

# Chesapeake Union Exempted Village School District

## American Rescue Plan: “Local Use of Funds” 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?

Funds will be used to purchase equipment for cleaning, cleaning supplies, separation of students by possibly dividing classrooms, purchasing storage rooms, or thinking of innovative ways to create more space in a building so students can socially distance from others. Additional bathroom space will be investigated, especially for our most fragile students who are in self-contained classrooms. Other restrooms would help limit exposure to COVID-19 and other diseases for our most fragile students. We may also look into exits for various common areas. Currently students must cross paths when changing / transitioning in one of our buildings and having an alternate exit could reduce exposure in preparation for helping prevent COVID. Carpet will be removed when possible and easily cleaned flooring put in place.

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 will provide summer school and credit recovery at all buildings, will promote extended/after school learning time and programs, and in some cases extended learning of the day or year. Additional teachers to help support intensive intervention through pull out and small groups may also be used.

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

The LEA will purchase supplies and/or materials to help close the gap. The LEA may consider paying salaries to increase the number of people available to work with students. The LEA may consider paying salaries to retain staff that may otherwise be cut due to lowering enrollment. The school district sincerely wants to encourage students to attend in-person learning that is meaningful and conducted in as safe an environment as possible. Other funds may be used to promote intensive interventions and consistent, routine driven curriculums and instruction that helps to close the gaps in learning caused by COVID.

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 will use professional development and research-based approaches which providing interventions. The district will further progress monitor starting points and points throughout a child's learning to measure progress. The district has been providing professional development that addresses students' social, emotional, and mental health needs and is implementing intervention and programs, like BOTVIN life skills to help students navigate this difficult time. The district will especially pay close attention to the needs of our most vulnerable students. Math is a weakness, and we will also look at PD that focuses on improving math achievement and respond to the gap caused by COVID.

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

The districts most important educational needs are determined through the ONE Needs Assessment, pre assessments to measure learning loss, surveys to determine other educational needs, and any barriers to returning to in-person learning.

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5.a.) Estimated number of jobs created or retained as a result of this funding.

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

The district will continue to provide services and assistance over the next two to three years.

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

The district, in preparation for possible further shutdowns will be proactive in making sure students are ready for remote learning. The preparation will include the purchase of supplies, continued professional development, continued planning by BLTs and DLTs. The district will not have an on-line option unless school is shut down and all students must go on-line.

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 district will rely on vendor assessments and full-length practice tests provided on OHTIDE through the Ohio Department of Education. These high-quality assessments will help provide baselines and

measure students' current levels as well as provide progress monitoring to measure gains as interventions and instruction is provided. The district is looking at a new reading series that promotes and emphasizes an on-line platform that could/would be used in the event students are remote. If purchased, the district will make sure contracts and payments are broken up yearly and are for the extent of the grant which ends in 2023/2024. The district will you email, automated messages, and meetings to help assist parents as we transition back to in-person learning and in the event of shut down due to COVID. Counselors and/or family liaisons may be used to help reach families of our most at risk students.

9. 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.

Chesapeake Schools will follow all directives set forth by the local health department and governor's office. Cleaning supplies will be purchased, and precautions will be taken to limit exposure. In order to maintain social distancing, classrooms cannot be over loaded, so we need to maintain teachers to teach and spread-out students. These classrooms will also need supplies and equipment to equitably serve all students. In preparation for returning to in-person learning, we are trying to spread students out and use all areas of the building. We also want to maintain a lower class sizes to promote social distancing.

10. 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.

The District will be 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; Tracking student attendance and improving student engagement in distance education. We are looking into adding restrooms to help spread students out and to allow for our most medically fragile students to have a separate restroom. In response to COVID, this will help us cut down on exposure. We are also looking at adding an exit to one of our building cafeterias which will all students to avoid one another as they transition from one common area to another. In one building there is a bottle neck where students cannot spread out. In response to COVID, in order to social distance ourselves, and to prepare for students return to the classroom, a second exit area from this cafeteria would help lesson exposure. We are also looking at flooring that is easier to clean and maintain.