



Nottawa Community School District

Extended COVID-19 Learning Plan **as Described in [Public Act 149](#), Section 98a** **as required for ESSER III**

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

*Educational Goals Section begins on page 9.

** ESSER III Plan of Use begins on page 14 with Narrative.

*** Meaningful Consultation Meeting is scheduled for October 9, 2022 beginning at 3:30 PM to be held in the district office, or if more space is needed in the multi-purpose room.

**** Meaningful Consultation Meeting is scheduled for February 6, 2023 beginning at 7:00 PM to be held in the computer lab, or if more space is needed in the multi-purpose room.

Nottawa Community School District Extended COVID-19 Learning Plan

Address of School District/PSA: 26438 M-86 Sturgis, MI 49091

District/PSA Code Number: 75100

District/PSA Website Address: nottawaschool.org

District/PSA Contact and Title: Jerome Wolff / Superintendent

District/PSA Contact Email Address: jwolff@nottawaschool.org

Name of Intermediate School District/PSA: St. Joseph County ISD

This Plan is for Nottawa Community School, a single building district. We the applicant, Nottawa Community School District (NCS), do hereby provide the assurance we will follow the requirements for the plan as stipulated in legislation

Assurances

1. NCS will make their ECOL Learning Plan accessible through the transparency reporting link located on the District's/PSA's website.
2. The NCS will create and make available on its transparency reporting link located on the district website: nottawaschool.org, a report concerning the progress made in meeting

the educational goals contained in its Extended COVID-19 Learning Plan every 6 months as District/PSA.

3. Benchmark Assessments: The Nottawa Community School District will
 - select a local benchmark assessment(s) and/or benchmark assessment(s) that are aligned to state standards as outlined in [PA 149 of 2020](#).
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the school year [or as required](#) by the Michigan Department of Education and again not later than the last day of the of the school year.
4. If delivering pupil instruction virtually, Nottawa Community School District will
 - offer pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or [courses](#) in the same scope and sequence as the district had planned for that exposure to occur for in-person instruction.
5. NCS, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the discretion of the Nottawa Community School District's Board of Education.*
6. NCS, will provide meaningful consultation and notice of meaningful consultation to our community through school newsletters, website, public meetings, and door postings every 6 months throughout the life of the ESSER III grant

The Nottawa Community School District will receive qualified data from the Branch Hillsdale St. Joseph Health Department which must operate within state guidelines to provide local school districts with the most accurate metrics. This begins October 1st and is based on the previous months data collection.

On September 14th in an effort to provide accurate and timely information about COVID-19 in Michigan schools, the Michigan Department of Health and Human Services (MDHHS) will begin reporting outbreak information by school building.

Data on COVID-19 outbreaks is being collected from the 45 local health departments across the state weekly. A COVID-19 outbreak is defined as two or more cases with a link by place and time indicating a shared exposure outside of a household. The information being posted on the website today and each Monday at 3 p.m., will include K-12, college and university school name, address, number of cases and if the cases involved staff, students or both. Students or staff exposed to COVID-19 outside the school building and are not thought to have spread the virus in the school due to quarantine or self-isolation are not included in the data.

Information around this outbreak is changing rapidly. The latest information is available at [Michigan.gov/Coronavirus](https://www.michigan.gov/Coronavirus). Information on Michigan Schools outbreaks can be found: https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173_102480---,00.html

This information was reported to the Branch Hillsdale St. Joseph Health Department.

October 5, 2020

Nottawa Community School had 1 confirmed close contact of a 5th grade student. It was established that the close contact occurred over a weekend. The student was in school for 1 day following the close contact before becoming aware and quarantining. The student ultimately had no symptoms and tested negative. 1 step sibling was voluntarily quarantined and not listed in the dashboard. This information was reported to the Branch Hillsdale St. Joseph Health Department. The 5th grade student and step sibling were quarantined for 14 days after the last day of exposure. District families were [notified](#).

