

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

Agency: Wyandotte, School District of the City of

2020 - 2021

Recipient Code: 82170

- 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:

One area we know that plays an important role is the ability to circulate and encompass fresh air into each learning environment. One of our schools, JoBrighton, has aging air handling units and is not able to comply with the targets for incorporating outside air into classrooms. We are proposing allocation of the funds for two new air conditioning units, which will be able to meet the new air quality standards in the cafeteria area. We have started the year with a mask mandate, but during lunch students remove their masks to eat.

The other area of concern is the Roosevelt High School pool. This air handler and duct work was installed in the 1960's. Part of our physical education curriculum, includes 6 weeks of swimming for each of our 9th grade students. We see this as a life-skill, as we live in a state that is surrounded by water and want students to not only be prepared but appreciate the physical activity of swimming. We have paused swim instruction during the day, due to the fact the pool does not comply with the current ventilation standards of 40% fresh air. It is also a concern that while students are in the pool, they are unmasked.

Last of all, we have powerheads and valve bodies in 166 of our classrooms and these are failing. They no longer regulate the cooling and heating provided to classrooms, and need to be replaced. This, of course, is tied to providing adequate ventilation in order to minimize the spread of COVID-19.

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:

In 2021, we had a summer program for K-8 students that was very successful in that over 740 families took part. We would like to offer a similar, 7 week program again. ESSR III funds would support instructional materials, teachers, substitutes and staff to organize, run and teach this program.

We also see a need for K-5 students to receive tutoring and homework help. We are proposing a virtual homework program, two hours a day, four hours a week to help students get help with their homework, during the evening hours.

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

Remaining funds will go towards technology to support students learning either at school or at home. This includes the purchase of chromebooks (600) and interactive whiteboards for classrooms (72). These provide engaging methods to convey new information to students when they are at school or if they need to be quarantined. Funds are also proposed for teachers and an online platform, Edgenuity, for our virtual learning K-12. This option is available for all families in response to COVID-19 concerns. We currently offer this to those families who prefer an online learning experience due to a student's health concern or that of a family member.

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

Agency: Wyandotte, School District of the City of

2020 - 2021

Recipient Code: 82170

Last of all, a new, research based, math curriculum that includes online access is proposed as our current program is almost 20 years old and does not have online support. We also have included reading interventionists (4) and training for teachers (25) to help students read with the goal of having them at grade level by the end of the 2022-23 school year.

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.

It was important to turn to research based strategies for lost instructional time. That is why our proposed plan emphasizes support for students in the areas of technology, summer learning, tutoring and online learning. Summer learning, tutoring and online programs will be offered by our own staff, who have relationships with our students and families. They are all using best practice to engage low socioeconomic students, students of color, EL students, children with disabilities, homeless and our students in foster care.

The survey information indicated that our EL families needed additional support. A coordinator who will connect families to support and work directly with students is another position that is included in this grant.