



## Extended COVID-19 Learning Plan Version: Strict

Adherence to Legislation

### Reconfirmation Meeting: October, 2022

### For ESSER II compliance

#### Agenda:

- Reconfirm how instruction is going to be delivered during the 22/23 school year
- Public comments from parents and/or guardians on the ELP & ESSER III Funding
- Vote of reconfirmation of instructional delivery

#### Reconfirmation Meeting for October 10, 2022

##### **Reconfirm how instruction (Return to Learn Plan) is going to be delivered during the 22/23 school year:**

(Recommendation: Explain in narrative form any modifications to the original Extended Learning Plan)

For the 2021-2022 school year our students in grades 6-8 and 9-12 attended face to face instruction and receive instruction 5 days per week. It is intended that PASD will provide instruction in 2022-2023 the same as we did this year. Individual students learning might be impacted as they might be required to obtain learning remotely if and when an increase in COVID numbers cause for quarantining of students. They may have to have remote instruction with a combination of synchronous and asynchronous lessons. In partnership with the BAISD our District offers CTE programs for Juniors and Seniors who are both receiving face to face instruction as well as 100% virtual through Edgenuity. These students follow the schedule for classes set by the BAISD. **If** there is a need to close due to a quarantined classroom, or building outbreak of COVID -19, PASD already has a plan to transition to fully-remote instruction at each grade or classroom level. Administration and teacher union leaders have mutually agreed upon plans that provide for a consistent plan of learning across grades level K-5 and 6-12. The K-5 plan ensures the students' daily routine will mirror their typical daily class schedule and will include specials (music, PE and digital literacy), intervention times will include support as required by student 504 plans, IEP's and



Title I services at their regularly scheduled times. Teachers will continue to present and assess students learning with grade level curriculum, following our district curriculum maps and pacing guides using the Seesaw and Google Classroom platforms. At the middle and secondary level (grades 6-12), students will have classes following an asynchronous and synchronous schedule. Teachers will be available in the afternoons to meet with students and have set office hours on Fridays for additional support. All support interventions for 504, IEP's and Title I services will follow their schedules as described and times agreed upon as determined by the teacher and student. For families choosing to have their students participate in 100% virtual learning (VLP), those students will continue to access the 3rd party vendor, Edgenuity, to receive their grade level curriculum and assigned courses. Our district mentors will continue to make a minimum of (2) two-way communications to each VLP student on a weekly basis.

As always, Pinconning Area Schools will continue to follow all Michigan Department of Human Health Services data and recommendations to determine if the students will remain with 5 day a week remote instruction or return to face to face instruction.

**Document Public Comments:**



# American Rescue Plan 2021

## Pinconning Area Schools - 09090

**1. Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:**

Following the PASD Covid-19 Emergency Operation Plan, PASD implemented a layered strategy to provide the greatest level of protection for returning to school. We maintained compliance with orders set by the Bay County Health Department and promote vaccination for all staff and students that are of age. We offered community vaccination clinics as well as a test to stay program to keep students and staff in school. PASD provides PPE to staff and highly recommends masks to be worn by all staff. We have added air filtration systems in all classrooms, added staggered class times, K-5 had classes in cohorts and limited class sizes to follow social distance practices. We provide technology (Chromebooks to all students) and wifi access as needed. All students have access to the curriculum when out of school due to COVID-19. High-traffic areas of schools are cleaned more frequently, gatherings are limited in size and sports teams follow guidelines set by MHSAA. PASD expanded our SEL curriculum, provided SEL screeners to all students, provided meals to all students, and continued to work with outside agencies to support the needs of our families. PASD continues to review academic data and provide intense academic interventions to students that indicate the need. Facility improvements may include updates to HVAC systems, roofs, windows, entryway and corridor updates, communication systems, upgrades to all lock systems, cameras, and network upgrades to support new safety systems.

**2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:**

With input from all stakeholders and following the PASD MICIP learning acceleration will occur by ensuring students have access to a guaranteed and viable curriculum, access to SEL supports, and a safe learning environment. PASD will select evidence-based interventions that address the academic and social-emotional needs of their student populations that are most impacted by the pandemic. With a core set of rigorous instructional practices aligned to the science of reading and mathematical practices, explicit, systematic instruction in foundational skills will be provided. Innovative technology usage in the classroom will provide comprehensive instructional practices to access grade-level texts and math acceleration interventions. Professional learning communities will analyze formative and summative assessments to ensure individualized interventions are provided in math and ELA. PASD will provide developmentally appropriate extended day learning options, summer school credit recovery, and innovative summer enrichment programs to all students, focusing on our most at-risk population.

**3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:**

PASD leadership team considered the information provided by our community ESSER survey to designate the highest needs in our schools. Based on the results of surveys and needs, PASD will use the remaining funds to maintain the highest level of qualified staff at each school, with the consideration of adding staff if to allow for smaller class sizes and address teacher-student ratio. We will ensure access for all students by providing technological devices to each student and hot spots to those students in remote locations. Technology support will be provided in classrooms with upgrades to document cameras and whiteboards, as well as the hiring of a technology coach to ensure teachers have the necessary professional development and support to teach the essential standards.