October 28, 2020

Nottawa Community School had 1 confirmed close contact of a staff member. It was established that the close contact occurred outside the school and the staff member quarantined immediately and was not in contact with any other staff or students between the time of exposure and the start of quarantine. This information was reported to the Branch Hillsdale St. Joseph Health Department. The staff member will be quarantined for 14 days after the last day of exposure. District families were [notified](#).

November 4, 2020

Nottawa Community School has had 1 confirmed positive case since the start of the school year; staff member who is quarantined. This case resulted in 1 close contact, an 8th grade student, who is quarantined. This information was reported to the Branch Hillsdale St. Joseph Health Department. The student will be quarantined for 14 days from the last contact. District families were [notified](#).

November 4, 2020

The district did have 1 kindergarten student identified as a third level contact to a confirmed Covid case voluntarily quarantine. District families were notified. Although the student tested negative, the student was kept out of the building for the full duration of the quarantine period, as was a step sibling. Although not required district families were [notified](#) at the agreement of parents and principal.

December 14, 2020

Nottawa Community School District continues to be vigilant in keeping students healthy, happy and safe. Thankfully we have no new Covid 19 cases to report. We did have two cases of confirmed influenza and one family thought they were in contact with a person who was in contact with a Covid positive person. We honored this family's request to voluntarily switch to distance learning the week before Thanksgiving Break. Following Thanksgiving Break 1 kindergarten student was required to extend quarantine because of an ill sibling. The sibling was not in close contact with Covid, and tested negative for Covid. Additionally three teachers

were placed under a cautionary absence since the last board of education meeting. All teachers tested negative for Covid 19.

January 8, 2021

Nottawa Community School District continues to be vigilant in keeping students healthy, happy and safe. Thankfully we have no new Covid 19 cases to report. We have one close contact to report for a student in 8th grade. The student is awaiting results from a Covid 19 test. The close contact occurred on New Year's Eve and it is not clear if the carrier contracted Covid 19 before or after the student and carrier were in contact. They have not been in contact since New Year's Eve. The student has two step siblings that third level contacts and they were not in contact with the carrier. They are voluntarily quarantining. A letter was sent to school families to inform them of the close contact. *An adaptation was made to the COVID 19 Dashboard. A Kindergarten student was required to quarantine a second time as a close contact. Although the tested negative we neglected to add the required quarantine information in December. The Dashboard has been updated to account for this error.

January 11, 2021

Nottawa Community School District continues to be vigilant in keeping students healthy, happy and safe. On January 9, 2021 we received word that our 8th grade student who experienced close contact tested positive for Covid 19. As a result of contact tracing the district identified 5 students and 1 teacher who were close contacts. This is in addition to the aforementioned two step siblings who were third level contacts and are now second level contacts. The Covid 19 Dashboard has been updated to reflect these changes.

January 27, 2021

We have one close contact. A 7th grade student's mother was identified as Covid Positive the student has not been back in school since January the 21st. On Saturday January 23rd mom lost her sense of taste. She got a Covid test and is Positive. Student is a close contact because he was exposed to mom on Sunday evening. Test results were not available on Monday morning (January 25) Mom kept the student home on the presumption of Mom having Covid 19. Student will be school from home until February 14th. Pupil's last time in the building is outside the contact tracing window. We are not required to do further contact tracing.

February 4, 2021

8th grade student was in direct contact with her asymptomatic Father. The father did not have any signs, symptoms, or fever however on Thursday February 4th the father tested positive during a weekly workplace required rapid test. The student also does not have symptoms, but at this time the student will be quarantined.

The St. Joseph County Health Agency is aware of this close contact. The student will follow the quarantine period as required by the St. Joseph County Health Agency. The parents learned about the Covid positive at approximately 4:00 PM on Thursday February 4th.

March 8, 2021

Presently we are thankful to report that on one is in quarantine and no one at this time no one has or is presumptive to have the virus.

April 12, 2021

Presently we are thankful to report that on one is in quarantine and no one at this time no one has or is presumptive to have the virus.

May 10, 2021

We are pleased to report that no one is in quarantine and at this time no one has or is presumptive to have the virus.

June 14, 2021

We are please to report that no one is in quarantine and at this time no one has or is presumptive to have the virus.

