

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Chippewa Valley Schools

2020 - 2021

Recipient Code: 50080

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

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:

With the hiring of 2 District COVID nurses and 1 district COVID assistant, their collaboration with the Macomb County Health Department and other health agencies provides our district with the current knowledge we need to make recommendations and guidance for staff, students, and families. They also ensure compliance regarding COVID-19 issues. They assist with learning the signs and symptoms of COVID-19, managing the staff and student hotline, and monitoring the daily health screener to answer questions and refer patients to their physicians for further review. They maintain the COVID-19 district database and assist with contact tracing. Our indoor air handling units have increased the air quality for our school buildings. Our units now run 2 hours before school, run throughout the school day, and then continue for 2 hours after school. All outdoor air intakes have been set to 30% from the past setting of 10% to increase the amount of fresh air into the buildings. Air handling units are running continually during the school day no matter the outside temperature. Filters being used have a MERV 13 rating, if the unit has 2 filter banks, we will use a MERV 14 rating. Our rooms are designed to do 6 - 20 full turnovers of air exchanges per hour. Students participating in choir, band, or music electives were provided specialty masks to use during class to prevent the spread of COVID-19. Finally, sanitation and cleaning supplies, help our custodial crews mitigate COVID 19 spread.

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:

The new Tier II support program running after school for students in grades K - 12 will focus on addressing learning loss in reading and mathematics. Students were invited to attend the program based on data, and students who had the most need were ranked highest on the invite list. We have 19 staff that will be providing targeted, Tier II support in reading or mathematics. The after school programs are using evidence based intervention materials. Our math students will be using Math IXL as a diagnostic tool to pinpoint areas where support is needed and instruction will be focused on those skill deficits. Students will also use the Math IXL program on their "days off" to continue developing those specific skills at home. Our elementary reading students will be instructed with the Flyleaf Reading program at the Emergent Readers and Reading Series 1 level. Students will be progress monitored with Fastbridge to determine areas that are most needed for support. Finally, our secondary English support students will be using the Rewards Intermediate or Rewards Secondary program to support skills that need further developing. Students will also take the NWEA in math and English/reading to determine their progress and help pinpoint further areas for development.

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

The District has offered a Virtual Academy for families struggling with a return to face-to-face instruction during these times of COVID. In response to the pandemic, the District created a Virtual Academy (CVVA) for the 2020-2021 school year and extended the option for the 2021-22 school year, based on the success and interest level of this learning option. We currently serve 240 elementary level students and 668 secondary level

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students who have opted for remote learning for this school year. The elementary level services students with remote instruction performed by full 1.0 FTE teachers. The secondary level remote instruction is provided by teachers with a section or sections of their day dedicated to the virtual academy. A range of 0.05 to 0.60 FTE identifies the portion of the day spent instructing students in remote learning at the secondary level. These costs combined result in our 20% learning loss that we are addressing, as we are supporting students and families in distance learning. The remainder of these teacher's schedules costs are associated to the continuity of learning for students. Each teacher ranges from 0.95 FTE of their school day instruction to 0.40 FTE of their school day instruction with face-to-face learning.

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 EL teachers provide services to our most at-risk EL students on a daily basis. Individual elementary teacher classrooms were reviewed for direct impact of ED students assessing the time spent implementing evidence-based practices and monitoring student progress to determine appropriate academic supports. For low income families, we provided hotspots for students so they could access online learning and our Schoology platform when they are home. Our middle school counseling staff have provided mental health supports, especially for students most impacted by COVID-19 and our subgroup students. Further, our counselors continue to develop social emotional skills for students, especially those in subgroup categories who need it most. They support students who are facing homelessness and connect families to our district liaison so they can receive outside community support, as well as in-district supports and resources. In response to the social and emotional needs of staff members, the District will invest in an Employee Assistance Program (EAP), meant to support staff with how to navigate the social/emotional aspects of our current environment. The program has been designed to meet the unique needs of school employees and offers preventative care with an approach that combines workshops, emotional support, and online tools to reduce anxiety and promote employee wellness.