



# SPRING LAKE

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## PUBLIC SCHOOLS

### ALTERNATIVE EDUCATION

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February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Spring Lake Alternative Education High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me, Principal Ben Arney, at [barmey@springlakeschools.org](mailto:barmey@springlakeschools.org).

The AER is available for you to review electronically by visiting the following website: [Annual Report - Alternative Education - Spring Lake Public Schools](#), or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our School was not given a label.

In reflection and celebration of the 2024-2025 school year, we point to the strengths of our stakeholders. Students, staff, families, and communities cumulatively play a role in our collective success. Some areas that we continue to iterate include our intervention and MTSS systems/practices (both internally and via districtwide K-12 teams), as well as growing our professional learning communities (PLCs). These PLC points are: a focus on student learning, building a collaborative culture, and a results orientation. Finally, we continue to hone culture via developing a PBIS system in order to support belonging for all. This year, we have been intentional about administering surveys and taking action steps based on data.

### **School Placement**

Placement in either of our two elementary schools is based upon attendance area, availability and class size. At the secondary level, we have one school for each respective level (Spring Lake Intermediate, Spring Lake Middle and Spring Lake High School).

### **Core Curriculum**

As part of our strategic plan, Spring Lake Public School staff, parents and community members work together. From stakeholder survey work, we continue to be responsive and communicative of course offerings and organization. The Common Core State Standards are taking center stage, with appropriate and relevant curriculum resources to complement learning. This effort is ongoing and curriculum documents are available via our [website](#).

### **College Equivalent Courses**

Many Spring Lake High School students pursue participation in college level equivalent courses, including dual enrollment and Advanced Placement (AP).

### **School Improvement**

A shared leadership team meets regularly to help support student learning and discuss specific building topics. Ongoing conversations around student achievement, curriculum and assessment occur during grade level planning, staff meetings and district grade level meetings. We continue to monitor progress as a building team and work to foster a collaborative culture, based upon the tenets of professional learning communities.

Current commitments include further MTSS development through a district-wide, collaborative lens via a District Improvement Team. As stated in our Strategic Plan, priorities also include additional training and resources for creating a safe and nurturing student environment and responsive, restorative practices

### **Climate and Culture**

Positive, proactive programs which support climate and nurture individual needs are incorporated into our schools. SLPS continues to use the MTSS framework for both academic support, as well as behavioral interventions. There is an active Tier 2 team in place at all grade levels.

Spring Lake Public Schools has made student mental health and each child's overall well-being a priority. This focus is echoed in our K-12 strategic plan, which was adopted this 23-24 school year.

Our schools are committed to ensuring a positive, healthy environment for all students. A student perception survey informs decision-making around school climate. Staff reviews and reflects upon this survey data, which in turn, informs teams about how connected students feel. Additionally, respective staff and community surveys are administered and reflected upon by SLPS as well.

### **Special Education**

Spring Lake Schools provides educational interventions, opportunities, and support for all students through the Multi-Tiered System of Support (MTSS). If a student is suspected of having a disability, they may be evaluated for special education eligibility. If the student is found eligible and requires special education services, an Individual Education Program (IEP) team creates a plan of support. The IEP team consists of administrators, parents/guardians, teachers, itinerant service providers, and students, when appropriate. This team meets at least once per year to decide what is needed for each eligible student to make educational progress and receive a Free Appropriate Public Education (FAPE).

The special education programs provided in SLPS include early childhood special education, elementary ASD programming, and resource programming. Resource programming is provided at all building levels throughout the district. Additionally, elementary ASD programming is made available for those who require increased levels of support. By the age of 16, all SLPS students with an IEP engaged in a collaborative transition process. This process involves transition activities and goals to help students reach their post-secondary vision. Other in-district services

include occupational therapy, physical therapy, school social work, speech and language therapy, and teacher consultant services.

For our preschool-age students under the age of three, SLPS partners with Ottawa Intermediate School District (OAISD) to provide Early-On evaluations and services. More specialized programming for all age groups and post-secondary transition programs and services are provided by our OAISD partners.

Additional information about Special Education can be found via this department on our website. Click [here](#) to access the page.

Sincerely,

Ben Armev  
Principal, Spring Lake High School & Alternative Education