

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

Agency: Chatfield School

2020 - 2021

Recipient Code: 44901

- 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:

Chatfield School will utilize funds to implement prevention strategies that are consistent with the most recent CDC guidelines. These prevention strategies include the replacement of the oldest HV/AC units in our building with new units. This will allow for more outdoor air being introduced to the classroom environment, CO2 monitors and controls and duct work that will allow for improved air flow and quality. These improvements will reduce the spread of viruses and other illnesses.

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:

Chatfield School will utilize funds to address the academic impact of lost instructional time and implement evidence based interventions. All students will participate in NWEA MAPS assessments to identify students who are demonstrating performance below their peers. Students who qualify will receive intervention and remediation support from interventionists employed at the school. They may attend Summer School Enrichment programs to address their needs. An additional teacher assistant will be added to the lower grades to provide additional academic support. Staff will attend Reading Recovery professional development that can be applied to classroom instruction. The school will employ a social worker to address student social and emotional needs.

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

The remaining ARP ESSER funds will be used to address the areas of building improvements to help reduce the spread of covid -19 by improving ventilation and indoor air quality. The purchasing technology enhancements including hardware, software, connectivity, and adaptive equipment to allow students to learn remotely or to access their classroom instruction when they are not able to be in school.

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.

Chatfield School will provide the interventions it implements to all students based upon a demonstration of academic weakness or impact of learning loss. School staff will monitor all student data several times per year to make sure that those students who are disproportionately impacted by the COVID-19 pandemic have their needs supported. The school will address the social, emotional and mental health needs by allowing all students to have access to a licensed school social worker.

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American Rescue Plan/ESSER III - Program Description

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How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

Chatfield School will improve indoor air and ventilation within the building. We will prepare by addressing student learning loss with assessments that identify students who are behind their peers. We will provide interventions for identified students. We will have Summer School enrichment programs. We will also provide a Social Worker to meet students' needs.. We will be able to respond to Covid-19 by having the technology to allow students to access their learning and teachers remotely.

How will the use of ESSER III Funds promote equity?

Chatfield School will review assessment data for every student in the school to identify students who are below grade level. The data teams will look at the subgroups and if any subgroup is underperforming their peers the students who are behind will be put into the intervention program. The data team of teachers, interventionists and administrators will meet 3 times per year to evaluate all student data.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Chatfield School Staff will implement evidence based practices to address the needs of the different subgroups that demonstrate a disproportionate impact of Covid-19. The staff will identify any barriers to possible services by providing services at a variety of times that will meet the needs of the different subgroups. These evidence based supports will be provided to our students in all subgroups based upon need.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

ESSER III Funding

In March of 2021 the US Congress approved ESSER III funds for schools. Chatfield School was awarded 445,814. These funds have not been issued yet and will be available to use through 2024.

- Half time Social Worker-(30,000) x2 years
- 2 teachers attend Reading Recovery-(37,500)
- Summer 2022 Rise Summer School Program-(55,000)
- Purchase NWEA Map Testing-(7,000)
- Hire 3 part time interventionist Math, Reading K-8-(68,000)
- Hire additional 3rd grade assistant to help with 3rd grade reading- (25,000)
- Technology upgrades to allow for distance learning- (58,000)
- HVAC Upgrades to allow for better ventilation-(100,000)
- Summer 2023 Rise Summer School Program-(35,000)

Allowable uses of these funds.

- • coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- • training and professional development on sanitizing and minimizing the spread of infectious diseases;
- • purchasing supplies to sanitize and clean the LEA's facilities;
- • repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- • improving indoor air quality;
- • addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- • developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- • planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- • purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- • providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
- • planning and implementing activities related to summer learning and supplemental after-school programs;
- • addressing learning loss; and
- • other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff