



Hudsonville Public Schools

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

September 28, 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.



HUDSONVILLE PUBLIC SCHOOLS EXTENDED COVID-19 LEARNING PLAN

Name of District: Hudsonville Public Schools

Address of District: 3886 VanBuren St., Hudsonville, MI 49426

District Code Number: 70190

Web Address of the District: www.hudsonvillepublicschools.org

Name of Intermediate School District: Ottawa

District/PSA Contact and Title: Doug VanderJagt, Superintendent

District/PSA Contact Email Address: dvanderj@hpseagles.net

Date of Adoption by Board of Education/Directors: September 28, 2020

Date of Approval by ISD/Authorizing Body: September 29, 2020

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 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.



Ken Hall, President of the Hudsonville Public Schools Board of Education

September 28, 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 return to school in the fall, our first priority is 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 are anticipating that students' data this fall will likely show 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 assessment data, as it becomes available, to determine what comes next to ensure learning progresses for each student.

As Hudsonville Public Schools began the school year in both a face to face learning environment and a virtual learning environment for those who choose, we have worked to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will continue a 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/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.

Hudsonville 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, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Hudsonville Public Schools will continue the use of 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 STAR assessment in reading and mathematics will be administered to all students in grades PK-8 twice: once at the half-way point of the school year (January/February) and again prior to the last day of school. Students in grades 1-8 will additionally take a fall STAR assessment; however this information will be coupled with formative assessment to guide instruction. As it is not developmentally appropriate for Pre-Kindergarten and Kindergarten students to take a standardized assessment, via a computer, in their first month of formal education, they will be introduced to the assessment at the Winter benchmark. PK and K students will receive fall benchmark assessments that have been administered in years past to

allow teachers to respond appropriately to teaching and learning. Formative assessments will provide information to inform our progress toward our goals over the course of the year.

Due to the timeline for approval of the Extended COVID-19 Learning Plan, we will not have benchmark data accessible to formally write goals that are to be expected to be achieved by the middle of the school year. However, as mentioned above, we will utilize the benchmark assessment data, along with other assessment data to adjust instruction as appropriate to meet all learners needs.

Goal 1 - All students (PK-8) will improve performance in Reading/ELA from Winter to Spring as measured by STAR.

- 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 (PK-8) will improve performance in Mathematics from Winter to Spring as measured by STAR.

- 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.

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).

For the 2020-21 school year, Hudsonville Public Schools offer families the choice to attend in-person instruction (every day, all day) or receive online instruction (i.e., Eagle Virtual). In-person instruction will occur in each of our Hudsonville school buildings. HPS students and staff will follow strict protocols as advised by the MI Safe Schools Roadmap. HPS has developed the following guidance documents for staff, students and families regarding safety protocols and instructional delivery;

[HPS COVID-19 Return to School Plan](#)

[HPS Return to School Parent Guidebook](#)

[HPS Return to School Roadmap Teaching and Learning Handbook](#)

[HPS Return to School Operations and Procedures Handbook](#).

Eagle Virtual provides teaching and learning through live and independent learning activities utilizing digital curriculum and HPS teaching staff.

- **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 Hudsonville Public Schools curriculum for core academic areas is aligned to state standards. Gathering data within the first 30 days of school, for both face to face students and Eagle Virtual students will be prioritized for all students PK-12. Appropriate instructional responses will then be developed for both adjustments to core instruction as well as intervention blocks at elementary, middle school and high school. Specific best practice instructional strategies will be a focus for professional learning and dialogue throughout the school year. Elementary staff will utilize fall early release professional learning time to review data and adjust instruction and assign interventions for students demonstrating a need. Middle School will follow these specific [Return to Learning Plans](#) and High School will follow these specific [Return to Learning Plans](#) to address the potential lack of prerequisite skills needed for progression in the current years content.

As we work to prepare and grow our staff's capacity to deliver high quality virtual instruction, we will prioritize teaching and learning strategies from [The Distance Learning Playbook](#), by authors, Douglas Fisher, Nancy Frey, and John Hattie.

Both learning environments will be given tools and strategies to support the well-being of all of our students and incorporate SEL/trauma-informed practices into instruction.

- **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.

Hudsonville 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. 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 provide report cards at the end of each trimester at the high school and the end of each semester at the elementary and middle school level.

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.

The district plans to use approved digital curriculum and instructors utilizing Google Classroom. For those students that do not have a device, the district will provide a device as well as a hotspot for any student needing this access in grades PK-12. Paper pencil activities will be provided as needed for identified students.

- **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.

When school begins, students' IEPs, 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.

Students eligible to receive special education programs and/or related services will continue to have access to these programs and services in order to support individual progress and needs. The district staff and administrators will work collaboratively with parents of students receiving special education services in order to develop contingency plans in the event that remote instruction is required for all students. The district also ensures a method of continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

Hudsonville Public School's full instructional plan addresses ways all learners are supported and can be found in the [HPS COVID-19 Return to School Plan](#) and the [HPS Return to School Roadmap Teaching and Learning Handbook](#).