

Section 11t Equalization Funds - LEA Plan of Use Narrative

Agency: Ovid-Elsie Area Schools

2021 - 2022

Recipient Code: 19120

- 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:

The district has continued to use funds to purchase Personal Protective Equipment for the school buildings. These products have allowed us to continue to mitigate the spread of COVID and stay current with the most recent CDC guidance. We will also employ a school nurse to help with student and staff wellness and accurately contact trace in cases of COVID within the district. This will allow building leaders to focus on instruction and learning. In addition, the district has purchased an air purifying system and will be adding air conditioning to improve the air quality in our schools. This was the number one priority for our district based on our consultation with our stakeholders.

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:

OEAS plans to spend funds to help support training for staff members on formative and normative assessment analysis to help better determine students' areas of focus. We will partner with NWEA and Great Minds to provide staff with appropriate training for our team. We intend to hire a PBIS coach to work with schools to update our current PBIS and MTSS programs to meet the needs of our changing buildings. These funds will be used to look at core instruction and reexamine our current core instruction and intervention practices. Our focus will be on realigning our enacted curriculum to meet the needs of students during the pandemic. Student engagement continues to be the pedagogical focus in Kindergarten through twelfth grade. We use math and instructional coaches to work with teachers on coaching cycles that last six weeks. We offer after-school programs for Kindergarten through 8th grade to support struggling students. We will offer summer programs for K-12 to support students with credit recovery or extend the school year. The programs will support struggling students and provide a safe environment for students to work.

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

We have also set aside stipends for staff members with these funds. We felt a need to use staff retention strategies through our consultation with stakeholders. We still have many unfilled positions, and it is increasingly challenging to retain qualified staff and incentivize staff to remain in our district.

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.

In addition to our school nurse, OEAS will hire another elementary counselor to support our K-5 buildings. We

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recently added a counselor to our high school campus to support our secondary students. We are also looking to purchase a new SEL curriculum for our middle school. Together with our 31A grants, these supports will provide additional services for our most vulnerable populations of low-income, children with disabilities, homeless, migratory, and foster care students. This was another priority area for us to maintain the mental health of our staff and students. They will focus on providing support and resources for students, staff, and families on handling mental wellness for the district. They will support schools with SEL programs like Second Steps, purchased and used in our K-8 buildings. The counselors will provide screeners to students to identify the most vulnerable and support based on need. We hope that these programs and resources will help with attendance and mitigate our failing students, retention, and dropout rate.