**4. Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

PASD ensures that the interventions it implements will address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students most at-risk. This will be accomplished by aligning our district goal to provide a multi-tiered system of support for all students. PASD will address the impact of lost instructional time by providing evidence-based programming targeting our students, particularly those students disproportionately impacted by the COVID Pandemic. We will ensure all students have access to highly qualified counselors and social workers. Results from benchmark assessments will be analyzed and the most at-risk students will receive intensive interventions and targeted support. We will continue to provide information and assistance to parents and families on ways to support students in areas of academics and social-emotional well-being to promote student engagement and reduce attendance issues. Instructional coaches will be utilized to ensure best practices and supports are provided to teachers, focusing on the areas of literacy and mathematics. Other considerations may include a developmental kindergarten program, co-teaching, additional paraprofessional support, intentional scheduling to allow for interventions during the school day, SEL and restorative practice training, and tutoring.

**Pinconning Area Schools**  
**Section 98C Plan to Address Learning Loss**

**Learning Loss Plan**

**Overview**

*Implementing evidence-based activities to meet the comprehensive needs of students.*

Pinconning Area School District (PASD) is committed to learning loss opportunities for students. We strive to create safe and healthy learning environments, address learning loss as a result of COVID-19, and support educator and staff stability and well-being by planning strategically with input from stakeholders. PASD continues to address lost instructional time by planning for extensive and comprehensive summer school programming, while implementing interventions during the regular school day. These programs all utilize trained educators and align with evidence-based practices and programs. Providing instructional paraprofessionals to all buildings is important as we aim to support all learners. With the aforementioned paraprofessional support, we are able to provide individual/small group interventions.

PASD interventions are identified as necessary after engaging in meaningful consultation, via consultations, which includes the following: students, families, school/district admin, teachers, special education admin, and other school staff. The top five recommendations for intervention needs are: mental health services/supports such as counseling/social work (aligns w/ request for counseling/social worker staff members); additional paraprofessionals (aligns w/ request for paraprofessionals); reduce class sizes (aligns with/ request for teachers/coaches); math support teachers (aligns w/ request for an additional math support teacher); and extended instructional learning (aligns w/ request for summer school programming). The interventions are equitable to all of the represented demographics a part of PASD.

PASD use of funds will promote equity by ensuring all interventions and programs are available to all students; including students with needs as English language learners, students identified as homeless, students in foster care, students with IEPs and 504s, students identified as at-risk, economically disadvantaged students, and migrant students.

As of August 2022, school districts have not been informed of how much they will receive when participating in this grant. To that end, the initial plan of PASD includes a grand scope of possible allowable expenses. When we are informed of a specific grant amount, we will adjust and select which activities we can actually include for 98C.

## Specific Budget Possibilities to Address Learning Loss

- Two Paraprofessionals
  - 1 at Linwood Elementary
  - 1 at Central Elementary
    - A highly qualified paraprofessional will work under the guidance of licensed teachers in creating a positive learning environment in which they can support student academic growth and achievement in ELA and Math. Paraprofessionals will provide one-on-one and/or small group interventions to students that are identified as at-risk or deficient in ELA or Math. This best practice has positive effects on students' growth and achievement as it provides additional time for focused work in areas that students may be struggling. As a result of the pandemic and COVID-19, areas of deficiency have been identified more frequently than pre-pandemic, and additional paraprofessionals can help with direct interventions for students to address these deficiencies and learning loss.
- Summer School Teachers and Paraprofessionals
  - 4 certified teachers at Pinconning MS/HS
  - 2 paraprofessionals at Pinconning MS/HS
  - 6 certified teachers at Central Elementary
  - 6 paraprofessionals at Central Elementary
    - Highly qualified teachers and paraprofessionals will create a positive learning environment for students during the summer months to close the gap in learning loss. This will support academic growth and achievement in ELA and Math. Paraprofessionals will aid teachers in providing one-on-one and/or small group instruction in addition to what has been provided in whole class instruction via the highly qualified teacher. This best practice has positive effects on students' growth and achievement as it provides additional time for focused work in areas that students may be struggling. As a result of the pandemic and COVID-19, areas of deficiency have been identified more frequently than pre-pandemic, and additional paraprofessionals can help with direct interventions for students to address these deficiencies and learning loss.
- Additional Summer School Staff
  - 1 Secretary
- Other Costs
  - Transportation
  - Food Service
    - Students will have the option to receive transportation to and from school, along with breakfast and lunch being offered at no cost to families.

## Learning Loss Plan - Cost Breakdown

Planned Activity	Total Staff for Activity	Single Salary With Benefits	Total Cost
Paraprofessional	2	\$11.48 per hour	\$22,730.40
Summer School Teacher	10	\$5846.40	\$58,464
Summer School Paraprofessional	7	\$1670.40	\$11692.80
Secretary	1	\$1947.06	\$1947.06
Transportation Bus Driver	1	\$2192.40	\$2192.40

## Metrics Used to Evaluate Program

In alignment with our MICIP goals and benchmark assessments, PASD will use ELA and Math data from our district and state assessments to measure achievement and growth. Using the aforementioned data will create personalized assessment experiences by adapting to each student's learning level to precisely measure progress and growth for each student.

## Metric Report

Students will complete district assessments three times during the 2022-23 school year. After each proctoring window closes, data will be pulled and analyzed to disaggregate data for the demographics represented in our district: All students, Economically Disadvantaged, Special Education, English Learner, Female, Male, Hispanic, and Migrant. When data is disaggregated, it will be added to the district's transparency website. The report is attached.