

- 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:**

Cassopolis Public Schools believes that meeting in person can best address the educational progress and emotional well-being of students. Safe and continuous in-person learning is a priority and we have established strategies to promote the safety of all students and staff. Cassopolis Public Schools will continue to take steps to mitigate the Covid-19 public health crisis and prevent the spread of sickness and disease. For the 2023-24 academic year, on-campus instruction is offered to all students. Learning loss funds will be used for such things as 1) technology upgrades, 2) cleaning and mitigation strategies for each school, 3) improvements for indoor air quality, 4) staffing salaries, 5) student progress monitoring systems, and 6) emotional health programs in an effort to support safe and continuous in-person learning for students and staff.

- 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:**

Loss of instructional time will be addressed through interventions in all buildings, instructional coaches to help support teachers, and instructional assistants to help create smaller groups for interventions. Each school in the district has a leadership team and a student assist team that meets to discuss the needs of students. Students with special needs and vulnerable health conditions were given special consideration to address lost instruction and learning. The district has been implementing MTSS for academics and behavior. Increasing the robustness of our MTSS in schools requires more staffing to support the number of students needing intervention and outreach to address any barriers that students may be facing that may prevent them from benefitting from increased intervention support. During the summer of 2023 students in grades K-8 were provided summer school enrichment opportunities. Credit recovery services were also offered to secondary students during the summer. To support all at-risk groups and those disproportionately impacted by the pandemic, a baseline assessment and progress monitoring tool was utilized. NWEA MAP will be implemented in K-12 this year in order to monitor students multiple times a year. Funds will also be used to continue purchasing 1:1 devices for students. This not only helps all students but also enhances learning for those without computers in the home. Also, technology for teachers and classrooms will be purchased in order to help maintain communication throughout the year.

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

A bulk of ESSER funds will be used on salaries and benefits to hire instructional coaches, instructional assistants, and data specialists to help improve student learning loss. As briefly indicated above, ESSER funds will be used to enhance technology. The school teams determined that appropriate use of ESSER funds would be to make up for technology shortfalls. Besides the continued purchase of 1:1 devices for students, the district will continue to install additional access spots to support stable online learning in the schools. We will continue to build classroom libraries to enhance students' access to books and to support curriculum development.

The remaining funds will also be used to address specific strategies priorities such as increasing K-12 student achievement in literacy and mathematics, supporting the physical and mental health and safety of students, outreach to students who did not enroll or consistently attend classes during the COVID-19 year, and increasing opportunities for credit recovery and post-secondary preparedness.

Additionally, ESSER funds will help improve indoor air quality. Finally, the funds will be used to address staff/student social, emotional, and other health through training and use of social workers/counselors.

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.

Leadership, grade level, department, and special service teams meet frequently to review student data and make adjustments to instruction to improve student learning. Benchmark testing and progress monitoring assessments are conducted. Teachers, instructional coaches, and administrators use those tests and other tools to evaluate and track student growth.