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## **Cedar Springs Public Schools Extended COVID-19 Learning Plan *as Described in Public Act 149, Section 98a***

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.



## **Cedar Springs Public Schools Extended COVID-19 Learning Plan**

**Address of School District:** 204 East Muskegon St, Cedar Springs, MI 49319

**District Code Number:** 41070

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

**District Contact and Title:** Scott B. Smith, Superintendent

**District Contact Email Address:** [scott.smith@csredhawks.org](mailto:scott.smith@csredhawks.org)

**Name of Intermediate School District:** Kent ISD

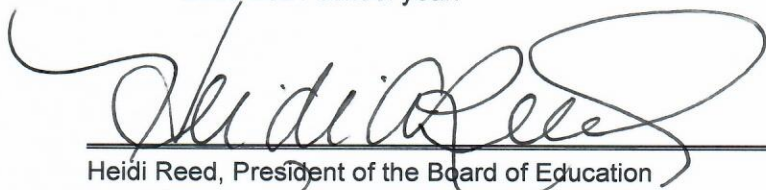
**Date of review by Cedar Springs Public Schools Board of Education:** 9.14.20

**Date of adoption by Cedar Springs Public Schools Board of Education:** 9.28.20

## Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, [a report concerning the progress made in meeting the educational goals](#) contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that
  - instruction will be delivered as described in this plan and approved by the District/PSA Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,

- the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after 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.



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Heidi Reed, President of the Board of Education

9.28.2020

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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.*

An extended learning plan is necessary due to the global pandemic of COVID-19, which resulted in the closure of school and extended remote learning in Spring 2020. Because of this situation, students have returned to school having a variety of differing needs, including academic, social-emotional, and behavioral. While some might describe them as “behind,” the reality is they have not yet had the opportunity to learn many of the concepts and skills they might have learned in a typical, pre-COVID school year. This plan addresses the realities of the situation and ensures students have every opportunity to close gaps.

## 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.
- **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.

The iReady diagnostic for reading and math, which has been in use in CSPS for 5 years, will be given 3 times throughout the school year to all young five (Y5) through eighth (8th) grade students:

- September 8 - October 22
- January 4 - January 22
- May 17 - May 28

Formative assessments will provide information to inform our progress toward our goals over the year. Progress reports will be available on our website in February and June.

Educational Goals:

- **Middle of Year Goals**
  - **Goal 1** - Students (K-8) will improve performance in Reading/ELA from Fall to Winter, as measured by i-Ready Diagnostic.
  - **Goal 2** - Students (K-8) will improve performance in Mathematics from Fall to Winter, as measured by i-Ready Diagnostic.
- **End of Year Goals**
  - **Goal 1** - Students (K-8) will improve performance in Reading/ELA from Winter to Spring, as measured by i-Ready Diagnostic.
  - **Goal 2** - Students (K-8) will improve performance in Mathematics from Winter to Spring, as measured by i-Ready Diagnostic.
- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA and Math academic standards.

- Results from Reading/ELA and Math benchmark assessments, local Reading/ELA and Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff at regularly-scheduled PLC meetings.

## Instructional Delivery

*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).*

Families were given the option of in-person or online instruction for the first semester of the 202/21 school year. They will be given a similar opportunity to make a choice of in-person or online learning for the second semester in December, 2020.

In-person instruction will be delivered by Cedar Springs Public Schools teachers, in classrooms. Canvas, a learning management system, will house materials and assignments for all students in all classes, so if a student or a class is required to learn from home due to health conditions, classes will continue seamlessly. Each level (K-5, 6-8, and 9-12), with the help of a wide body of stakeholders, has determined instructional schedules and expectations if at-home learning is required, including synchronous and asynchronous elements of each instructional day.

Fully online instruction will be delivered using Cedar Springs Public Schools teachers (K-8) or mentors (9-12). Students learning from home will have access to the content through Canvas and differentiated instructional materials (K-8: Savvas Realize; 9-12 Graduation Alliance). Twice-a-week, at minimum, classroom teachers will check in with students to moderate their educational experience. At K-8, online synchronous and asynchronous instructional elements are in alignment with the in-person schedules.

Details about the Phases 1-3 at-home learning schedules or instructional expectations can be found using the following links:

- [COVID-19 Return to Learn Preparedness and Response Plan](#)
- [Cedar Trails](#)
- [Beach](#)
- [Cedar View](#)
- [Red Hawk](#)
- [Middle School](#)
- [High School and New Beginnings](#)
- [Red Hawks Online](#)



## Exposure to Core Content

*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.*

The Learning Acceleration Team (LAT) reviewed guidance from the National Institute for Excellence in Teaching, assessed the gaps in learning from Spring 2020, and made adjusted curriculum maps which outline the priority standards for each grade level and content area, in alignment with the typical year's standards and accounting for possible missed standards. Each Professional Learning Community (PLC) was involved in the creation of these priority standards.

