of each marking period. 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 (6-8) will improve performance in Reading/ELA 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 (6-8) will improve performance in Mathematics 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.

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) -

Lighthouse Off-Campus and Caro Center:

The Comprehensive Inventory of Basic Skills II (Brigance) assessments will be administered to all students in the area of reading, writing, and math 2 times per year. The first assessment period will be completed by September 15th, 2020 and the second assessment will be conducted prior to the end of 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 completed per each student's individualized education plan.

As a means of continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of technology to support the delivering virtual instruction

Betsy's Place:

The NWEA assessment will be administered to all students, at Betsy's Place, in the area of math as well as reading for some students. DRA2 will be used to assess the students in the areas of reading along with Acadiance if necessary (or if age/grade determine it is necessary).

Lighthouse Off-Campus and Caro Center:

Goal 1: 75% of all the student K-12 will improve performance in Reading from Fall to Spring as measured by The Comprehensive Inventory of Basic Skills II.

Goal 2: 75% of all the student K-12 will improve performance in Language Usage from Fall to Spring as measured by The Comprehensive Inventory of Basic Skills II

Goal 3: 75% of all the student K-12 will improve performance in Math from Fall to Spring as measured by The Comprehensive Inventory of Basic Skills II.

Betsy's Place:

Goal 1: 50% of all the students K-12 will improve their performance in Reading from fall to spring as measured by NWEA, DRA2, and/or Acadiance

Goal 2: 50% of all the students K-12 will improve their performance in language usage from fall to spring as measured by NWEA or DRA2.

Goal 3: 50% of all the students K-12 will improve their performance in Math from fall to spring as measured by NWEA or DRA2.

TISD Itinerant Group - TISD Educational Goals for our special education population/ISD Programs will be measured by progress made toward Goals/Objectives as listed on every Individualized Education Plan. Achievement of or progress toward each Goal differs by student and is outlined within every IEP. Growth/progress will be measured by the assessment measure indicated within the IEP.

Special Education students will be included along with their General Education peers in any benchmark assessment(s) given. Aggregate growth for this subgroup will be expected and comparable to their general education peers.

Early On/Early Childhood Special Education - The district ensures that children, ages 0-6, who qualify for Early On/Early Childhood Special Education programs and services, will continue to receive Special Education programs and services from their Special Education providers, as outlined in the child's IFSP, IEP, and/or Contingency Learning Plan. Providers will provide activities aimed to help the child master the outcomes/goals and objectives listed on his/her IFSP/IEP. Growth/progress will be measured by the assessment measure indicated within the IFSP/IEP.

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).

Tuscola Technology Center - Barring any localized outbreak of Covid-19, as long as Tuscola County remains in Phase 4 of the MI Safe Start Plan or higher, students at the Tuscola Technology Center will attend school every day for face-to-face instruction. If we were to fall back into Phases 1-3, we would continue to provide instruction via virtual platforms.

Highland Pines School - In person learning for five full days per week will be offered along with remote learning while in Phase 4. If the COVID-19 rates rise in our county and we move to Phase 3, the entire school will move to remote learning.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) – To start the school year, all 6-12 students at both WEC and PWL will attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day at WEC. At PWL, staff and student health and safety will be addressed through small class size, spacing, and utilization of PPE.

High school students will begin the year every day with face-to-face instruction following our regular non-COVID-19 schedule. Students will be enrolled in a minimum of two required courses delivered through Edgenuity for four hours each day. All students will also attend a Transition class to develop both life and career skills which will be taught face-to-face. Elective courses will be assigned after the student completes required coursework. This schedule attends to health and safety by utilizing cohort groups.

Both centers will use attendance to track two-way communication as well as email with students, WHS staff, and guardians.

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) - Betsy's Place and Caro Center will provide face-to-face instruction to start the school year. Students and staff health and safety will be addressed through a district plan that identifies protocols for both staff and students during the COVID-19 pandemic.

Lighthouse Off-Campus will begin the school year in a virtual instructional model to protect the well-being of the medically fragile students. A virtual instructional schedule has been developed to provide a structured routine for each student. Students and staff health and safety will be addressed through a district plan that identifies protocols for both staff and students during the COVID-19 pandemic.

TISD Itinerant Group - TISD ancillary staff will be providing instruction/therapy both in-person and virtually, depending upon the local system in which they work. Instruction/therapy will be student specific and address individual goals as written in the student's IEP.

Early On/Early Childhood Special Education - Tuscola ISD will use a variety of approaches to make sure that we can reach all of our Early On and Early Childhood Special Education students and families. The district assures contingency plans will be developed for students between the ages of 3-6 with IEPs. In addition, we assure that the special education providers will be coordinating with the families to ensure that the needs of all students with IFSPs and IEPs are considered.

