

LOCAL USE OF FUNDS PLAN
SAFE RETURN TO IN-PERSON INSTRUCTION AND
CONTINUITY OF SERVICE PLAN

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?

The district is beginning to plan for the use of ARP ESSER funds to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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 school district is planning for expanded summer school opportunities for grades K-12 to positively address the academic impact of lost instructional time during the COVID pandemic. We will continue to explore additional opportunities to provide other and continued remediation service to students during the period of this grant award.

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

The LEA intends to spend the remaining ARP ESSER funds on upgrading projects to improve air quality in school buildings.

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 district has plans in place for summer programming that is responsive to the academic, social, emotional and mental health needs of all students. With an academic focus on supporting students as they transition to a new school, grade level or course content, our teachers will provide small group and individualized targeted interventions as well as teaching strategies that reflect best practices in the classroom. At the elementary level, students will be

immersed in a culture of literacy and a review of critical standards in mathematics through a hands-on learning experience. A "jump start" for incoming kindergarteners will take place in August which will support students entering kindergarten for the first time. Grades 5-12 will include reading and math camp sessions, as well as credit recovery and traditional summer course offerings (such as Health and Financial Literacy). Programming will be inclusive for students with disabilities and we are striving to reach out to families of at-risk populations. All families will register through Final Forms.

All students (K-12) will be provided with breakfast and lunch and transportation will be provided. The district will be working in partnership with Boys and Girls Club, YMCA, United Way, Salvation Army and other local partners to ensure that students are engaged in learning and enriching environments. We are also partnering with Anazao Community Partners for continuing services and follow up with mental health counseling and family liaison services.

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

The district has determined its most important educational needs as a result of COVID-19 through the analysis of benchmark assessment data, parent and teacher feedback and aligning with goals set forth through the Ohio Department of Education and Governor's Office. The district reviewed the extended learning template provided and created additional learning options throughout the summer months. We are prioritizing supporting our students as they move forward to the next grade level and/or course content area so that they feel comfortable and confident as they transition to the next school year.

6. 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.

April/May- Planning and recruitment of staff

May- Publish "Gearing Up for the 2021-2022 School Year" This is a document that outlines extended learning opportunities, credit recovery, summer courses and community partners. Families register through Final Forms

June, July, August- 3 micro-sessions are offered for grades K-7, credit recovery, summer courses

August- Rising Kindergartener summer program and Safety Town (grades K-1)

7. Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators and other staff.

At this time, the LEA may use ARP ESSER funds to promote remote learning.

8. Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

High quality assessments were utilized in the spring to determine academic progress and student academic needs. This data will be updated in a Google document for teachers who are working with students throughout the summer. Training and preparation days took place prior to the summer programming start date to determine instructional plans and implementation of interventions and evidence-based strategies. Students in grades K-4 will experience a condensed "school day" schedule each morning and students in grades 5-7 will experience reading and math camp in collaboration with Boys and Girls Club. We are also tracking student attendance and course progress (remote learning) and have implemented a survey to send to families who have participated in remote learning (2020-2021) to identify if a student(s) will be returning to in person learning for the 2021-2022 school year. The results of this survey will inform staff needs/enrollment as well as instructional options.