Key metrics that NCS Board of Education will consider shall include at least all of the following as provided by the Branch Hillsdale St. Joseph Health Department :

- COVID-19 Cases or Positive COVID-19 tests
- Hospitalizations due to COVID-19
- Number of deaths resulting from COVID-19 over a 14-day period
- COVID-19 cases for each day for each 1 million individuals
- The percentage of positive COVID-19 tests over a 4-week period
- Health capacity strength
- Testing, tracing, and containment infrastructure with regard to COVID-19

Additional Links

- State of Michigan Coronavirus website: www.Michigan.gov/coronavirus
- State of Michigan COVID-19 data dashboard:
https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173---,00.html
- State of Michigan School-related Outbreak Reporting:
https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173_102480---,00.html
- MI Safe Start Map: <https://www.mistartmap.info/>

School Risk Assessments Provided by BHSJ County Health Department	
DATE	LINK
11/13/2020	School Risk Assessment
11/20/2020	School Risk Assessment

11/27/2020	School Risk Assessment
12/04/2020	School Risk Assessment
01/04/2021	School Risk Assessment
02/08/2021	School Risk Assessment
03/08/2021	School Risk Assessment
04/12/2021	School Risk Assessment
05/10/2021	School Risk Assessment
06/14/2021	School Risk Assessment

7. If the NCS District determines that it is safe to provide in-person instruction to pupils, the district will prioritize providing in-person instruction to pupils in grades K to 8 who are enrolled in the NCS District.
8. The Nottawa Community School District assures that
 - instruction will be delivered as described in this plan and approved by the District Board of Education,
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the NCS District during a public meeting described in [PA-149](#).
9. Nottawa Community School District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Presented

September 09, 2022

February 06, 2023

Learning Plan Narrative

Opening Statement

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning. We anticipate that benchmark testing will reveal equity issues are more pronounced within our district among our low income and ELL students.

As we return to school our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the distance learning portion of the 19-20 school year, we anticipated that students would come to school in the fall with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Research of prolonged educational displacement of children impacted by Hurricane Katrina demonstrates that the loss of learning is exponential and not static. Even though the NCS District provided distance learning we recognize the gaps and exponential loss of learning may range from 3 to 18 months. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

This program is facilitated by our Michigan Certified teachers. This plan also accounts for FAPE needs of the Amish cultural minority group, which comprises 50% of the public district's student population for the Nottawa district. This group, for sincerely held religious reasons, do not allow computers or the internet in the home and almost all do not allow electricity in the home. Our district has identified that approximately 60% of children do not have internet access due to sincerely held religious, personal beliefs, or rural internet deserts.

As NCS plans to begin the school year we will need to ensure that there are structures in place to ensure student [engagement](#) and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

Quality Evidence-Based Assessment Practices

The Nottawa Community School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, NCS will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction. Further we recognize that while learning is a dynamic process, it does not occur in a vacuum. Therefore, social emotional environmental factors play a major role influencing a realistic measure of each pupil's individual academic progress. Be it further acknowledged that small class sizes within our school district result in grade level data cohorts that are considered to be statistically insignificant.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

As allowed by PA 149 of 2020 the Nottawa Community School District will use a combination of state and local assessments. K-2 reading will be measured by use of the DRA assessment, and K-2 Math Essential Standards will be measured by [existing local benchmark assessments](#) developed within our St. Joseph County Intermediate School District. Over half of our district families refuse computer based testing on the basis of religious beliefs for children in grades K-2. We also have an equally large contingent of families that are extremely reluctant to allow children in grades 3-8 to use the computer for these reasons as well, but they are willing to make the exception for the purpose of education. Smarter Balanced Assessment Interim Assessments in reading and mathematics will be administered to students in grades 3-8. All K-8 benchmark assessments will be given to all students twice: once in the first nine weeks of the school year (or as determined by MDE), and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. [Progress reports](#) will be available on our website as required.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on grades K-2 local benchmark testing and grades 3-8 Smarter Balanced Assessment.

