



Monroeville Local Schools

1. How will ARP ESSER funds 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?

Over the course of the spring and summer of 2020, our district worked with a collaborative team of administrators, board members, parents, and staff members to create a reopening plan for the 2020-2021 school year. We planned and organized everything in the district to prepare all stakeholders for a safe environment for learning to meet the differentiated needs of our staff and families. With our extensive planning that year, we were able to return to school on a full five day in-person learning model. We also offered a 3rd party virtual learning option to families that were not ready to send their children back to an in-person learning environment.

As we progressed into the 2021-22 school year our administrative team began meeting to review, revise, and update our reopening plan that was created for the 2020-2021 academic school year. We also continued to employ and incorporate our full-time school nurse who continuously keeps our administrative team updated on the continuously changing CDC guidance and local recommendations regarding public health and safety. We utilize her expertise and insight when making these decisions regarding the safety decisions in our district. We also continue to regularly meet with the Huron County Public Health Department to discuss the most updated information regarding CDC guidance and information about the public health and wellness of Huron county and our surrounding communities.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act 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?

Monroeville Local schools chose to implement summer learning opportunities for our students during the summer of 2021 to address the academic impact of lost instructional time for the students in our district during the 2019- 2020 and 2020-2021 academic school years. We offered a Summer Reading and Math program

for grades K-8 and a High School Summer Course Recover and Test Remediation program for students in grades 9-12. These programs provided our students and their families the extended instruction needed to help address the educational gaps created from lost instructional time. We also provided transportation and meals for the students that attended our program.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e) (2) of the ARP Act?

After the implementation of our summer learning programs during the summer of 2021, we began focusing on ways to support academic gaps during the 2021-2022 academic school year. We have allocated funding this year to support continued social emotional screening and summer programming for 2022, high school credit recovery and remediation programs, academic planning and career research programs, musical and band instruments, supplemental academic curriculums to support student learning, and a new math curriculum adoption for our district. These allocations are consistent with 2001 (e) (2) of the ARP Act because these expenditures work to support our district's ability to address the needs of children from low-income families, children with disabilities, racial and ethnic minorities, students experiencing homelessness, and foster care youth in addition to providing mental health supports and services, while still working to address learning loss.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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

We will use the data from our NWEA map, Heggerty phonemic awareness screeners, School Pace platform assessment tools, social emotional screener, in addition to teacher recommendation, guidance counselor recommendation, and parent recommendation to assess the impact of COVID-19 on our students' academic and social emotional needs. We will use this data and information to then plan to continue to meet the individualized needs of our students.

5. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

Our district used ESSER and other funds to help meet the unique needs of promoting remote learning as needed. In the past we offered third party virtual learning options to families who did not want to send their students back to in-person learning during the 2020-2021 academic school year. We also chose to identify google classroom as our learning platform for all grades PreK-12 in the district. We offered google classroom training to all of our staff members. We also invested in additional virtual learning platforms and tools to support the gaps in learning and support the possible remote learning if needed this year. We wanted to be ready to switch from in-person to remote learning and prepared for any possibility at any time to prevent any future gaps in teaching and learning. In addition, more technology and internet hotspots for our families was purchased to ensure they were prepared to handle continued education in any format. We also worked to provide more chromebooks to students making sure that every student had access to a chromebook in our district in the event that we would need to return to a remote learning environment in the future.

6. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

We will use the data from our NWEA map, Heggerty phonemic awareness screeners, School Pace platform assessment tools, social emotional screener, in addition to teacher recommendation, guidance counselor recommendation, and parent recommendation to assess the impact of COVID-19 on our students' academic and social emotional needs. We will use this data and information to then plan to continue to meet the individualized needs of our students.

We also have also outlined our district plan for working to meet student needs across the district through the implementation of ESSERf funds in addition to other district grants given to support students and their families. The outline below explains the additional supports put into place in our district that were provided with additional grant funding.

Fall 2020:

-Educational Aide: Due to the financial impact of COVID-19 at the end of 2019-2020, our district was faced with having to let go of 3 of our educational aides. We hired one new educational aide to help assist the needs of our staff and students in addressing the educational needs of our students as we try to address the returning educational needs from remote learning from COVID-19.

Winter 2020/2021:

-Permanent Subs: Our district hired 3 permanent substitute teachers that reported in to our district daily from January 19th-March 12th. First, they filled any substitute openings needed within the district. If any were left unassigned for the day, we then had them assist students in remote or in-person learning to help address individualized learning needs.

-Google Classroom: All staff members were offered training in google classroom and it was chosen as our district's platform for all grades PreK-12.

-School Nurse: A full time school nurse was contracted through an agreement with Fisher-Titus Medical Center to help us address medical, health, and safety needs of our staff and students. This need was prioritized after the impact of the COVID-19 pandemic.

-Mental Health Counseling: A licensed counselor was contracted through an agreement with Family Life Counseling and Psychiatric Services to provide on-site counseling services to our staff and students.

Spring 2021:

-Educational Aides: Due to the financial impact of COVID-19 at the end of 2019-2020, our district was faced with having to let go of 3 of our educational aides. We hired one new educational aide to help assist the needs of our staff and students in addressing the educational needs of our students as we try to address the returning educational needs from remote learning from COVID-19 in the fall of 2020. We then re-addressed our district needs in winter of 2020-2021 and determined that we needed to hire the 2 additional aides we had prior to COVID-19. This way we can continue to address the ongoing learning needs of our students.

Summer 2021:

-Summer Reading and Math Program for grades K-8: We will be offering a summer reading and math program to all students in grades K-6 that will give them opportunities.

-HS Summer Course Recovery and Test Remediation: We will be offering summer course recovery and test remediation to affected students in grades 9-12.

-Individualized Tutoring: We will be offering individualized tutoring to identified students at risk needing targeted instruction to address gaps in learning due to the impact of COVID-19.

Fall 2021:

- Virtual Instructor Coordinator: A Virtual Instructor Coordinator will be hired to oversee and implement our 3rd party virtual learning platform of Apex for high school students to address the needs of course recovery and test remediation.
- Social Emotional Screeners: Our district will implement social emotional screeners for all students in grades K-12.
- Meals: Our district will provide meals

7. Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators and other staff.

ESSER funds were utilized at Monroeville Local Schools in many ways to support public health protocols and policies that aligned with CDC for the reopening and operation of school facilities. It was our district goal to continue to maintain the health and safety of students, educators and staff. Funds were utilized for training and professional development for staff on sanitation and minimizing the spread of infectious diseases, purchasing supplies to clean and sanitize facilities, the repairs and improvement of school facilities to enable the operation of our schools to reduce risks, transmissions, and exposures to environmental health hazards, in addition to providing school leaders with resources necessary to address the individualized needs of their school buildings.

8. Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

ESSER funds were used to provide for the sanitation and social distancing guidelines to promote the health and safety of our staff and students. The director of maintenance in the district has built a budget for 2021 and beyond utilizing available ESSER funds to both implement additional safety measures in the areas of air quality, building signage, CDS protocol compliance, and all manner of disinfection. Staff training and best practice cleaning technique/training implementation is a large part of the best practice initiative along with purchase of needed supplies and equipment in order to fully implement the planned safety measures and protocols.