

American Rescue Plan/ESSER III - LEA Plan of Use Narrative
Agency: Northview Public Schools 2020 - 2021 Recipient Code: 41025

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:

NVPS actively coordinated with the Kent County Health Department (KCHD), and the Michigan Department of Health and Human Services, to monitor the impact of coronavirus on our school district and community during the height of the coronavirus pandemic. During this time, we referred to the KCHD COVID Dashboard weekly and participated in bi-weekly Kent County Superintendents Association meetings. ESSER III funds were used to cover contact tracing personnel who coordinated with local and state agencies.

ESSER III funds also covered the purchase/rental of masks which were made available to staff, students, and visitors. Students and staff were encouraged to wash hands frequently and maintain social distance whenever possible. Every classroom was sanitized twice per week using the Clorox 360 Electrostatic Sprayer. NVPS purchased Air Things to maintain and monitor our current good to acceptable air quality.

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:

NVPS is committed to each student and their families to provide needed support and additional learning opportunities to address lost instructional time due to the impact of the coronavirus. More than 20% of the ARP/ESSER III funds are allocated to address learning loss.

Research based resources, coupled with evidence-based interventions, are aligned with student assessment results. Teachers facilitate the assessments, use the curriculum resources and implement the interventions.

NVPS is using Renaissance STAR Benchmark Assessments in grades K-12 to evaluate every student's reading and math levels. The Renaissance STAR Benchmark Assessments work in conjunction with the District's other student assessments to identify the learning profile of every student.

The ARP/ESSER III funds will be used to create a comprehensive system focused on meeting the needs of individual and student group profiles. The system is composed of evidence-based instructional resources, social and emotional learning resources and additional reading and

math interventionists, instructional coaches, a speech therapy articulation specialist, and mental health experts.

NVPS's comprehensive plan expands beyond the normal school day and school year. Each school / level has plans for after-school enrichment opportunities, and the District has plans for summer learning opportunities. Summer learning will include enrichment, extension and academic learning. NVPS extended school programming promotes adult-student relationships, belonging and identity development, exposure to new opportunities, and social networking within and across existing peer groups in addition to academic support.

ARP/ESSER III funds made all of the above available for students at no cost, including transportation.

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

Finding substitute teachers is a considerable challenge. NVPS created multiple floating substitute teacher positions for each school. Not only can these additional caring adults maintain consistency in a classroom, but they can also provide individual and small group instruction.

Additional aspects of NVPS's comprehensive plan will enrich, increase accessibility and deepen student learning. Current "analog" instructional units have evolved into virtual ready units. New STEAM courses were introduced in grades 5-12. Updated curricular resources will be funded across all grade levels.

NVPS's partnership with the Heikema Group will help guide the District's efforts to ensure that all students have access to an equitable education. This work will be supplemented with the newly created Belonging, Equity, & Access Committee comprised of teachers providing learning around this topic. It will also include a female consultant of color to meet with and promote belonging with female students of color at the secondary level.

The APR/ESSER III funds will enable NVPS to foster the growth of the "Whole Child" - Supported, Engaged, Healthy, Challenged, and Safe.

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.

The comprehensive plan constructed by NVPS and its stakeholders addresses the needs of our most at-risk students. The coronavirus has had a negative impact on the emotional health of our students. NVPS uses mental health screeners to help identify students who need mental health support, and to create a whole child profile of every student. NVPS's partnership with Arbor Circle accelerates the "wrap-around" services needed by students and families in crisis and/or in transition.

Additional staff and initiatives, such as addressing speech articulation in DK and K, will lead to fewer students needing speech and language services later in elementary. Interventionists in elementary math will address the gaps in mathematical skills created by the pandemic. Instructional coaches will be employed to work alongside teachers to help them address the wide spectrum of learning needs.

Students most impacted by coronavirus, as evidenced by their assessment scores, will be the first invited and encouraged to participate in after-school and summer learning. Previous barriers, such as cost and transportation, will be removed.

The work of overcoming the learning loss of our students will extend beyond the ARP/ESSER III funding. Therefore, Northview will implement a robust and effective MTSS framework that applies to all grade levels.