As taken from NCS's [2020-21 Nottawa Back to School Plan](#), The district's Instructional Goals Listed in **Goal section 2** items a-i, **especially items d-h**.

With respect toward end of the year progress (specifically goals 2d-2h), The resolve of our MICIP team is to aim for not less than one year of academic growth within one school year and whenever possible to supersede that expectation. It is entirely possible that some students may experience more than one year or one and a half years of academic growth and still end the year below grade level because of the loss of education experienced within the ongoing pandemic. In accordance with best practices and cognizant of the fall out caused by SEL circumstances our district is applying the sound methodology by using pathways of progress for our academic goals. For example, a student that enters grade three ought to exit ready to begin grade four or demonstrate at least one academic year of growth. One academic year of growth would mean that if a student's benchmark performance at the start of grade three was equivalent to grade 2.5 they should attain a benchmark performance at the end of the school year not less than grade 3.5. This is of course relative to the points of testing which due to flaws in the delivery system may truncate the time table through no fault of the LEA.

Mid year goals (specifically goals 2d-2h) should progress not less than 40% within their pathway of progress as determined by interim assessment benchmark or satisfactorily demonstrate grade level application of 40% of the essential standards of a related content area demonstrated through local summative assessment. It should be understood that progress toward a standard is a function of process over time and therefore proficiency should grow more in the second half of the year than in the first half of the year.

For the 2022-2023 school year:

Target Goal #2a - Support families with the community by providing more than one option for returning to learning and for the sake of continuity maintain that plan for the duration of the 2022-2023 school year.

Target Goal #2b - Develop a plan that builds the capacity for the district and staff to transition smoothly from face to face learning, to hybrid learning, to full distance learning.

Target Goal #2c - Equip parents with the tools to directly impact their children's academic, social, and emotional learning

Target Goal #2d - All students at Nottawa Community School will become proficient in ELA, or make 1 grade level year of progress within the 2022-2023 school year to close the gap left by Covid 19. *Where necessary make use of accelerated learning opportunities.

Target Goal #2f - All students at Nottawa Community School will become proficient in mathematics, or make 1 grade level year of progress within the 2022-2023 school year to close the gap left by Covid 19. *Where necessary make use of accelerated learning opportunities.

Target Goal #2g - All students at Nottawa Community School will become proficient in science, or make 1 grade level year of progress within the 2022-2023 school year to close

the gap left by Covid 19. *Where necessary make use of accelerated learning opportunities.

Target Goal #2h - All students at Nottawa Community School will become proficient in Social Studies, or make 1 grade level year of progress within the 2022-2023 school year to close the gap left by Covid 19. *Where necessary make use of accelerated learning opportunities.

Target Goal #2i - All Nottawa Community School English Language Learners will become proficient in the English language, or make 1 grade level year of progress within the 2020-2021 school year to close the gap left by Covid 19 as demonstrated by the WIDA assessment.

Instructional Delivery & Exposure to Core Content

Note: Nottawa Community School District full instructional plan can be accessed by clicking the link to [Back to School Plan](#) found on the Covid 19 resources page of the district website.

Three Models for phase based Modes of Instruction are as follows:

For the 2022-2023 school year the Nottawa Community School District is following Model 3 highlighted below.

Model 1: Phases 1-3 DISTANCE LEARNING No choice, all students in distance (a.k.a. virtual) learning, referred to in this plan as, “NCS School from Home.”

Model 2: Phases 4 and 5 BLENDED MODEL OR... CONTINUATION OF DISTANCE LEARNING A choice of 2 options:

Option 1: 4 days of in person instruction on Monday through Thursday and 1 day of enrichment distance learning provided on Friday. (n.b. The NCS 4 plus 1 blended model has more face to face instructional time than the hybrid model) OR...

Option 2: A continuation of Model 1: distance learning, referred to in this plan as, “School from Home.”

Model 3: Phase 6 FULL 5 Day INPERSON All students return to 5 day per week in person instruction. Close to pre-pandemic as possible.

Note: Nottawa Community School District full instructional plan can be accessed by clicking the link to [Back to School Plan](#) found on the Covid 19 resources page of the district website.

