



**Bloomington Public School District
Continuity of Learning Plan/Plan of Use
Extended COVID-19 Learning Plan
Update June 2023 Return to Learn
as described in Public Act 149, Section 98a
Extended COVID-19 Learning Plan**

Address of School District/PSA: 629 E Kalamazoo St., Bloomington, MI 49026

District/PSA Code Number: 80090

District/PSA Website Address: www.bdalecards.com

District/PSA Contact and Title: Dr. Deanna Dobbins, Superintendent

District/PSA Contact Email Address: ddobbins@bdalecards.org

Name of Intermediate School District/PSA: Van Buren Intermediate School District

Name of PSA Authorizing Body (if applicable): N/A

Made available: June 2023

LEA PLAN OF USE NARRATIVE Updated June 2023

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:

Gathering input from our stakeholders using a survey and creating an ESSER III committee we were able to gather input from all stakeholders including parents, teachers, students, and the community. Using this information, we determined that in order to meet the most recent CDC guidelines to safely open schools for in-person learning we had several priorities to meet the needs of our students including providing additional staffing/classes, and providing PPE.

1. Adding additional staffing/classes will allow for smaller class sizes and will assist with addressing student learning loss. It also allows for the additional social distancing of students.

2. Additional PPE would include purchasing facemasks, cleaning supplies, etc. To provide a safe learning environment for our students.

3. Additional SEL support will create a safe and pleasant learning environment for the students.

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 after school programs, or extended school year:

Again, gathering input from our stakeholders and researching best practices. The district determined it was best to use evidence-based strategies to address academic learning loss. Accelerating learning through instructional approaches provides opportunities for students to learn at grade level building on what students already know. Using this approach, all schools have built-in time during the school day. In addition, the district added additional staff to reduce class sizes, provide additional specials/elective classes, and additional interventions during the school day for students. Summer school was also offered to those students identified as needing remediation (21-22).

1. Adding additional staffing/classes will allow for smaller class sizes and will assist with addressing student learning loss.

2. 8 week Summer School addressed learning-loss (21-22).

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.

Our district seeks to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students in a multitude of ways including contracting with VBISD. These contracted individuals will assist teachers, students, and administrators on how to respond to the academic, social, and emotional needs of all students. They will assist with building MTSS supports, mental health services, and referrals. They will provide assessments, evaluations, and services to meet student needs. They will provide individual and group counseling. They will also provide and assist with training regarding trauma and behavior. In addition, we have hired additional staff members including an ELL teacher. All staff members will use strategies learned to provide social and emotional support to our students.

Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state

standards.

- administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
 5. The District/PSA, in consultation with a local health department, will develop guidelines concerning appropriate methods for delivering pupil instruction for the school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
 6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
 7. The District/PSA assures that
 - instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the school year,
 - the District/PSA will reconfirm how instruction will be delivered during the school year thirty days after the approval of the plan and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
 8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
 9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA.

Dr. Deanna Dobbins

President of the Board of Education/Directors/Superintendent

6/15/23

Date