Early On Students: Children and families who qualify for Early On services will continue to receive services from their Primary Service Provider, as written in their IFSP. Providers will provide coaching activities and opportunities aimed to meet the needs of each student/family as well as the IFSP outcomes. These coaching activities will be presented through home visits (following the Tuscola County Health Department guidance) or through virtual coaching sessions offered through Google Meet, Google Classroom, or Zoom. If this is not an option for families, coaching via the telephone or Remind app will be utilized. Every provider is required to track communication with families within the child's Illuminate profile.

Early Childhood Special Education Students: Children, ages 3-6, who qualify for Early Childhood Special Education programs and services, will continue to receive Special Education programs and services from their Special Education providers, as outlined in the child's Contingency Learning Plan. Providers will provide activities aimed to help the child master the goals and objectives listed on his/her IEP. These services will be delivered in person, Google meet, or Zoom, depending upon the local school in which they work. Every provider is required to track communication with families within the child's Illuminate profile.

- **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.

Tuscola Technology Center - Whether we are delivering face-to-face or virtual instruction, instructors at the Tuscola Technology Center will follow their specific curriculum in accordance with the standards and segments outlined by the Office of Career and Technical Education at the Michigan Department of Education.

Highland Pines School is a center-based school. Grades are not given. Goals are developed based on individual assessments. Since all students have IEP goals, each student will be working on individual goals. Students at Highland Pines School do not earn a diploma. They all take the Mi-Access assessment.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) - Curriculum for core academic areas is aligned to state standards through Edgenuity. The Edgenuity curricula will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our high school teachers work to engage students, they will use [Best Practices for Remote/Virtual Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities
- Best Practices provided by Edgenuity
- Edgenuity Guidelines
- Cognitive Behavior Therapy
- Therapeutic Crisis Intervention

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) - Betsy's Place, Caro Center, and Lighthouse Off-Campus curriculum for core academics is aligned to state standards in accordance to each student's individualized education plan or current grade level. As teachers navigate the wider than usual range of competencies expected this fall, teachers will use district, formative and state assessment data to adjust instructional delivery with an individualized approach.

TISD Itinerant Group - TISD ancillary staff will develop IEP goals and objectives that align with State Standards. Progress monitoring will guide ancillary staff in implementing instructional approaches that meet wide range of student need as they attend school both virtually and in-person. Staff that engage in remote learning will continue to encourage student collaboration and discourse, provide meaningful learning opportunities and help nurture positive home climate for learning.

Early On/Early Childhood Special Education - Staff will develop IFSP Outcomes and IEP goals and objectives that align with the developmental milestones and preschool state standards. Progress monitoring will guide Early On and Early Childhood special education staff in implementing instructional approaches that meet the needs as they provide services both virtually and in person.

- **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.

Tuscola Technology Center - Student progress toward mastery of standards will be assessed by the same quizzes, tests, and practical performance measures that are implemented under any other circumstances where we would deliver face-to-face instruction. If we were to provide instruction virtually, assessments would be modified as needed to adapt to the virtual environment.

Grades and progress reports will be sent to the local districts for inclusion in their grade reports following the same guidelines and timelines as we have in the past. Students and parents will continue to have access to grades and progress on Skyward.

As we have done in the past, instructors will work with counselors to develop student intervention worksheets to develop a plan for students who are in danger of not earning credit. Intervention worksheets will be sent to parents and local counselors as well to alert them to the need for intervention.

Highland Pines School - Progress toward goals and objectives are reported to the student's parent or guardian at the end of each marking period.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) - WEC and PWL base 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 marking period. 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 through the use of Edgenuity's Parent Portal. 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. Finally, we send report cards to parents at the end of each marking period.

In addition, weekly progress in the curriculum is tracked for each student. This progress is provided to WHS on a weekly basis.

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) - Betsy's Place, Caro Center, and Lighthouse Off-Campus base its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress towards meeting those standards and individualized education plan goals and objectives. This gives both the teacher and student timely feedback that helps them know what they need to do to improve. In addition, this allows the teacher to make important adjustments in teaching and the learning process to meet each student's needs.

At the end of each marking period, we provide progress reporting for each student that focuses on the goals and objectives in their individualized education plan. The progress reports are sent out to the parent/guardian to provide up-to-date information. In addition, our teachers monitor grades for each student by tracking/documenting progress for each core academic area. Students/parents receive a report card at the end of each marking period.

TISD Itinerant Group - ISD ancillary staff will regularly assess student progress as required by each student's IEP. Parents will be provided with progress reports as indicated within their plan. In addition, ancillary staff are expected to keep parents and guardians informed of any concerns regarding student progress.

Early On/Early Childhood Special Education - The district ensures that children, ages 0-6, who qualify for Early On/Early Childhood Special Education programs and services, will continue to receive Special Education programs and services from their Special Education providers, as outlined in the child's IFSP, IEP, and/or Contingency Learning Plan. Providers will provide activities and services aimed to help the child master the goals and objectives listed on his/her IFSP, IEP, and/or Contingency Learning Plan. To report progress, Early On and Childhood Special education providers will provide parents with progress reports to notify parents of the child's progress on his/her IFSP outcomes and IEP goals and objectives.