Curriculum and Instruction: Academic Standards

The Nottawa Community School District curriculum for core academic areas is aligned to state standards and housed in Curriculum Crafter (formerly Kent County). As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) (CIA Toolkits developed by Oakland Schools ISD) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-8 instructional standards for the 2022-2023 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Assessment and Grading

Nottawa Community School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

Our teachers keep up-to-date information on student grades sending formative and summative work home weekly. We also send progress reports to our parents and guardians a minimum of three times per year, during each marking period. We hold two parent teacher conferences per year. The first parent teacher conference is mandatory. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents three report cards, one at the end of each marking period.

Equitable Access

Technology

Nottawa Community School District ensures all students will be provided equitable access to technology and the internet as described in our Back to School Plan that was previously submitted to the state. Any student in need of a device or internet in order to access education shall be provided such access when possible. NCS is a rural district situated in a brown internet zone, meaning that portions of our district are unable to access the internet even through the use of a hotspot. As a matter of providing a free and appropriate public education, NCS takes seriously our commitment to maintaining student access to technology devices and the internet as described in the [Back to School Plan](#).

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. The district assures the continuity of these plans within MARSE rules and regulations.

For students from birth to five, those with identified special needs intervention and support services will be integrated into the student's program immediately upon the start of school. This will be done in collaboration with the St. Joseph ISD, which handles proper placement for all pre kindergarten special needs students for the Nottawa Community School District.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

NCS ensures a continuation and continuity of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

Nottawa Community School District full instructional plan addresses ways all learners are supported and can be accessed by clicking the link to [Back to School Plan](#) found on the Covid 19 resources page of the district website.

NCS is keenly aware that with over 50% of our students being ELL that we also have a secondary issue which is lack of immersion. The majority of our ELL students are Amish and when they are not in school they have little to no exposure to other English speakers, media, and technology that are common to most ELL learners.

Within the SOM 31a identification process NCS identifies that in SY 2021-2022 94% of our population met at risk criteria, and that while approximately 40% were identified for free and

reduced lunch. The district has become aware that some students' families who would qualify for low income status choose not to complete the application for free and reduced lunch thus creating an inaccurate report of actual rural low income needs within the district. NCS assures that while the standard data collection might not be sufficient to identify students the district nonetheless mindful of the economic disparity and has taken measures to provide proper academic, and social emotional support for all students.

The district is aware of disparities as identified within the revised title IX regulations and has undergone comprehensive training as required under law.

Please Note: As a K-8 Public School District, Nottawa Community School does not provide an Early Childhood Program, CTE, Early Middle College, Dual Enrollment, or Advanced Placement (AP) Courses.

LEA Plan of Use Narrative

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:

Illnesses such as Covid 19 and other viruses are not going away. Therefore long range and enduring prevention and mitigation of transmission of Covid 19 is best managed through environmental, especially improvements in air quality. Our Primary objective is to reduce the presence of both known and unknown illnesses from the air. The district needs to completely update its air filtration systems, the majority of which are over 60 years old. Secondary to reducing a virus is that upon awareness of a virus it is important to limit the spread. This requires improvements to standardized contact tracing by ensuring a single point of entry for guests in the event of a pandemic.

The district proposes a single point of entry so that when necessary we can screen guests or manage cohorts to maintain in person instruction. Single point guest entry has the added benefit of improved security through the installation of cameras, doorbell and touchless/keyless entry system. The district needs to update this equipment and relocate existing vestibule doors in order to create adequate space for guests to social distance and or be screened prior to entry. These two solutions are long term, and embedded. These solutions will provide improved operational quality to keep schools open for safe in person instruction for decades to come.

