

Saugatuck Public Schools



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

July 15, 2023

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.

Saugatuck Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA 201 E. Randolph St., Douglas, MI 49406

District/PSA Code Number: 03080

District/PSA Website Address: www.saugatuckpublicschools.com

District/PSA Contact and Title: Dr. Timothy Travis

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Name of Intermediate School District/PSA: Ottawa Area Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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 2023-2024 school year.

Based on parent feedback and following the required and strongly recommended protocols and safety measures outlined in the MI Safe Schools Return to School Roadmap, Saugatuck Public Schools has developed a COVID-19 Preparation and Response Plan offering one for students to begin the school year on August 29, 2023.

One hundred percent of the districts' students will be returning for in-person instruction.

An Extended COVID-19 Learning Plan is necessary to support student engagement and achievement in a face to face learning environment. In-person learners will follow the scope and sequence of the core curriculum as developed at the elementary and secondary level by attending regular class periods five days per week. Finally, teachers at Saugatuck Public Schools are prepared to shift instruction to a remote model in consultation with the Allegan County Health Department and informed by county level risk determination and school/building spread indicators such as COVID-19 infection rate, positivity rate over a four week period, COVID-19 cases, and hospitalizations.

Depending on the number of positive cases in a particular classroom or building, it may be necessary to close classrooms or buildings for a two week or longer period of time. Teachers will build relationships with students and instruct both students and parents on the use of the learning management system early in the school year to prepare for transitions in and out of remote learning as necessary.

The Extended COVID-19 Learning Plan will serve as a transparent living document for adapting to changing health and safety conditions.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2023-2024 school year.
- **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 2023-2024 school year and not later than the last day of the 2023-2024 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.

Saugatuck Public Schools values the use of formative assessments, or assessments for learning, as an essential component of good teaching and learning. Formative assessments are useful tools in providing students and teachers with useful information on what a student knows and is able to do at a given point in time. Formative assessments are used to adjust teaching and learning for a single student and for groups of students.

Goal One: All students K-8 will improve in Reading/ELA from Fall to Spring as measured by NWEA or MDE early literacy benchmark assessments.

Goal Two: All students K-8 will improve performance in Mathematics from Fall to Spring as measured by NWEA or Delta Math Screener.

The Michigan Department of Education's early literacy benchmark assessments will be administered to K-1 students in the fall to provide a baseline measurement of student achievement and again in the spring to measure growth.

In prior years, Saugatuck Public Schools has administered the NWEA Map test to students in grades 3-8 as a measure of student achievement and growth. As this benchmark assessment is familiar to teachers, students, and parents, NWEA Map testing will be used to set individual student growth goals in mathematics and reading and to measure aggregate growth in these subjects for grade levels and for measurable subgroups of students including gender, socioeconomic status, and race/ethnicity.

Student benchmark assessments in reading and math will be completed in the first six weeks of the school year for all students in grades K-8. Students will be assessed in reading and math again in May. The goal for individual students is the equivalent of one year of growth as measured by NWEA RIT scores. Aggregate student growth goals will be measured by the percentage of students in each grade level making one year's growth in math and reading. These percentages will be disaggregated by gender, socioeconomic status, and race/ethnicity.

Goal three: All juniors will improve in Evidence Based Reading and Writing from Fall to Spring as measured by the PSAT and SAT.

Goal four: All juniors will improve in Mathematics from Fall to Spring as measured by the PSAT and SAT.

Juniors will take the PSAT/NMSQT test in October as a continuing measure of college and career readiness in math, and evidence based reading and writing (ERW). Juniors will take the SAT test in May to measure individual student growth. The goal for individual students will be to achieve the mean student growth in math and (ERW) from Fall to Spring as reported by the College Board. Results of a study to measure mean student growth from the fall PSAT/NMSQT to spring SAT can be found in the report *Student-Level Growth Estimates for the SAT Suite of Assessments*. Aggregate student growth goals will be measured by the percentage of students making at least mean student growth in math and ERW. These percentages will be disaggregated by gender, socioeconomic status, and race/ethnicity.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2023-2024 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).

Instruction will be delivered to the districts' TK-12 students following the core content scope and sequence as developed at each grade level or core content team by attending school in-person five days per week with instruction provided by highly qualified teachers. The instructional day will be from 8:30 a.m. to 3:15 p.m. for middle and high school students and from 7:55- 2:55 p.m. for elementary students.

