



Safe Return to In-Person Instruction and Continuity of Services

Lakeview School District

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Introduction

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 Lakeview School District (LSD) to update its Safe Return to In-Person Instruction and Continuity of Services Plan every six months. through the life of the grant.

The following pages contain revised descriptions of how LSD intends to meet the requirements for the Plan for the Safe Return to In-Person Instruction and Continuity of Services. The plan focuses on removing barriers and implementing supports that achieve safety, social-emotional well-being, and academic success for students.

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	Lakeview School District communicates to staff and students the current CDC guidelines for masking. Choice masking continues to be exercised as part of the school culture.
Physical distancing (e.g., including use of cohorts)	Consistent with current CDC guidelines, no elevated levels of cohorting are in practice. The use of assigned seating in

	classrooms remains a consistent practice across grade levels.
Handwashing & respiratory etiquette	Lakeview School District, recognizing the need for enhanced education around these healthy practices moving into the pandemic, created and focused on lessons as a part of our Social-Emotional Learning curriculum. Lakeview remains in a maintenance posture with respect to these lessons this year, increasing intensity of instruction as the need arises.
Cleaning & maintaining healthy facilities, including improving ventilation	Cleaning procedures are in place with our third party vendor. This includes regular cleaning of all hard surfaces and touchpoints in the building. With reference to ventilation, the district continued with a regular rotation of changing out air handler filters with the highest quality filters that the air handlers can accommodate.
Contact tracing in combination with isolation & quarantine	Lakeview School District works in collaboration with the Calhoun County Public Health Department to follow current CDC guidelines with respect to contact tracing, isolation, and quarantine.
Diagnostic & Screening testing	Lakeview School District works to provide home tests to interested staff and students in the event of suspected illness. Consistent with current CDC guidelines, there is no “test to stay” or “test to return” requirement.
Efforts to provide vaccinations to educators, staff, and students, if eligible	Lakeview School District works collaboratively with the Calhoun County Public Health Department to provide opportunities for a comprehensive vaccination program, including for COVID-19.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Lakeview School District, through both the use of student IEPs and Section 504 plans, ensures that all students have equal access to the curricular and co-curricular programs in the district. Special Education CLPs have been completed for every Special Education student coming into the start of this year.

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.

The Lakeview Board of Education voted to return to in-person instruction for all K-12 students starting in August 2020, with options for online learning upon request.

In the event of a COVID-19 outbreak, the LSD may return to virtual instruction for a brief period. This decision will be made in consultation with the Calhoun County Public Health Department, and the quarantine will be limited to the scope of the spread, perhaps impacting individual classes rather than

an entire building. In these instances, virtual instruction will look like:

Elementary

- The morning meeting will take place daily with all students which includes SEL instruction.
- There will be at least 60 minutes of direct instruction in the morning and 60 minutes of direct instruction in the afternoon.
- There will be no specials instruction given while the entire class is in quarantine.
- The teacher must maintain an open zoom link for parents and students to come on to ask questions or seek guidance. This zoom session must be open for the entire time that the teacher would normally be with the class.
- Attendance will be taken as normal for both morning and afternoon.

Secondary

- Teachers will be on zoom for the entire class period.
- There will be at least 30 minutes of direct instruction for each period.
- The teacher must maintain an open zoom link for parents and students to come on to ask questions or seek guidance. This zoom session must be open for the entire time that the teacher would normally be with the class.
- Attendance will be taken as normal for every class period.

Meeting Students' Academic Needs:

District standards, curriculum maps, and assessments for Universal Tier 1 Academic Instruction can be found in [Atlas Rubicon](#). There should not be a curriculum gap if the district moves between remote learning and face to face learning. Instructional lead teachers will be reviewing the scope and sequence in Atlas Rubicon throughout the year to verify alignment and progress.

LSD will use the 2020 NWEA MAP growth norms as a basis for measuring progress for students in grades K-11. The MAP assessment will be administered three times during the year (fall, winter, and spring). LSD expects students, and all subgroups, to have growth on the NWEA assessment. LSD administration will provide the Board with baseline data at the October meeting with growth goals for grades, buildings, and subpopulations.

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

Meeting Students Social, Emotional and Mental Health Needs:

Based on data from 2021-22, we know that students returning in the fall of 2022-23 will have social and emotional challenges. Staff and leaders at Lakeview School District are ready to support their needs. Much of these supports are existing, but we have added additional support with both staff and curriculum to ensure those needs are met.

