

ARP ESSER

Local Use of Funds Plan

FY-22

1. How will ARP ESSER funds 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?

Our return to school plan will be to follow the CDC guidelines. ARP ESSER funds will be utilized to implement the CDC recommendations for the safe return to school for the health and safety of our students and staff. The district will comply with applicable health and safety guidelines for the 2021-22 school year, as determined necessary and appropriate, in order to keep students, staff, and families safe. Our goal is to keep students back in school, in-person five days a week. All district students (100%) shall receive in-person instruction, every instructional day, as per the Board approved 2021-22 District School Calendar, unless the Superintendent determines it necessary to close a school building due to high incidence of positive COVID-19 cases and/or quarantines.

In early June 2021, items to address the health and safety of students and staff were purchased, such as PPE, air quality improvements and monitoring, and building sanitation updates. Funds are being used to continue the employment of the additional nurses. Purchases will continue to resupply and update efforts to monitor health and safety efforts in all buildings through September 2024.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act 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?

The LEA has developed a plan to address the academic impact associated with COVID-19. The district has been analyzing current school academic and social-emotional data to drive a recovery plan. The LEA will utilize several software programs such as but not limited to STAR, LEXIA, IXL to establish benchmarks in the fall and compare those results with existing data from these programs. Common short-cycle assessments will also be utilized and analyzed using Illuminate at TBT, BLT and DLT meetings. Based on the data collected, instructional decisions will be made to provide differentiated instruction to students. The One Needs assessment also helped identify gaps in learning. Reading Specialists will be employed to work with small groups of students and individuals to close the reading gap. The Writing Revolution strategies will be implemented to improve student writing and thinking skills. The recovery plan will occur over the life of the ARP ESSER III grant. A Curriculum Specialist will work with the Chief Academic Officer to help ensure gaps are identified and addressed. Technology will be purchased to provide a one to one ratio of students to devices. This will limit the contact of sharing devices between students and allow for a more individualized approach to learning. Each student will be provided with a reliable device for remote and distant learning. Technology will be purchased to

support the development of lessons, PD, and live streaming learning opportunities to students and community members.

With the addition of a math instructional coach, professional development will be provided to teachers to implement high quality instruction which focuses on closing the achievement gap.

The LEA will provide additional opportunities for learning with the addition of summer school and after-school programs that will provide remediation to students who have fallen further behind. The summer program will also include services for the special education population such as OT/PT, Speech, and targeted interventions.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remaining ESSER III will focus on the health and safety of students and staff. Cleaning supplies, PPE, epoxy flooring, windows and doors that need replacing will be addressed. School Nurses will continue employment to provide services in two of our previously un-staffed elementary. Air quality will also be addressed with monitors that help ensure proper air quality in each building. This will be linked to the camera system to provide contact tracing if needed. Mental health and vulnerable youth counseling will be provided to help alleviate the mental trauma induced by the social and psychological side effects of COVID. Three Mental Health Counselors will be added to provide services.

Equitable services for all groups of students will be provided. Transportation to provide access to remote sites will be made available to students not able to participate in such services/programs due to economic status and other limiting barriers.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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.

The LEA will utilize the CORE SEL survey to gather pertinent information regarding the student social emotional competencies. The information gathered will assist mental health care providers in identifying students who have been most impacted by the pandemic and to offer services to those students.

The LEA will utilize several software programs such as but not limited to STAR, LEXIA, IXL to establish benchmarks in the fall and compare those results with existing data from these programs. Common short-cycle assessments will also be utilized and analyzed using Illuminate at TBT, BLT and DLT meetings. Based on the data collected, instructional decisions will be made to provide differentiated instruction to students. Reading Specialists will be employed to work with small groups of students and individuals to close the reading gap.

Distance/remote learning will be monitored through Google surveys. The amount of successful contacts, performance, availability of technology for students, parents, teachers, accessibility to quality internet service, professional development needs for parents/teachers and

teacher/student preferred choice of education media should any building need to go remote will be evaluated and addressed accordingly.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The most important educational needs were determined by the One Needs Assessment which led to the development of the One Plan. State, vendor, and local data were collected on each student. A Data Manager Specialist will aid in the collection/analysis and interpretation. Student academic performance, rate of growth or lack thereof, percentile ranking, and projected graduation rate will be assessed. This data has been used to develop an educational action plan. This plan entails extended learning opportunities for all students targeting identified individual deficiencies.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

In early June 2021, items to address the health and safety of students and staff were purchased, such as PPE, air quality improvements and monitoring, and building sanitation updates. Funds are being used to continue the employment of the additional nurses. Purchases will continue to resupply and update efforts to monitor health and safety efforts in all buildings through September 2024.

In June 2021, the district began analyzing student results and building a plan to address the learning deficits created and enhanced by the disruption in the education process. To address these concerns, the district utilized a three-year approach, beginning with curriculum, by employing a curriculum specialist to assist in identifying, remediation, and expanding areas of the curriculum to help close the educational gaps identified in the One Needs Assessment. In the initial year, the district will purchase materials, services, and professional development to begin the implementation of the three-year plan. Purchases will continue throughout the life of the grant, as needed.

The district will continue prior ESSER funded initiatives, such as summer school and after school programming and additional reading support that includes a reading specialist, with the expiration of the ESSER II funds in June 2023. With ESSR III funds, the district will continue to fund the operation of these programs to 2024.

In fall 2021, the district will purchase items to help promote equity in learning and health for students that will extend and expand learning opportunities beyond the classroom.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

The LEA will utilize the remote learning lab in the following areas:

Virtual Learning (online classes for teachers to instruct classes both during a hybrid model and simultaneous blended learning)

Professional Development for instructors to learn how to more effectively teach remotely and utilize classroom equipment

Resource Network to post lessons and utilize online courses

OSU teacher courses (software utilization)

Recording studio to post lessons and homework assignments (online grading)

Students (high school) will be able to use the recording studio for Visual Communication classes and school communication systems

Students (college) internships to assist teachers with instruction and equipment operations

The district will utilize ARP ESSER funds to develop a remote learning lab that can be utilized by students, staff, and community members. The lab will be designed to offer remote learning opportunities through the development of remote learning lessons for students and PD opportunities for staff. Teachers would be able to create lessons for students to be viewed in real-time or broadcasted at a later date. Live broadcasts will be available for PD, for student learning, and for community events. Technology will be purchased for students to utilize remote learning opportunities.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

The LEA will utilize several software programs such as but not limited to STAR, LEXIA, IXL to establish benchmarks in the fall and compare those results with existing data from these programs. Common short-cycle assessments will also be utilized and analyzed using Illuminate at TBT, BLT and DLT meetings. Based on the data collected, instructional decisions will be made to provide differentiated instruction to students. Reading Specialists will be employed to work with small groups of students and individuals to close the reading gap.

The LEA will provide additional opportunities for learning with the addition of summer school that will provide remediation to students who have fallen further behind. The summer program will also include services for the special education population such as OT/PT, Speech, and targeted interventions.

The LEA is utilizing Google survey to gather pertinent information regarding the educational process via distance/remote learning, the amount of successful contacts, performance, availability of technology for students, parents, teachers, accessibility to quality internet service, professional development needs for parents/teachers and teacher/student preferred choice of education media.