

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

Agency: West Branch-Rose City Area Schools

2020 - 2021

Recipient Code: 65045

- 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:

We returned to face-to-face learning fall of 2020 and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. We follow the mandates from the CDC and our local health department to safely maintain instruction in the classroom setting. Our build and the aging infrastructure is a concern. Improving air quality is a recommended mitigation strategy that requires upgrading building air handler systems to include better ventilation and air filtration. A portion of the ESSER III funds will be used to replace the heating, ventilation, and air conditioning (HVAC) system in our oldest building in the district to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration.

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:

With the reservation to address the academic impact of lost instructional time, we will implement several evidence-based interventions. We will offer interventions. Interventions will be offered by the general education teacher during small group work after the general Tier I lesson has been presented and students are working independently or with partners. Interventions may also include time spent with a designated reading and math interventionist or a trained paraprofessional. Tutoring before and after school is available for students and delivered by teaching staff. Those programs will also work to address the social-emotional needs of the students. All interventions will be of high-quality direct instruction.

We will also use some of the funds to address our curriculum materials to meet the rigorous state standards , upgrading to materials that include digital access , in the event students need to access the materials remotely. Those materials will also include print copies for students without connectivity and increase the equity of educational opportunities.

We will ensure the continuity of access to advanced course preparation and completion including Advanced Placement, early middle college, dual enrollment and career and technical education, and partner with vendors to provide high-quality, rigorous online learning opportunities and courses. This will provide students with fair and equal opportunities to learn and develop critical knowledge and skills.

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

We also need to focus efforts on staff retention . We have had a large turnover of teaching and support staff . We will offer retention bonuses to entice staff to remain in the district. We will look to offer training in mental health and emotional support, that will affect our staff's personal needs and give them tools to better address the

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needs of their students. We will form professional learning communities and pay staff to attend to focus on the most important standards for each grade level.

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.

We have a large population of students living in poverty. Their needs must be met within the school day to assure equitable services. Many of these students would be unable to attend out-of-school intervention sessions due to the long distance of travel and lack of transportation. Keeping students in school will benefit the many students without connectivity. We have purchased Chromebooks for times of remote teaching, but connectivity remains a concern. The more we are able to plan our school day schedule to accommodate the instructional needs of our students, the more equitable our educational system will be.