Teachers at Saugatuck Public Schools are prepared to shift instruction to a remote model in consultation with the local health department based on county level risk determination and school building and district spread indicators. Lessons and resources will be frequently posted to the learning management system in each building. Elementary classrooms will use Class Dojo, while Schoology will continue to be used in the middle/high school. Students who miss instruction for any reason can find assignments posted on the appropriate learning management system.

- **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.

Saugatuck Public Schools aligns instruction with the Michigan Content Standards. Pacing for in-person instruction will follow the scope and sequence developed for each grade level or course. Teachers across the district are certified and highly qualified to provide instruction at their grade level or specific subject area.

- **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.

A variety of formative assessments such as exit tickets, progress quizzes, writing drafts, journals, self-assessments, interim assessments, think-pair-share, and teacher observations are routinely used to support individual student progress toward mastery of core content standards.

Summative assessments will also be used to monitor and report student progress to parents at different times during the school year.

Parents of elementary students will be provided with progress reports in-person during parent/teacher conferences and will receive a standards based report card at the end of each semester.

The school year at Saugatuck Middle School and High School is divided into three trimesters. Grades for in-person students are available for viewing at any time on PowerSchool. Grades for Michigan Virtual courses are available for viewing at any time in the MV grade portal for each course. Parent-teacher conferences will be held virtually and in-person approximately the sixth week of the first trimester.

Parent score reports for NWEA Map assessments will be mailed to families with students in grades 3-8 in June. Students and parents will be able to access PSAT and SAT score reports at <https://collegereadiness.collegeboard.org/sat/scores> as soon as they are posted by the College Board.

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.

Students in grades 6-12 have access to district provided Chromebooks, while iPads and Chromebooks are available for remote use for students in grades K-5 if necessary. WiFi hotspots are available for families requesting one.

All students can access technology assistance at remotehelp@saugatuckps.com.

- **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.

The school's special education team has reviewed all students' IEPs and 504 plans in order to coordinate services, design accommodations, and match services to each student's individual needs. Special education teachers will provide services to their regular caseload of students.

Special Education specialists such as speech teachers, school psychologists, occupational therapists, and physical therapists will provide services in the school setting to students attending in-person. Intervention and support services, including birth to five and technical education services, will be provided to all students with IEPs and 504 plans as required.

General and special education teachers will collaborate on delivery methods for assessments and instruction as outlined in IEPs. Specialists will consider students' needs around accessibility and provide assistive technologies, where possible.

SPS will continue to communicate proactively with families in the event of a school closure and/or move to remote learning. Contingency Learning Plans (CLPs) were created last spring for all students with IEPs in the district. CLPs will again go into place should students become remote learners. When this occurs, one member of the student's IEP team will contact the family and work out the continuation of services throughout remote learning.

In addition, the district will be in compliance with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Department concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

- **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.

The district’s Special Education Director has met with building level teams to discuss concerns they may have about particular students who receive special education services. When a student is identified as having a higher-risk or healthcare need, the team will designate a point-person to contact the family—or the student, if they have reached the age of consent—and to develop a plan. All reasonable accommodation requests will be gathered and considered by the team. A plan will be in place for the student before the start of the 2022-2023 school year. For students with 504 plans, Katie Gibbie will undergo a systematic review of all 504 plans in the district and contact any families who may have a student with special healthcare needs. Any plan in need of updating will be done before the start of the year, with those changes communicated to the relevant staff people.

The SPS Preschool housed in the Early Childhood Center is currently providing in-person education to four year old children Monday through Thursday. In the event of a transition to remote learning, alternative modes of instruction will be delivered, while incorporating principles of developmentally appropriate practices for preschoolers. The learning of the preschoolers will be monitored in collaboration with the parent, as young children are

reliant on adult support to be successful learners. This means that teachers will work not only with the children, but also coaching/supporting the family in how to promote learning at home.

Great Start Readiness Preschool students are included in this extended Continuity of Learning Plan. A requirement from MDE outlines that each GSRP program must complete two parent teacher conferences in the 2022-2023 school year, and as a district we will support meeting this requirement. Finally, as children complete GSRP programs, pre-school teachers and staff will support the transition to kindergarten.

Currently, several Saugatuck High School students are attending the Careerline Tech Center (CTC) for in-person instruction five days per week. If either SHS or CTC transition to remote learning, CTC students will continue to receive instruction remotely from both their CTC instructor and teachers at SHS.

Advanced Placement courses are being offered both in-person and online for Saugatuck High School students. Dual enrollment courses are also being offered for SHS students.