

Three Rivers Community Schools
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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 Three Rivers Community 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

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.

Universal & correct wearing of masks	• TRCS will not require universal indoor masking by students, staff, teachers, & visitors to K-12 schools regardless of vaccination status. TRCS will follow current guidance released 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. • 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. • Masks are no longer required on buses.
Physical distancing (e.g., including use of cohorts)	• 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. • Following current CDC guidelines, students in grades 6-12 will continue in non-cohort classes, including lunch. • Physical distancing is not required. The CDC has removed all recommendations regarding cohorts of students in schools.
Handwashing & respiratory etiquette	• TRCS 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.

Cleaning & maintaining healthy facilities, including improving ventilation	• All TRCS 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. • This year, several projects will begin to improve HVAC systems to increase ventilation rates in several buildings.
Contact tracing in combination with isolation & quarantine	Isolation Guidance: <u>TRCS Guidelines</u> • Treat as any other illness, if symptoms are present, stay home until symptom and fever free. • If you have a fever (100 degrees or higher), stay home until fever free for a period of 24 hours without the use of fever reducing medications. <u>CDC Guidelines</u> Students, teachers & staff who test positive for COVID-19 and/or display COVID-19 symptoms are recommended to follow the guidelines below regardless of vaccination status: • Stay home and isolate for 5 days; and • If asymptomatic, monitor for symptoms for days 0 – 10 and isolate for days 0-5 (day “0” is day symptoms begin or day test was taken for those without symptoms); and • If symptoms have improved or no symptoms developed, return to school, while wearing a well-fitted mask, for days 6 -10 (5 additional days); or • Stay home for days 0 - 10 if unwilling/unable to wear a mask. (If you have a fever, stay home until you are fever free for a period of 24 hours without the use of fever reducing medications.) Exposure Guidance: ACHD 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. TRCS will not recommend quarantine for people who are only exposed to COVID-19. TRCS will continue to partner with the local health department for contact tracing, when warranted.
Diagnostic and screening testing	TRCS will continue to encourage students and staff to stay home if sick or having COVID-19 symptoms. TRCS will encourage students and staff to get tested if having symptoms or if they have been exposed to someone with COVID-19.
Efforts to provide vaccinations to educators, staff, and students, if eligible.	TRCS hosted several vaccination clinics on site during the 20-21 and 21-22 school years for the community, including staff members.
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.

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.

Three Rivers Community Schools will resume full in-person learning with continuity of all services beginning in August 2022 for all students in Grades Young 5s-12. Also, TRCS will be offering free lunch in all of our buildings for the upcoming school year to help meet the nutritional needs of our students.

Ensuring Students' Academic Needs:

TRCS will continue its use of the NWEA assessments in reading and mathematics for 22-23 for students in grades K-11. Benchmark assessment reporting will occur 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 six weeks of the school year, the second during the month of January, and the third during the spring prior to the last day of school in June. TRCS will also continue to use extensive assessments (DIBELS, Delta Math) in grades K-8 to determine interventions and supports to better meet the needs of its learners in both reading and mathematics. Progress reports will be available on the TRCS website in February and June indicating NWEA results.

Using the district's continuous improvement process, TRCS 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, Three Rivers Community Schools will provide a continuity of services, as well as implementing research-based programs and digital resources to support, enrich and accelerate student learning. TRCS offers acceleration opportunities during classroom instruction, after school programs, and summer school. Academic coaches will continue to provide additional staff support during the school day to address student academic progress.

TRCS has also included a full-time English Language Learner teacher in 22-23 to support students with language needs. Not only is this a growing population, but our ELL students will need further attention and support as a result of the pandemic. Adequate staffing will allow more individualized attention for our Y5-12 students now and into the future.

Ensuring Students' Social, Emotional and Mental Health Needs:

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly one-on-one student check-ins by the classroom teacher (elementary) or advisor (secondary) as well as having counseling services available for all students (we have used 31n funds to secure extra support for students). In 2021-2022 a system aimed to infuse the principles of emotional intelligence into our schools, informing how leaders lead, teachers teach, students learn, and families support students. Because of this, we are well-poised to meet the needs of our stakeholders.

Part Two: Consultation with Stakeholders

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. TRCS continues to utilize Board of Education meetings as a conduit to the general public, but also provided other opportunities for stakeholders to share since the onset of the pandemic.

To meet the requirements of Public Act 149, Section 98a Three Rivers Community Schools reconfirmed how instruction was delivered during the 2020-2021 school year.

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.

Four sixty-five responses were received asking to prioritize funding around student learning and COVID-19 recovery from community, staff and students. 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 reviewed and discussed at the TRCS Board of Education regular meetings as an official Superintendent Report agenda item for informational purposes only.

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:

- August 2022
- February 2023
- August 2023

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