PLCs planned pacing for each course or content area to ensure that all of these standards are addressed throughout the academic year in the instruction. Since PLCs meet about twice monthly, they will have the opportunity to consider student progress toward the academic priority standards, and make adjustments as needed to ensure all students master the identified priority standards. Their PLC agendas will track this work.

## Progress Toward Mastery of 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.*

- Student progress will be reported through report cards (Young 5s-5th grade) and in PowerSchool (6th -12th grade).
- In addition, parent-teacher conferences twice a year will give parents/guardians the opportunity to hear about their students' progress toward the academic standards.
- Feedback about progress toward the standards may be recorded in Canvas, the learning management system. Parents/Guardians can opt to receive these notifications in alignment with their preferences.
- Reading and math benchmark scores from iReady will be reported to parents in November, February, and June.

## Equitable Access (Technology)

*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.*

- As described in the [Return-to-Learn Preparedness Plan](#), Cedar Springs Public Schools made the following available:
  - Families choosing 100% online learning for their students were provided with a Chromebook for each child and the option of utilizing a JetPack from Verizon Wireless to access the internet.
  - In-person students in grades 6-12 were assigned a Chromebook to carry between school and home.
  - In-person students in grades Y5-5 will have Chromebooks available in their classrooms to use throughout the school day.
  - If we are required to close school due to health and safety concerns under the guidance of the Kent County Health Department, all students (Y5-12) will have the option of utilizing a district-provided Chromebook and will be given the option of utilizing a Verizon Wireless JetPack to access the internet.

### **Equitable Access (ADA Compliance)**

*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.*

Cedar Springs Public Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodations by utilizing their IEP or Section 504 plan as our offer of FAPE for students with disabilities. All staff serving students with disabilities have been trained in Canvas, our learning management system. Students with disabilities are given the same access to this LMS (Canvas) which has embedded accessibility features that align with current best practice. Devices provided to students with disabilities match those provided to general education peers, unless otherwise noted in their IEP. The district offering of an online option has been extended to all grade levels and programs that include students with disabilities, too. Students with academic skill deficits noted in their IEP will be connected to at least 1 special education teacher to provide instruction with academic skills noted in the IEP. Also, any itinerant services noted in the IEP will be provided in alignment with the needs in the IEP. New evaluations (including parent requests) and re-evaluations will continue to occur per timelines and procedural parameters included in current special education regulations.

Cedar Springs will utilize current guidance from MDE as it is made available. CS special education staff has been informed of the need to review data from prior to the closure in March 2020 to present in order to determine if there is a need for recovery services and/or adjustments to Section 504 Plans and IEPs. Also, Contingency Learning Plans will continue to be written in order to outline services provided in situations where instruction is 100% online or in the event that remote learning is required based on future building closure or when health-related factors limiting school access (e.g. family is required to quarantine).

## Virtual Learning

- Available for **ALL** students
- Dedicated virtual learning staff available during typical school hours
- Technology options available to students
- Methods of Service:
  - Virtual Instruction - direct instruction/communication with student in real time
  - Asynchronous Instruction - indirect instruction/communication that is developed and/or pre-recorded for students to complete at a time they determine
  - Assignments - classroom and individualized assignments
- Staff will work with families on a learning plan that works best for the student while in the home.

## School In-Person

- Available for **ALL** students
- Full-day instruction everyday with health and safety protocols in place
- All staff and students will wear facial coverings in classrooms and common areas unless face coverings cannot be tolerated due to medical and disability needs.
- Class cohorts will be determined by student need and classroom location in the building.

**FOR ALL SETTINGS:** IEP teams will meet to determine how to implement the provisions of the IEP to the maximum extent possible by the annual IEP date anniversary. This may include a contingency learning plan.

## 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.*

(1) Cedar Springs Public Schools will continue to support all learners including English Language Learners and struggling students to ensure they have meaningful participation in the school's educational programs and services. Students who were not born in the United States or whose native language is not English; and whose difficulties in speaking, reading, or writing English may deny them the ability to meet State academic standards or successfully participate in classes or society will be assessed within 30 days after enrollment. The district will continue to screen students for English Learner status to the extent possible while in a virtual setting, whether due to Phases 1-3 or parent choice. A system of support will be identified based on need and may include a qualified English Language Teacher using evidence based practices. Support for students may include consultation with the student and family, consultation with teachers, differentiation, learning accommodations which may include time extensions, videos with captioning or embedded interpreting, translated reading materials, small group instruction and large group instruction to meet the needs of the student.

Details about our plan can be found in the complete [Return-To-Learn Preparedness Plan](#).

(2) Cedar Springs Early Childhood Program will pivot to all virtual learning if our county moves to Phases 1-3. All students will be provided with technology if they need it to access the program. Parents will be coached as needed to help support the learning of their young students. Each student in the Early Childhood Program will have an up-to-date IEP and Contingency Learning Plan that will outline the supports that the student will need to make progress toward their goals and objectives.

CTE is provided by Kent Intermediate School District and will have supports in place so that students have continued access to their education. Early middle college students, dual enrollment students and AP students will continue to have instruction delivered virtually, if that is what is required because of the health conditions in the district.