

American Rescue Plan 2021

Niles Community Schools - 11300

1. 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:

Implement public health protocols and regulations in line with guidance from the CDC, MDHHS, and local health officials for reopening and sustaining operation of school facilities and school functions while maintaining the health and safety of students, staff, and visitors. Specifically, repairing and improving school facilities to reduce the risk of virus transition and exposure to environmental health hazards as well as improving indoor air quality.

With declining enrollment and students choosing to utilize virtual programming, maintain staff and avoid layoffs to reduce the staff to student ratio as we work to ameliorate the impact of COVID-19 on academics and behavior of students as well as mental health for students and staff.

Hire academic and behavioral interventionists to assist in the training of teachers to work individually with students who are disproportionately impacted by COVID-19 as well as offer pull out for intensive instruction for students who are disproportionately impacted by COVID-19.

The funding will be used in conjunction with other funding sources to fully implement additional recommended prevention and mitigation strategies, including enhanced cleaning and disinfection, hand sanitation, contact tracing, coordination of preparedness and response efforts, training, and communication planning.

2. 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 LEA will utilize funds to address the impact of lost instructional time by purchasing curricular resources, providing additional staffing and summer programming. First the LEA will purchase a core math program for grades K-12. This will support our MICIP goal of increasing student achievement in mathematics by 5%. Next the LEA will purchase supplemental materials to improve handwriting and keyboarding skills in grades K-5. Children who master handwriting are more likely to succeed in school, writing with speed and ease in all subject areas. Finally the LEA will purchase supplement resources to enhance instruction in the related arts. Studies have shown that participating in music, art and physical activity can help manage stress and promote wellness.

With regards to additional staffing, the LEA will utilize funds to provide additional interventionists, instructional assistants and permanent building subs. Seven interventionists will be hired to target learning gaps in math and literacy, while instructional assistants will be utilized to help better manage larger class sizes. Finally, permanent building subs will help address the increased rate of staff absence and ensure the continuation of instructio.

Finally the LEA will utilize funds to provide additional summer programming to K-8 students. These programs will keep students engaged in learning and provide opportunities to address the impact of lost instructional time.

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

Use funds to help keep class size at a manageable size with loss of students. Being able to reduce the number of students in class will assist with learning loss and social and emotional(mental) support due to the pandemic and to assist with social distancing requirements. Will also use funds on school facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards. Use of funds will also support student and teacher mental and health needs.

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4. 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.

The LEA requires all grade level teams in all academic disciplines to continually monitor data pertaining to both academics and social emotional well being through professional learning communities (PLCs). All staff members are required to engage in cycles of inquiry to determine what students need additional support and what students are ready for extensions. These continuous cycles of improvement ensure that students disproportionately impacted by the COVID-19 are provided with targeted resources provided by these funds. Cycles are monitored by both building and central office administrators to ensure all PLC groups are collaborating at high levels to address the impact of lost instructional time.