



**SPRING LAKE**  
**PUBLIC SCHOOLS**

## **District/PSA Template for the Extended COVID-19 Learning Plan**

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 state superintendent of public instruction and the state treasurer.



## **Spring Lake Public Schools Extended COVID-19 Learning Plan**

Address of School District: 345 Hammond Street, Spring Lake, MI, 49456

District Code Number: 70300

District Website Address: [www.springlakeschools.org](http://www.springlakeschools.org)

District Contact and Title: Dennis Furton, Superintendent

District Contact Email Address: [dfurton@springlakeschools.org](mailto:dfurton@springlakeschools.org)

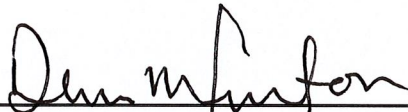
Name of Intermediate School District: Ottawa Area Intermediate School District

Date of Approval by ISD: September 24, 2020

## Assurances

1. Spring Lake Public Schools will make their ISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. Spring Lake Public Schools will create and make available on its transparency reporting link located on the District 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: Spring Lake Public Schools 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, Spring Lake Public Schools 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 had planned for that exposure to occur for in-person instruction.
5. Spring Lake Public Schools, 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 Board's discretion. Key metrics that the District 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 Spring Lake Public Schools 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.
7. Spring Lake Public Schools assures that

- instruction will be delivered as described in this plan and re-confirmed 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 will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
8. Spring Lake Public Schools 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. Spring Lake Public Schools 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 during each week of the school year for at least 75% of the pupils enrolled in the District. The District 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 District website each month for the 2020-2021 school year.



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Superintendent, Spring Lake Public Schools

9/23/2020

\_\_\_\_\_  
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.

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 returned to school in the fall, our first priority has been 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 have returned 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.

Spring Lake Public Schools (SLPS) began the school year with the option of 100% Remote Learning or Hybrid Learning per the selection of each student's parent/guardian. Beginning September 14, 2020, SLPS transitioned all Hybrid Learners to full In-Person learning.

This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District must establish all of its goals no later than September 15, 2020.
- **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 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 educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

## Quality Evidence-Based Assessment Practices

Spring Lake Public Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, benchmark assessment data is only one component utilized to make high-stakes instructional decisions about individual student learning. Spring Lake Public Schools will continue the use of formative assessment 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.

## Educational Goals

The iReady (grades K-6) and Smarter Balanced (grades 7-8) assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year and again prior to the last day of school. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all K-8 teachers will work collaboratively around student and grade level iReady and Smarter Balanced data.

**Goal 1** - All students (K-8) will make academic growth in Reading/ELA from Fall 2020 to Spring 2021 as measured by iReady and Smarter Balanced.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - All students (K-8) will make academic growth in Mathematics from Fall 2020 to Spring 2021 as measured by iReady and Smarter Balanced.

- 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.

Mid-year goal: Our ultimate goal has been, and continues to be, that ALL learners will be at grade level benchmark for ELA and Mathematics at year end. SLPS will evaluate the progress of all K-8 learners toward this goal at mid-year and revise strategies/align resources based on individual student progress at this point in the school year.

## 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 Spring Lake Public Schools full instructional plan can be found here: [SLPS Return to Learning Plan](#)

### Mode of Instruction

As of September 14, 2020, all students are receiving instruction either 100% in-person or 100% virtual, based on the selection of their parent/guardian. This selection was made by August 17<sup>th</sup> and is effective through January 22, 2021 for students in grades K – 8 and through November 24, 2020 for students in grades 9-12. Parents of students in grades K-8 will have a second opportunity to elect the mode of instruction for their child in December, whereas parents of students in grades 9-12 will elect their child’s learning format for second trimester in November.

Students receiving in-person instruction are utilizing a variety of web and application based formats, including Zoom and Seesaw as a mode of instruction. These same platforms will be utilized in the event that in-person learning should be suspended for any period of time.

K – 5 students receiving virtual instruction are utilizing Zoom and Seesaw. These students are being taught via the SLPS Remote Learning Plan, which can be accessed here: [SLPS Return to Learning Plan](#). Teachers are expected to have multiple two-way communications with students each day, whether it be via a virtual meeting, phone call, or email. Instruction will be largely synchronous, though asynchronous learning via pre-made videos/lessons will also occur.

Students in grades 6-12 are attending classes via Michigan Virtual High School (MVHS). MVHS is 100% online and relies primarily on asynchronous learning, including pre-made videos and lessons.



- **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 had planned for that exposure to occur for in-person instruction.

Note: The Spring Lake Public Schools full instructional plan can be found here: [SLPS Return to Learning Plan](#).

### **Curriculum and Instruction: Academic Standards**

The Spring Lake Public Schools curriculum for core academic areas is aligned to state standards and can be found at the District's website under each building tab. As teachers navigate the wider than usual range of competencies expected this fall, our grade level and department level teams will engage in collaborative efforts to determine essential learning, assessment for learning, and strategies to deliver instruction and reteaching around essential learning. Data from assessments will inform instruction. K-12 instructional standards are prioritized for the 2020-21 school year. Collaborative teams will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall in face-to-face and virtual environments. In addition, SEL/trauma-informed practices will be integrated into instruction.

All remote learning courses, whether implemented by Michigan Virtual High School or in-house, are fully aligned to District and state standards. Instructional schedules for K-5 remote learning mirrors that found in the in-person setting in a synchronous format.

Virtual learning and in-person will:

- Support physical and emotional wellness
- Build relationships with students and parents
- Establish and maintain classroom norms and learning routines
- Engage students in meaningful learning experiences
- Encourage student to student collaboration

- **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**

Spring Lake Public Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

## Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

## Technology

Spring Lake Public Schools 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. The Spring Lake Public Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again here: [SLPS Return to Learning Plan](#).

Students without pre-established internet access will receive internet access and support from the SLPS technology department. All students will have access to the resources they need to complete their work.

- **Please describe** how the District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

### **Students with identified special needs**

When school started, students' IEPs and 504 plans were reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

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