Much like 21-22, there are some meaningful programs that will continue to serve our students. Lakeview School District continues to implement a K-8 Social and Emotional Curriculum called RAK that is CASEL aligned. Our curriculum has been updated and will continue to be updated through the year in order to include lessons around trauma and resilience. Our High School is in the beginning stages of curriculum development around social and emotional learning and will continue to use the MiPhy Perception data with students to inform curriculum and lesson planning development. The district has implemented a process to ensure social emotional skills are taught at every grade level.

Resilience Coaches support teachers with morning meetings and coaching to support district wide needs. Additional Resilience Coach Paras have been hired to support the wellness of students at the K-12 levels. Resilience Coaches have also supported the summer school curriculum in order to connect proactively with students and families during the summer transition.

Funds were allocated to support all buildings with trauma informed and resilience training post pandemic. Sensory stations and regulation stations were created for K-6 spaces, and Secondary Reflective Thinking Rooms were revised to include sensory regulation stations and reset areas.

Training and resources were provided to K-6 teachers on how to facilitate morning meetings with the use of community building circles. All K-12 Building Resilience Teams were given 2

hours of paid time to create additional resilience support at the Tier 1 level for both students and staff.

Mental Health needs continue to rise at Lakeview School District. Summit Pointe provides a part time wellness clinician to support students in 5th-8th grades, and our High School has provided an additional wellness clinician to support students in grades 9-12. Currently there are two full time wellness clinicians at the high school to provide therapy to students on campus. The district continues to partner with STARR Commonwealth to provide mental health support to both students and staff as a telehealth option. Wellness Clinicians support students needing Tier 3 support and add a level of support to our building counselors to ensure students have access to mental health support.

The district continues to monitor social and emotional skills for K-8 students by using Aperture's DESSA assessment. This assessment is administered up to 3 times per year, and data is used to provide layered support for students that exhibit a need for social skills instruction.

The district continues to partner with stakeholders in the community to provide the highest level of support for students around resilience and wellness.

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

Lakeview School District provides all new staff with 12 hours of instruction around trauma and informed practices. This learning supports their skill set within the classroom but also helps them identify their own needs as it relates to trauma and resilience. All staff are provided with ongoing learning around trauma and behavior as it relates to social and emotional needs as well as how to respond to such behaviors within the school environment.

A weekly staff check-in is available if staff desire additional support whether through our wellness partners or through our school based resilience teams. If a staff member desires additional wellness support, our counselors and resilience coaches can connect them with our community partners and resources available to them.

Staff have options to continue to expand their learning around trauma, resilience and responses to behavior through our partnership with STARR Commonwealth and our community partners.

Continuity of Learning through Multi-Tiered Systems of Support (MTSS):

LSD plans to use ESSERS III grant funds to strengthen the continuum of support provided to students through the Multi-Tiered Systems of Support (MTSS) process.

MTSS, simply defined, is a process of documenting changes in learning or behavior as a result of evidence-based interventions and responding with appropriate interventions. It is an ongoing process of using student performance and other data to guide instructional and behavioral decisions. MTSS utilizes a multi-tiered problem-solving approach for designing and

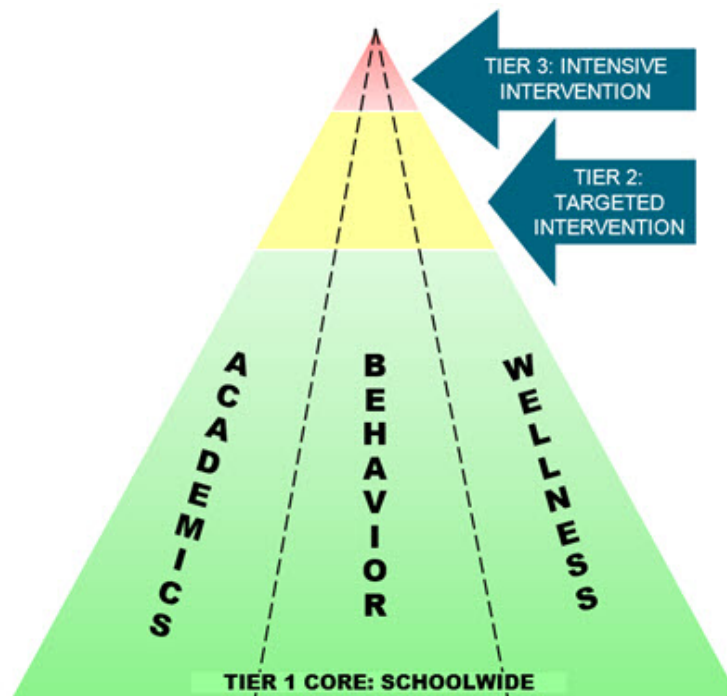
implementing academic and behavioral interventions.