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 district proposes the use of funds reserved under section 2001(e)(1) to close gaps by backfilling the necessary pre-requisite skills. Short term funding must be used to stabilize the districts response to interventions. 18 months of educational inconsistency is taxing our MTSS systems to the point of breaking. In the short term we will stabilize tier 1 and reduce the case load of students receiving 2 and 3 interventions. We plan to accomplish this through a short term boost to existing programs within our MTSS to stabilize our student interventions. We are also making lasting evidence based improvements to tiered programming at every level. The NCS district proposes to:

- invest heavily in tutoring individual and small groups of students in literacy
- invest heavily in summer school programming, summer tutoring, and summer reading programs targeting EL students and student families with IRIPs.
- invest heavily in after school programming.
- invest in every classroom library with a varied reading materials and an increased scope of reading levels invest heavily in research based curriculum updates to tier 1 literacy, Title 1, Title 3 and Special Education programming.

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

The remaining funds will provide information/assistance to families as well as implementation of programming for pupils through transportation. Therefore the district proposes:

to invest in parent involvement language acquisition playgroup rooted in evidence based ESEA, ESSA, and Title 1 Pt. A practices, for pre-school age EL and at risk children. This program has the added benefit of braiding with early identification and child find.

funding transportation to after school, and to and from summer school, and summer tutoring. Without transportation assistance most students will not have access to programming. Nearly three fourths of the student families that need this programming have no way to access it without district provided transportation because their families do not own a vehicle. This is because over half of the population we serve identifies as Amish.

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 district MICIP team is aware of the unique needs of the population the LEA serves. The evidence based targeted interventions listed above are specifically chosen with the needs of high risk groups in mind. NCS is at high risk for ELL, Foster/Adoptive students, rural low income, and infrequent homelessness. The district will continue to collect data within existing MTSS

tiered progress monitoring, student data sheets, comprehensive and interim benchmark assessment data, as well as conduct fall and spring data digs to monitor student interventions.

Below is a list of LEA demographic information that our team uses to conscientiously inform our decision making processes:

- according to most recent census data St. Joseph county Michigan has a high EL population, over 9%.
- More than 5 times that amount or just over 50% of pupils at Nottawa are ELL students.
- 2020 Census data suggests that 6% of children are adopted or in foster care. NCS has approximately 12% of pupils who fit this description.
- Based upon adverse childhood experience criteria used in Michigan 94% of NCS pupils were identified under categorical section 31a as being at risk or having factors that contribute to risk for academic failure.
- Due to the small size of the school district homelessness is an infrequent occurrence.
- The principal/superintendent also serves as the districts McKinney Vento Coordinator and is active in meeting the needs of students experiencing homelessness.

PROGRAM DESCRIPTION

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”? NCS will prevent coronavirus through environmental facility upgrades, and hygiene education.

We will prepare for for Coronavirus by making sure our curricula are better suited for distance learning. We will respond to learning loss through: improved classroom libraries, after school program, summer school, intensive tutoring, and new diff. learning programs and add a pre kindergarten educational playgroup.

How will the use of ESSER III Funds promote equity?

Nottawa Community School is composed mainly of rural low income families. Approximately 50% of our pupils speak English as a second language. Nottawa Community school will address learning loss in equitable manners by targeting students with the greatest need for additional supports in after school and summer school programming, targeted tutoring, increased opportunity for differentiated instruction, improved diversity of classroom libraries and dramatically improved environmental air quality.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Many of our families in this category are of low income, ESL, and transportation limited. In order to overcome the lack of access to school and the lack of exposure to a variety of language during the pandemic the district will increase the education capitalization rate through ESEA supported pre kindergarten group (meeting two times monthly). Providing additional supports to after school programming, summer school, and training of ESL teacher, and Special Education teacher.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Evaluated by using benchmark data, qualitative parent surveys, T1 intervention data, WIDA , MStep, and other points of local data will be used to provide feedback. Whenever possible statistically significant data points will give evidence to the efficacy of programs to be reported annually in the TITLE 1 AER and within the MICIP platform.

How will the user of ESSER III Funds support returning students to the classroom?

Nottawa Community Schools approach to the use of ESSER funds is to

- 1) address learning loss,
- 2a) take measures to: identify pre kindergarten children with disabilities.
- 2b) Find children within the district who are unlikely to attend kindergarten.

3) Make facility improvements to improve air quality and greatly reduce the transmission of Covid 19 and other viruses

Alignment with Evidence Based Practice