



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 Marshall Public 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.

Universal & correct wearing of masks	MPS will not require universal indoor masking by students, staff, teachers, & visitors to K-12 schools regardless of vaccination status. MPS will follow current CCPHD 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. It is still recommended, but not required 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-cohorted classes, including lunch. Physical distancing is not required at MPS, and as of 8/11/2022, the CDC has removed all recommendations regarding cohorting students in schools.
Handwashing & respiratory etiquette	MPS 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 MPS 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:

Students, teachers & staff who test positive for COVID-19 and/or display COVID-19 symptoms should isolate 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:

CCPHD 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.

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

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

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.

Marshall Public Schools will resume full in-person learning with continuity of all services beginning in August 2022 for all students in Grades Young 5s-12.

Ensuring Students' Academic Needs:

As in previous years, Marshall Public Schools will continue its use of the NWEA assessments in reading and mathematics for 22-23 for students in grades K-8. MPS 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 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. MPS will also continue to use extensive assessments (Fountas & Pinnell, Delta Math) in grades K-5 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 MPS website in February and June indicating NWEA results.

Using the district's continuous improvement process, MPS 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, Marshall Public 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:

➤ **K-5 Pioneer Valley Program:** The implementation of a new K-5 ELA program, which includes resources based on the science of reading, will more effectively address the literacy needs of MPS students. After a review of both NWEA and M-STEP data, ELA was the area that was identified as needing attention over the last couple of years during COVID-19. The complete program provides teachers with teaching resources to meet the various needs of our students who have been impacted by pandemic learning, and also includes a robust digital platform that can be fully utilized in the event that remote learning must take place. Diagnostic, progress monitoring, and benchmark assessments are included so that teachers can make decisions about instruction based on their students' needs. Small group instruction is emphasized at Tier 1 to make sure instruction can be differentiated.

➤ **K-5 Math:** Four Math Interventionists are also hired for K-5 buildings in order to work with students who demonstrate learning loss in the area of math or are identified as at-risk.

➤ **6-8 ELA Interventions:** As a way to better address unfinished learning in ELA at the middle school level, two programs will be implemented to support reading instruction. For 6th grade students who have been identified through benchmark assessments needing support, a focus on reading will be added to enrichment period. Schoolwide goals in the area of reading are prompting monthly reviews of current practices and development of strategy in PLCs. Additionally, *ExactPath* will also be used for individualized reading instruction, and to build reading skills in 7th & 8th grades. Two Math and Reading Interventionists were also hired for MMS in order to work with students who demonstrate learning loss in the area of math or are identified as at-risk.

➤ **9-12 Math Interventions:** MPS will be evaluating the current approved curriculum and establishing a list of needs while securing updated curriculum and materials. ESSER II and ESSER III funds will be targeted for the purpose of revitalizing the curriculum in order to meet the dynamic needs of the post-pandemic learner. Two Math and Reading Interventionists were also hired for MHS in order to work with students who demonstrate learning loss in the area of math or are identified as at-risk.

➤ **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,

MPS worked to ensure that all students had access to technology (Chromebooks) and purchased resources for digital learning that would support classroom instruction such as Edmentum's ExactPath, Learning A-Z, Zearn Math, and Edmentum's Courseware.

Behavior Interventionists were introduced at each building and will provide additional behavioral and academic support during the school day as well as after school for students needing more individualized support. L

MPS has also added a half-time English Language Learner teacher in 21-22 who will continue 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.

All staff will continue to make effective use of Google Classroom 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 Marshall Public Schools are well-prepared to support their needs. While much of this is a natural part of our existing approaches to support our MPS students, the inclusion of additional support staff for the 22-23 school year will help to provide individualized, meaningful, and appropriate socio-emotional support for our students.

Much like 21-22, there are some meaningful programs that will continue to serve our students and their families. MPS will continue to provide a full-time mental health clinician that is housed at Marshall Middle School as a Tier III mental health support for students in crisis. To continue to support positive school attendance and to connect MPS families with further services through MDHHS, a School Social Worker and Parent Coordinator have been added to the staff at MMS and Harrington. These positions will continue to work at linking the school to wider community support is not only ensuring the health needs of students, but also to their families.

Expanding support for students in grades 6-12, an additional Dean of Students has been added. MHS now has three full-time counselors, a Dean of Students, and two Principals. MMS has two counselors, a Dean of Students, and two Principals.

Marshall High School and Marshall Middle School will begin implementation of the TRAILS curriculum, a research-based approach to meet the mental health care needs of all students. TRAILS

"promotes equitable access to youth mental health services." MPS schools participating in 22-23 will receive training and ongoing support to implement school-appropriate mental health programs grounded in cognitive-behavioral therapy (CBT) and mindfulness - techniques to reduce symptoms of anxiety and depression. TRAILS lessons will be delivered in courses throughout the 22-23 school year. MPS social workers will be providing more Tier 2 TRAILS interventions and supports.

MPS also hired a School Resource Officer who ensures each student is able to transition back to in-person learning with the resources and support needed to safely and successfully navigate being physically present in the building.

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

Marshall Public Schools has partnered with *STARR Commonwealth*, a non-profit organization that works with districts to offer several services that help to support the mental and emotional needs of both students and instructional staff. Teachers attended professional development with a Self-Care focus and were encouraged to participate in Mindfulness trainings and offerings for promoting staff social and emotional health needs. Teachers were able to work through modules at their own pace that focused on health and wellness.

Part Two: Consultation with Stakeholders

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. MPS 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, Marshall Public Schools reconfirmed 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 July 2021, a survey was sent out to community members for their input regarding how the funds should be allocated. Five-hundred and fifty-three 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. MPS also conducted a thorough Strategic Planning process to gauge stakeholder input regarding goals and programming for these funds.

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.

To meet the requirements of the law, every six months the plan will be presented to the MPS Board of Education during their committee meetings for informational purposes only. MPS will post a copy of the draft plan and an email account named Communications@marshallpublicschools.org 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:

October 2022

February 2023

August 2023

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