Within MTSS, identified students receive research-based interventions. Individual student progress is monitored and the results are used to make decisions about further intervention to address academic & behavioral needs. The three Tiers of MTSS define the level and intensity of support and intervention required to support positive student behavior and academics. All students receive either Tier 1, Tier 2, or Tier 3 support. Students' own identified needs dictate the level of support provided. At various tiers within the model, support may be provided by the general education classroom teacher, the school's administration, School Based Counselors, school-based Resilience Coaches, academic coaches, academic interventionists, special education staff, and/or outside agencies. The type and length of interventions is based on the student's response to intervention and the time required for the targeted behavior and academic performance to be addressed.

Four critical elements of MTSS are:

- Standards- and evidence-based instructional practices with a viable academic and social/emotional curriculum
- Assessments used to inform instructional, social or behavioral needs
- Multiple tiers of academic and behavioral interventions
- Data-based problem-solving and decision-making

Through this process, school teams are able to determine the unique needs of each student and identify the appropriate level of support, including eligibility for Tier 2 interventions, 504 Plans, and Individualized Education Plans (for identified students with a disability).



Grant-Funded Additional Supports (ESSERS III and Section 98c):

Resource allocation of ESSERS III grant funds, as outlined in this section, focuses on removing barriers and implementing supports that achieve social-emotional well-being and academic success for students.

Technology

- Chromebooks and Ipads are available for all students in the district.
- Network access points were updated to increase internet speed and connectivity.

Tier 1 Instruction

- An updated math curriculum for grades 6-8, including the resource, materials, and staff development, was purchased. The resource is called Illustrative Math, and builds off of the conceptual understandings embedded in the K-5 math curriculum resource, Bridges.
- LSD uses a K-6 literacy curriculum resource called Fountas and Pinnell. As additional components are identified as areas of need for our students, we will look at adding additional components of this curriculum that have not already been implemented.
- Advanced Placement (AP) textbooks should be periodically updated to align to revisions from The College Board. New textbooks have been purchased for AP Government, AP Music Theory, AP Statistics, AP Economics, AP English Language, AP Chemistry, AP United States History.
- The Professional Learning Community (PLC) model supports teacher collaboration around curriculum, instruction, and assessment. To improve the capacity of teachers to effectively collaborate in teams, a group of educators was sent to PLC training.

Tier 2-3 Instruction

- Read-180 and Math-180 are research-based software platforms that provide differentiated instruction to students who qualify for tiered supports. This program and staff training were purchased and implemented as an intervention class in grades 5-8.
- Advancement Via Individual Determination is a model for schools seeking to close the opportunity gaps and ensure that all students are college and career ready. An AVID annual license, in conjunction with staff training, was purchased to start an “AVID Elective” at the middle school and high school, a course designed to help qualifying students achieve success in rigorous coursework.

Staffing

- Additional certified instructors were hired at the K-2 levels to reduce class sizes.
- Additional reading and math interventionists were hired to provide Tiers 2-3 support to students who are eligible, based on district entrance criteria.

Summer School

- Summer school programming provides students with additional learning time. Summer school was offered to students in grades K-12. K-8 seats were initially offered to students receiving intervention before being opened to all students. High school summer school emphasized credit recovery. ESSERS funds will also be allocated for Summer 2023.

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 2021-2021 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. Lakeview School District (LSD) 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, LSD reconfirmed how instruction was delivered (virtual, in-person, or hybrid) during the 2020-2021 school year. That process included parent 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. 336 responses were received.

Additionally, starting in January 2022, monthly public forums were held to discuss how the district was planning to use ESSERs III funds to support a safe return to in-person instruction, while meeting the diverse needs of students. These sessions included:

- Parents representing every building
- Union leadership
- Building administrators
- Superintendent and Assistant Superintendents

To meet the requirements of the law, every six months the plan will be presented to the Superintendent's Parent Advisory Committee for feedback. Additionally, the superintendent will present updates to the plan at the monthly parent advisory meeting.

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 the duration of the grant. Each review must include seeking public input on the plan. The review

and revision process will be conducted each October and April, through the life of the grant.

Lakeview School District will use the current template and make it accessible to the public. The plan will be posted publicly on the Lakeview School District website in English, as well as other commonly spoken languages in our community: Burmese, Spanish, Arabic, and Japanese.