

Plan Details:

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?

St. Bernard-Elmwood City Schools will continue to follow the guidelines set forth by the Hamilton County Health Department and CDC. Students, staff, and guests entering the building will wear masks and practice proper social distancing. In the classroom, desks will be positioned to maintain at least 3 feet of separation among students, and materials will be packaged and separated for individual student use. All classrooms will be stocked with gloves and hand sanitizer. Outside the classroom, students will be socially distanced in the cafeteria at breakfast and at lunch. Tables will be thoroughly sanitized between each seating. Gloves, masks, and sanitizer will be provided to students, staff, and guests in each building. Cleaning crews will be contracted to properly clean each night in preparation for the next day.

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?

Based on student data and guided by educational priorities for our students, we plan to use ESSER funds to provide students with access to high-quality, evidence-based programming. We will look for programs that have a proven track record of raising student outcomes and successfully addressing learning loss. These programs will include intervention during the school day, before and after school, and opportunities for students during the summer months.

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

We will ensure that all ARP ESSER funds are utilized in accordance with specified guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions; adding additional staff where possible; and creating a safe and healthy school environment.

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.

Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic, and to target data-driven interventions to support students' academic success. The data we gather from frequent, year-round assessments will empower our educators to implement evidence-based interventions in real-time and address any learning gaps for each student throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted by COVID-19: maximized learning time on-task and in core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of students with deficits and those who need to be challenged beyond on-grade level, including additional, Tier II, small-group tutoring; research-based and standards-aligned curricula; and instructional tasks with higher-order, complex thinking. Students with disabilities: Our school is committed to providing a free and appropriate public education (FAPE) to all students with disabilities and to aligning all special education services with the Individuals with Disabilities Education Act (IDEA). Furthermore, students with disabilities will be provided a FAPE in the least restrictive environment (LRE). All scholars, including those disproportionately impacted by the pandemic, will be offered additional social-emotional support through our framework of positive behavioral interventions and support (PBIS). These systems of support are led by our building guidance counselors, administrators, teachers, and partner support agencies.

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

St. Bernard-Elmwood Place City Schools has implemented an aligned system of state approved assessments that are given three times a year. These assessments, along with teacher progress monitoring, allow the buildings to track student academic progress and give teachers the information they need to adjust and differentiate instruction to meet the needs of individual learners. Additionally, buildings give students and staff climate

surveys to track the social and emotional needs of students. This year, the climate surveys will be given in the fall and spring.

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

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

The timeline will begin during the 2021-22 school year and continue through the 2023-24 school year.

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

As per ODE guidance, remote learning is not an option unless mandated by the Governor. However, if remote learning is necessitated by public health measures, the personnel and resources our school is securing with ESSER III funding can be translated into a remote learning setting. We have moved to Google Classroom, and all of our purchases work with this platform. This allows us to move back and forth between classroom and remote teaching if necessary.

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.

To identify and address student learning gaps, we will be combining data from Nationally Normed Assessments (NWEA) in Reading in Math with adaptive learning software such as Achieve 3000 and Dreambox. NWEA assessments will be strategically administered three times throughout the year: the beginning of the year, the middle of the year, and the

end of the year. Adaptive learning software offers self-guided courses for scaffolded learning. When integrated with NWEA data, adaptive learning software identifies an Individualized Learning Path to match each scholar's assessment results. Each lesson within the Learning Path comes with a guided explanation, a supported practice, an independent practice module, and a quiz.