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.

Tuscola Technology Center - Students come to the Tuscola Technology Center (TTC) from their local high schools for a half day of elective CTE instruction, and they spend the other half of their day at their local high school to earn credit to meet graduation requirements. If we were required to provide virtual instruction, the local districts will be the primary provider for access to technology and the internet to participate in instruction. TTC would provide any CTE-specific technology if needed, and we also have Wi-Fi access points established in our parking lot to service any students who needed access but could not get it from their local district.

Highland Pines School - Students will be provided with technology and the internet for accessibility when the team deems it necessary to meet the IEP goals and objectives. Each student will have a Contingency Learning Plan on file to address the individual needs.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) - To begin the 2020-21 school year, WEC and PWL are providing daily in-person, face-to-face instruction utilizing one-to-one technology.

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) - Betsy's Place, Caro Center, and Lighthouse Off-Campus programs ensure that 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. Students have access to either chrome books, IPADS or computers to access on-line learning opportunities. The district has supported each student's technological needs with individual headphones and a computer mouse to provide a more sterile and safe educational experience. Lastly, each student has an individualized education program through Edgenuity, an on-line core academic program. The Lighthouse Off-Campus students will be using the electronic devices to meet virtual with their teacher to have access to specialized instruction.

TISD Itinerant Group - Local school districts within TISD and TISD operated programs will continue to provide equitable access to technology as described in the previously submitted Continuity of Learning Plans.

Early On/Early Childhood Special Education - TISD will continue to provide equitable access to technology as described in the previously submitted Continuity of Learning plans.

- **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.

Tuscola Technology Center - To begin the 2020-21 school year, the Tuscola Technology Center will provide equitable access to face-to-face instruction in accordance with the accommodations outlined in IEPs and 504 plans. Additionally, federal funds provided through the Perkins grant are used to hire paraprofessionals whose responsibility it is to work with special populations and assist with accommodations.

In the event that we were to go back to virtual instruction, IEPs and 504 plans would be reviewed to determine whether changes needed to be made to accommodations specifically for virtual learning. Paraprofessionals would still have the responsibility of maintaining contact with, and providing assistance for, students with disabilities to ensure they have equitable access to instruction.

Highland Pines School - Each student will have a Contingency Learning Plan on file to address the individual needs.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) - 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 with identified special needs, interventions 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.

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.

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) - When school starts, students with IEPs and IFSPs 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 student's needs.

For students with IEPs who attend 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 education consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their 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 a re-evaluation.

TISD Itinerant Group - As school resumes, student IEPs, IFSPs, and 504 Plans will be reviewed and amended as necessary to address current needs. Intervention and/or support services will be considered for each student. TISD ensures continuation of any ancillary support as listed within their IEP. TISD also ensures that the evaluations for students suspected of having a disability (or re-evaluation) will continue as required.

Early On/Early Childhood Special Education - As school resumes, students' IFSPs and IEPs will be reviewed in coordination with the Early On providers 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. TISD ensures continuation of any ancillary support as listed within their IEP. TISD also ensures that the evaluations for students suspected of having a disability (or re-evaluation) will continue as required.

- **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.

Tuscola Technology Center - In addition to providing Career and Technical Education for students in Tuscola County, the Technology Center will continue to partner with Mid Michigan College to host dual enrollment courses for current high school students during the school day and continuing education in the evening through Mid Michigan College and our own Lifelong Learning/GED Program.

Highland Pines School - All students at Highland Pines School are students with disabilities. Students will be supported with their individualized needs and FAPE will be offered.

Wolverine Education Center (WEC) & Pioneer Work & Learn Center (PWL) – The full instructional plan address ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#). Specifically, English Learners have access to the curriculum in their native language through Edgenuity. Translators will be provided as needed. Presently, one teacher is certified in Spanish and is available to assist with communicating with both students and their guardians. We are continuing to screen and evaluate at-risk students via the child study process.

Students will be provided the same access to all programming as they were pre-COVID-19 since they continue to reside at a residential childcare facility.

Off-Campus (Lighthouse Off-Campus, Betsy's Place, Caro Center) - Betsy's Place, Caro Center, and Lighthouse Off-Campus full instructional plan addresses ways all learners are supported.

TISD Itinerant Group - All students served by TISD ancillary staff will be supported with their identified needs and offered FAPE.

Early On/Early Childhood Special Education - The district ensures a continuation of ancillary support and special education programs as documented within their IFSP or IEP. The district also ensures a method for continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation. For students from birth to five with identified disabilities, intervention and support services will be integrated into the student's program immediately upon the start of school. When school starts, students' IFSPs and IEPs will be reviewed in coordination with the Early On providers 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.