

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

Agency: Engadine Consolidated Schools

2020 - 2021

Recipient Code: 49055

- 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 of the greatest concerns for Engadine Consolidated Schools is maintaining and hiring additional staff to keep class sizes small. Currently, one teacher was offset with ESSER II funds to reduce class sizes in the K-6 level. This has assisted in reduction of having a large split grade classroom, Currently, two additional teachers in the elementary are funded by the district to keep class sizes small, but ESSER funds are needed to offset and stabilize budget, otherwise we are looking at larger split-grade classrooms across K-6. Additionally, there are more special education students needing one-on-one services, which has decreased our teacher aide availability. We have had to hire an additional aide to address the K-6 needs and are unable to fund an aide we previously had for 7-12, so ESSER funds are utilized for this. Furthermore, the increase of special needs students has facilitated the need for an additional teacher at the 7-12 level. Transportation is a concern, as we had to offset these needs from general budgets and are in dire need of two busses to replace two with issues. Without this, we are unable to transport many of our high risk and high needs students to school or our CTE high school students to vocational programs. It is the concern that these funds will keep class sizes small, provide additional staff for intervention services, address our neediest students have access to school services and allow technology to provide one-on-one access and connectivity.

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:

Funds will be used to maintain current staff to keep class sizes small and increase both certified and instructional staff. This will allow for one-on-K-12. one instruction for the neediest students, provide intervention programs for those with academic needs such as before and afterschool tutoring, summer learning opportunities, and employ an interventionist K-12. It will also allow for restructuring of staff in the 7-12 level to provide in-school intervention for students unable to participate in extended school day opportunities. In addition, it will allow for counseling services to increase in the building from the current 7-12 level to K-12 so we are addressing the social, emotional and mental health, behavioral needs and attendance concerns. Funds will also be utilized to update outdated curriculum, provide for intervention programs, and strengthen current curriculum. Additionally, funds will be used to provide transportation services, as our district is large geographically (460 sq miles), will shorten transportation times and allow for restructured routes for before/after school learning opportunities for families that are unable to transport. Additionally, funds will be used for an extra Special Education teacher for grades 7-12 and to replace an Administrator who served as our Special Education Director. By offsetting these funds, we will be able to reallocate from general budgets directly into curricular, academic and intervention needs.

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

Remaining ESSER funds will be utilized to reduce class sizes K-12, particularly among K-6. Funds will also be used to maintain certified staff and support staff while also allowing us to add staff to address learning loss.

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Engadine plans to have Summer Learning opportunities for all K-12 students and allow for a teacher to provide Credit Recovery for 9-12 students. Additionally, we are concerned of the social, emotional and mental well being of the students as we have seen an increase of stress and fear among our student since the pandemic began, which has impacted learning. Within this past year, we experience transportation needs that facilitated the replacement of two busses. Without the replacement, we would not be able to provide transportation to approximately 2/3 of our student body. It will also allow us to continue transporting CTE high school students to vocational training programs., thus reducing the drop-out rates and sending students to the alternate CCSS program. By doing so, we will also be able to offer before and after school opportunities for tutoring, Funds would also be used to purchase technology with one-to-one capacity and all homes have connectivity and we want to grow our staff professionally by providing training options to have certified staff in areas that we are currently contracting services with our local ISD. It is the intent that funds will also assist us in stabilizing our budgets to to maintain these programs after ESSER disappears.

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 is a concern that all students, regardless of needs, will receive equitable education. Engadine is approximately 75% low soci-economic and almost 25% of students are targeted for special education services. Approximately 5% of students are identified with 504 needs and/or identify as homeless. We are large rural district and most of the students facing the greatest needs, due to economic needs, disabilities, homelessness, foster care and migratory, live long distances from the school. Without reliable transportation, many of these families would struggle getting their students to school, so part of our request for funds directly addresses the replacement of busses. This will also allow us to provide before and after school tutoring and enrichment programs for those students needing intervention due to learning loss. Transportation services also allows us to provide CTE vocational opportunities for 9-12 students. These programs are almost exclusively with students that meet one or more of the highest risk needs and is effective at keeping kids from dropping out of the traditional learning program or having to enroll at the alternative CCSS program that we partner with. Additionally, we have noticed that over 90% of all students that are exhibiting attendance issue, behavior problems, or severe emotional, emotional and mental health identify with one or more of these high risk factors. By allocating funds to maintain/add staff, we are able to effectively meet at risk needs.