



Allendale Public Schools
Extended COVID-19 Learning Plan

Address of District: 10505 Learning Lane, Allendale, MI 49401

District Code Number: 70040

District Website Address: <https://www.allendale.k12.mi.us/>

District Contact and Title: Dr. Garth Cooper, Superintendent

District Contact Email Address: coopergar@apsfalcons.net

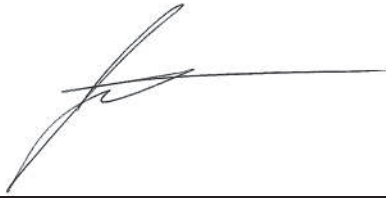
Name of Intermediate School District: Ottawa Area Intermediate School

District Date of Adoption by Board of Education: September 14, 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 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.



President of the Board of Education

9/14/20

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.

Allendale Public Schools is committed to meeting the safety, educational, and wellness needs of each student. We must ensure every student has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. We must ensure each student is assessed to determine student readiness to engage in grade-level content and offered scaffolds and supports to meet their diverse academic and social-emotional needs. We must deliver the best practices that promote student engagement, consistency, and differentiation.

More information can be found in the [Allendale Public Schools COVID-19 Preparedness and Response Plan](#) approved by our Board of Education on August 10, 2020 and our [Allendale Public Schools Return to School Parent Guidebook](#).

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.

Based on our School Improvement Goals, we set the following goals for yearly proficiency:

Reading

As measured by local and state assessments, 85% of students shall reach at least Proficient. (Mid Year goal is 60%.)

Mathematics

As measured by local and state assessments, 85% of students shall reach at least Proficient. (Mid Year goal is 60%.)

We will administer benchmark assessments in K-8 Reading and K-8 Math within the first 9 weeks of school and before the last day of school. These results will be communicated with parents/guardians.

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).

Information can be found in the [Allendale Public Schools COVID-19 Preparedness and Response Plan](#) approved by our Board of Education on August 10, 2020 and our [Allendale Public Schools Return to School Parent Guidebook](#).

We provided 3 options for our families:

Option #1 - Face-to-Face Instruction

- Elementary students will receive all typical year instruction in the areas of ELA, Math, Science, Social Studies, and Specials (Art, Music, Physical Education).
- Middle School and High School students will receive access to all typical year course offerings.
- Teachers at all levels will engage with their students through Google Classroom to share assignments and feedback and/or access in-class assignments, where age-appropriate. This will allow ease of transition should we experience a school closure and have to return to full remote learning, as well as help students who may need to be quarantined and access school from home.

Option #2 - Remote Learning

- Remote Learning students will be provided synchronous instruction (live) and asynchronous instruction (recorded or posted assignments), both by Allendale teachers
- Teachers will use Allendale curriculum resources, which will “mirror” what is happening in the live classrooms.
 - Daily attendance is required.
 - Google Classroom will be used to share/manage assignments and provide feedback to students.
 - Assignments will be required outside of synchronous instruction.
 - Assessments will be administered, and grades will be provided.
 - Students will receive progress reports and/or grades to reflect growth and achievement.
 - Interventions and special services (special education and ELL, etc.) will continue to be provided to applicable/eligible students.
 - Students may transition back to face-to-face learning at flexible times, depending on what is best for the student and is determined with the building principal.
 - Middle School and High School students will be eligible to participate in co-curricular activities (athletics, Science Olympiad, Robotics, etc.).
 - Unique courses at Allendale High School may result in students being placed in a Michigan Virtual course vs. a course with an Allendale teacher.

Option #3 - Online Learning

- Online Learning students will be provided asynchronous instruction (recorded or posted assignments) and at times synchronous instruction (live), provided by a third-party vendor: Calvert Learning for K-8 and Michigan Virtual for 9-12. (Some exceptions may apply.)
- Vendors will use their curriculum and their teachers to instruct students.
 - Daily attendance is required.
 - Vendors will use their platform to manage assignments and provide feedback to students.
 - Assignments will be required outside of synchronous instruction.
 - Assessments will be administered, and grades will be provided.
 - Students will receive progress reports and/or grades to reflect growth and achievement.
 - Interventions and special services (special education and ELL, etc.) will be provided by Allendale staff to applicable/eligible students (for academics) and Allendale ancillary staff (for therapy).
 - Students may transition back to face-to-face learning at the beginning of a new trimester. *This applies even if school closure occurs and all students move to remote learning.
 - Middle School and High School students will be eligible to participate in co-curricular activities (athletics, Science Olympiad, Robotics, etc.).

- **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.

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Both remote and online learning students will be provided with instruction for core academic areas that follows the same academic standards as our in-person students. The remote learning students will be following the same scope and sequence and teachers will work to maintain similar pacing, using the same curriculum resources.

Teachers monitor student access and assignment completion on a daily and weekly basis within Google Classroom, Moodle, or another instructional platform. Teachers provide feedback to students on assignments and assessments through the instructional platform as they are completed (or on a daily basis). Teachers differentiate instruction within the platform to meet each student's needs. Feedback is also provided in the form of phone conversations, as needed.

- **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.

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For our remote and online learning students, they will be assessed and graded based on the same standards as all students in the district. There will be progress monitoring assessments and reporting for all students. Parents will be informed about student activity and achievement through regular communication and also report cards each trimester.

We make available to our parents and legal guardians a web-based system, Infinite Campus, 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.

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.

Information can be found in the [Allendale Public Schools COVID-19 Preparedness and Response Plan](#) approved by our Board of Education on August 10, 2020 and our [Allendale Public Schools Return to School Parent Guidebook](#).

Our district uses a technology-based platform for learning. All students have a district-issued Chromebook. If students do not have internet, staff members work with families to gain available access through providers ([Local ISP List](#)). Students are also able to get technology support from district staff if there are any issues with the Chromebooks. For any remote students and parents who request hard copy instructional packets, staff work with them to print and access the materials they need.

- **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.

Information can be found in the [Allendale Public Schools COVID-19 Preparedness and Response Plan](#) approved by our Board of Education on August 10, 2020 and our [Allendale Public Schools Return to School Parent Guidebook](#).

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 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 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.

All special education staff are in weekly contact with families, either by phone, email, or virtual meeting. Special education teachers have access to every assignment and test/quiz that is assigned in general education. This allows for individualized accommodations and modifications to be made for students, which depending on level of need, may be an alternate assignment. Ancillary staff will deliver direct and indirect teletherapy, and conduct special education evaluations, via Google, Zoom, Presence Learning Teletherapy, or another approved virtual platform.

Based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, we are providing equal access to alternative modes of instruction to students with disabilities from preschool through 12th grade via a Contingency Learning Plan or an IEP. This includes the provision of auxiliary services to Non-Public Schools within the district. This may also include inter-district agreements for the provision of services on a case-by-case basis.

- **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.

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For our vulnerable student populations, including ELL and intervention, our teachers will communicate with families to provide additional support. This includes virtual instructional sessions and resources for families to use at home.

For Early Childhood, alternative modes of instruction will be considered, depending on the level of required service (if any). Tuition-based preschool programs may be cancelled with refunds provided to parents.

For our students in dual enrollment/Early-Middle College courses, we will ensure that the students have the appropriate materials and support to complete these courses. For students enrolled in CTE programs, we will work with the CTC Principal/Director to ensure our students have the ability to complete these courses with the necessary resources.