



Safe Return to In-Person Instruction & Continuity of Services Plan 2022-2023

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a **Safe Return to In-Person Instruction and Continuity of Services Plan** that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans need to be published in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

ESSER III (ARP) requires Delton Kellogg Schools to update its **Safe Return to In-Person Instruction and Continuity of Services Plan** every six months. through the life of the grant.

Part One: Safe Return to In-Person Instruction Plan

1. Describe the extent to which the LEA has adopted policies and a description of such policies on each of the following health and safety strategies.

<p>Universal & correct wearing of masks</p>	<p>DKS will not require universal indoor masking by students, staff, teachers, & visitors to K-12 schools regardless of vaccination status. DKS will follow current BEDHD guidance released on 8/26/2022 which allows staff and students to choose to wear a mask at any time. Anyone who chooses to wear a mask will be supported in their decision to do so.</p> <p>It is still <u>recommended, but not required</u> that staff and students wear a mask when they have an exposure with someone who tests positive, they have tested positive and are returning to school during the remaining 5 days of isolation, or if they are experiencing COVID-19 symptoms but tested negative.</p> <p>Masks are no longer required on buses.</p>
<p>Physical distancing (e.g, including use of cohorts)</p> <p>Handwashing & respiratory etiquette</p>	<p>Classroom groups at the Y5-5 level continue to serve as natural cohorts. Students at this level will travel to and from specials, lunch and recess as they had prior to COVID.</p> <p>Following current CDC guidelines, students in grades 6-12 will continue in non-cohorted classes, including lunch.</p> <p>Physical distancing is not required at DKS, and as of 8/11/2022, the CDC has removed all recommendations regarding cohorting students in schools.</p> <p>DKS will continue to encourage students to appropriately and frequently wash their hands with soap and hot water, including prior to eating breakfast or lunch. Signs are posted in our buildings asking all to cover their mouth and nose when coughing or sneezing to limit droplets. Tissues are provided in buildings, and masks are available for students and staff members who are showing symptoms and waiting to go home.</p>
<p>Cleaning & maintaining healthy facilities, including improving ventilation</p>	<p>All DKS facilities will continue to be cleaned and disinfected in accordance with DPH and CDC guidelines. Sanitizer is available throughout our buildings. Custodians clean each building every night. Throughout the day, teachers may sanitize their classroom during class transitions, if desired.</p>

Contact tracing in combination with isolation & quarantine

Isolation Guidance:

Students, teachers & staff who test positive for COVID-19 should isolate regardless of vaccination status:

- Stay home and isolate for 5 days from the onset of symptoms, count the day symptoms begin as day “0”.
- If asymptomatic, isolate for 5 days from the positive test date. The day of the positive test is counted as day “0”. Monitor for symptoms for 10 days from the positive test date. If symptoms develop, count this as day “0” and isolate for 5 days.
- If symptoms either improve or no symptoms develop, and are fever free for a period of 24 hours without the use of fever reducing medications, may return to school, while wearing a well-fitted mask, for days 6 -10 (5 additional days)

Exposure Guidance:

BEDHD is following the current COVID-19 exposure guidance recommendations; this guidance may change if COVID-19 cases and/or hospitalizations rise.

- During days 1-10 following exposure:
 - Watch for symptoms, such as fever, cough, shortness of breath, or other COVID-19 symptoms.
 - Wear a high-quality mask around others indoors for 10 days.
 - Test 5 days after exposure. If symptoms develop, test immediately and isolate until receiving test results. If they test positive, then follow isolation recommendations.
 - For the full 10 days after last exposure, avoid people who are immunocompromised or at high risk for severe disease and nursing homes and other high-risk settings.

Students, teachers & staff should monitor for symptoms throughout the quarantine period (days 1 through 5). Day “0” is the day of last close contact with any COVID-19 positive student, teacher, or staff. If symptoms develop, get tested.

Testing is not required to determine the end of isolation or mask use.

DKS will not recommend quarantine for people who are only exposed to COVID-19. DKS will continue to partner with the local health department for contact tracing, when warranted.

<p>Diagnostic and screening testing</p>	<p>DKS will continue to encourage students and staff to stay home if sick or having COVID-19 symptoms. DKS will encourage students and staff to get tested if having symptoms or if they have been exposed to someone with COVID-19. DKS has COVID-19 testing kits available for staff as available. DKS will not require a negative test for students to return to school.</p>
<p>Efforts to provide vaccinations to educators, staff, and students, if eligible.</p>	<p>DKS hosted several vaccination clinics on site during the 20-21 and 21-22 school years for staff members.</p>

Appropriate accommodations for children with disabilities with respect to health and safety policies.

Students with disabilities receiving in-person instruction are afforded individualized accommodations that have been identified through the IEP team process. Students are provided both the learning accommodations and the health and safety accommodations that have been agreed

upon and developed by the entire IEP team. Students with disabilities who are receiving instruction from home isolation will be provided the same required accommodations. These will be provided in a way that best meets the needs of the students, including, but not limited to, in person homebound visits for instruction and related services.

