

American Rescue Plan 2021

Covenant House Academy Grand Rapids - 41900

1. 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:

Our COVID prevention and mitigation plan for 21-22 school year can be found in the documents posted on our website: KCHD COVID19 Prevention Strategy for Schools Form_CHAGR and CHAGR COVID-19 Preparedness & Response Plan 21-22. These documents cover our adherence to the most current Kent County Health Department Orders and guidance. Our prevention and mitigation plan focuses on the following areas: Institution of a universal masking mandate for all students and staff in the building; Daily student and staff screener questions and temperature checks; Promotion of healthy hygiene habits; Cleaning, sanitizing, and ventilation according to CDC guidelines; Promotion of Social Distancing; Contract tracing and notification to KCHD of positive cases; and the Promotion of COVID Vaccinations at the school.

2. 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:

As the ED COVID-19 HANDBOOK states, "access to a well-rounded education, well-prepared, effective, and diverse educators and staff, and integrated support services, can begin to mitigate the impact of COVID-19 on schools and students and can close long-standing gaps in educational opportunity." While many schools have already seen the impact of COVID-19 on teacher shortages, the ESSER funds have allowed us through the 21-22 school year to keep our staffing at a level that would not be possible under traditional pupil funding calculations due to the impact of COVID-19 on our number of enrolled students. One of these positions, our MTSS Behavior Interventionist, has allowed us to zero in on the needs of students who need the most help behaviorally while assisting other staff who are helping the students academically. In addition to the staffing, we have also purchased an intervention program called Exact Path. Exact Path provides individual diagnostic assessment and direct instruction to help close learning gaps and demonstrate growth when used alongside our existing curriculum. We have also implemented a Saturday School and will have a Summer Program to help students make up lost instructional time.

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

Our remaining ESSER funds will be spent in three areas: addressing learning loss; our continued COVID mitigation efforts, and staffing. The addressing learning loss costs will be centered on our purchase of the Exact Path program and the salary of our MTSS Behavior Interventionist. Our COVID mitigation cost will center on our continued purchase of PPE (masks, hand sanitizer, and cleaning supplies) and to replace filters in the air purifiers and humidifiers we put in every room in the school to improve indoor air quality. The final area we will plan on using our ESSER funds to keep our staffing at a level that would not be possible under traditional pupil funding calculations due to the impact of COVID-19 on our number of enrolled students. This will allow us to both have the staffing level to mitigate classroom size to allow social distancing for students attending school in-person as well as staff to support those working remotely.

4. 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.

Most of our students and their families were front-line workers and suffered a tremendous financial, physical, and emotional impact during COVID. To address the social, emotional, and mental health needs of our students and staff we began a daily mindfulness program in every room. We also provided trauma training to staff and continue to keep mental wellness at the front of our MTSS implementation. To help address the impact of lost instructional time we purchased a program called Exact Path to support our curriculum. Exact Path provides diagnostic assessment and direct instruction to help close learning gaps and demonstrate positive growth when used alongside our existing curriculum. We also have implemented a Saturday School and will have a Summer Program to help students make up lost instructional time. As a Title I Schoolwide school, all of our Federal and State programs/services are evaluated annually for effectiveness and impact on student achievement which includes looking at the subgroups identified.