

## Westwood Heights Schools - 25210

**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:**

The Westwood Heights School District serves a diverse population of 1859 students, with 91% of the students identified as at-risk. Our students and families have experienced challenging situations over the past few years beginning with the Flint water crisis, which many students have been affected by, turbulent economic experiences, and most recently the COVID-19 pandemic, which has impacted every aspect of our student's daily lives. The district plans to use ESSER III funding to support additional costs attributed to the COVID pandemic in ensuring safe reopening practices for an optimal learning experience in supporting all student's individual needs. The plans to reopen buildings for face2face learning included the opening of an additional school building (Hamady Elementary) which serves all Kindergarten students in the district. In the upcoming 2022-2023 school year, the building will house K-1st grade to allow for additional space, lower class sizes, and continue to follow the CDC guidance regulations. Lower class sizes at the middle and high schools have required a need for additional teachers and staff to maintain distancing regulations. Student support staff, attendance support, social workers, and health support teams have been placed in all buildings for extra supports for students and families. The additional custodial staff and security, district-wide, are necessary to maintain safe and clean learning environments conducive to learning

**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:**

NWEA Fall 2021 data demonstrates a significant impact affecting student performance due to the loss of instructional time and learning gaps. Please see the list below for a plan for evidence-based interventions:

In-School Acceleration grade-level planning time and data review to drive instruction and identify students needing supports. All teachers will be provided common grade level/content area planning time daily.

Extended Learning Day for all students K-12 to include an additional 30 minutes of asynchronous learning in content areas through a technology platform that is student-centered. Such extended learning experiences will provide students with remediation and mastery of core content in subject areas.

Homework Helpline for all buildings to provide supports to students and families with schoolwork after hours. The helpline will be open every Sunday – Thursday 4:00 – 8:00 pm throughout the school year.

Before and After School Programs and tutoring will be offered to students in K-12th grades four days a week. The programs will provide appropriate interventions for mastery of skills and concepts in core subject areas, and enrichment activities.

Summer Enrichment and Learning Programs K-12 will be offered to all students. The summer programs will focus on enrichment, intervention, remediation, and credit recovery for students in grades 9-12th. Programs will take place for eight consecutive weeks beginning in late June 2022, 2023, and 2024.

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

Enrollment at Westwood Heights has increased over the past three years due to many families choosing to bring their students from other districts. With the addition of the elementary building housing our kindergarten students this year, additional teachers and staff are also needed in order to maintain a safe learning environment for all students in attendance. District-wide supports and additional staffing are also necessary to service the increasing numbers of students in the district. Additional funding will be utilized in retaining additional teachers and staff that are necessary for supporting the impact of learning loss and maintaining a learning environment that is consistent with the CDC guidelines. Teachers, paraprofessionals, health assistants, social workers, custodians, and security staff will be continuously funded to ensure the district is prepared to provide students with a learning environment focused on academic achievement as the district moves forward for in-person learning. These additional staff members will help to maintain smaller class sizes for social distancing and a safe and healthy learning environment focused on academic achievement within every building at the Westwood Heights School District.

**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.**

The WWH school district ensures universal access to all implemented interventions to all students, including low-income, children with disabilities, English learners, homeless, and foster care students, in addressing the academic impact of lost instructional time caused by the pandemic. All students will be assessed and progress monitored throughout the school year for academic progress and identifying needs for additional supports. Students will also be provided additional supports focusing on social-emotional and mental health needs. Additional staffing has been employed to provide supports with social-emotional learning, physical and mental health, attendance, and all other needs to ensure a successful return to school and continuous learning experience. Progress monitoring and intentional bi-weekly reviews will take place in monitoring successes of intervention programming and provide evidence to adjust interventions and supports where deemed necessary.