2. Describe how the LEA will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services.

Delton Kellogg Schools will resume full in-person learning with continuity of all services beginning in September 2022 for all students in Grades Young 5s-12. The district does provide an additional option for students in Grades 6-12 to opt in for virtual learning through our Delton Kellogg online program. Also, DKS will be offering free breakfast and lunch in all of our buildings to help meet the nutritional needs of our students.

Ensuring Students’ Academic Needs:

As in previous years, Delton Kellogg Schools will continue its use of the NWEA assessments in reading and mathematics for 22-23 for students in grades K-12. DKS will report benchmark assessment data to parents and legal guardians within 30 days of students completing the assessment. The assessment will be administered three times a year: the first during the first four weeks of the school year, the second during the months of December-February, and the third during the spring prior to the last day of school in June. DKS will also continue to use extensive assessments (Fountas & Pinnell) in grades K-5 to determine interventions and supports to better meet the needs of its learners in both reading and mathematics.

Using the district's continuous improvement process, DKS will continue to engage stakeholders in the district's assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Following the pandemic, Delton Kellogg Schools will provide a continuity of services, as well as implementing new research-based programs and digital resources to support, enrich and accelerate student learning. For the 22-23 academic year, please note the following curriculum changes to ensure students' academic needs are being met:

Digital Tools: Although we know that in-person learning is the most effective model, students' interactions with online resources can be engaging and beneficial for learning. During the pandemic, DKS

Interventionists at Delton Kellogg Elementary will continue to provide additional academic support during the school for students needing more individualized support. DKS has also included a part-time English Language Learner (ELL) teacher in 21-22 who will continue in 22-23 to support students with language needs.

All staff will continue to make effective use of Google Classroom as their Learning Management System along with the other Google applications to maintain a continuity of services when students are limited in their school attendance.

Ensuring Students' Social, Emotional and Mental Health Needs:

The landscape of teaching and learning has changed following pandemic learning. While we can anticipate that students returning in the fall will exhibit both learning and social-emotional challenges, staff and leaders at Delton Kellogg Schools are well-prepared to support their needs.

The district will provide a Student Support Team, comprised of:

- Pine Rest, Spectrum, and Barry County Community Mental Health counselors
- Elementary, Middle, and High School Counselors
- Elementary, Middle, and High School Administrators
- Elementary and Middle School Student Support Specialists
- K-12 School Social Worker

An online referral or request for support form will be available at each building level for identification and rapid referral of at-risk students or family needs to appropriate building-level support teams.

Pine Rest and Barry County Community Mental Health counselors will serve as the district's mental health liaison who will work across the school, local public health agencies, and community partners. Spectrum will provide an on-site telemed option for counseling at the high school.

Grades Young 5s-8th will implement Second Step, a research-based social-emotional learning program designed to improve children's social-emotional skills. Second Step skills and concepts are designed to help children both in and out of school. In addition, students will be asked from time to time for feedback about how their new skills have assisted them.

Additionally, our 9-12 staff will implement School-Connect. School-Connect is research-based and was developed by a team of dedicated educators, researchers, artists, and curriculum leaders who strive to inspire engaging discussions, meaningful relationships, and lasting social-emotional and academic skills. The ultimate goal is to provide students with the necessary skills for success in school and in life.

Ensuring Staff's Social, Emotional and Mental Health Needs:

Staff will be provided with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

Part Two: Consultation with Stakeholders

3. Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders. Provide an overview of how the public stakeholder input was considered in the development of the LEA's Safe Return to In-Person Instruction and Continuity of Services Plan.

From the inception of the Extended COVID Learning Plan developed for the 2020-2021 school year, staff, parents and community members have been given opportunities to voice their opinions, provide perspectives, and offer feedback regarding plans for pandemic learning. DKS continues to utilize Board of Education meetings as a conduit to the general public, but also provided other opportunities for stakeholders to share input since 2021.

To meet the requirements of Public Act 149, Section 98a, Delton Kellogg Schools re-evaluated how instruction was delivered during the 2020-2021 school year on a monthly basis that included public input.

Before an LEA Plan of Use was developed for the expenditures of ESSER III funds, input was solicited in a couple of different venues. In November 2021, a survey was sent out to community members for their input regarding how the funds should be allocated. Two hundred fifteen responses were received asking the community to prioritize funding around student learning and COVID-19 recovery. Through the regular district improvement process more stakeholder input was gathered to help make decisions around spending. To meet the requirements of the law, every six months the plan will be presented to the DKS Board of Education during their regular meetings as an official Administrative Report agenda item for informational purposes only. DKS will post a copy of the draft plan and an open-ended survey where participants can provide narrative feedback for modifications as needed.

4. Periodic Review Process and Understandable & Uniform Format

Districts are required to periodically review and, as appropriate, revise their **Safe Return to In-Person Instruction and Continuity of Services Plan** at least every six months through September 30, 2023. Each review must include seeking public input on the plan and revising the plan after taking into account public input.

The review dates are as follows:

September 2022

March 2023

September 2023

Delton Kellogg Schools will use the current template and make it accessible to the public. The plan will be posted publicly on the Delton Kellogg Schools website, and accommodations can be made for those who require formats related to language or disabilities.