

# American Rescue Plan 2021

## Nottawa Community School - 75100

### **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:**

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 guest to social distance and or be screened prior to entry.

These two solution 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.

### **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 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 programing 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 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.

**3. 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.

**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 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.