

## ESSER 3 Grant Questions Working Doc

Purpose 1: This section is to document the LEA's required Safe Return to In-Person Instruction and Continuity of Services Plan due by June 23,2021.

Please describe the extent to which the LEA has adopted policies on each of the following health and safety strategies:

- A. Universal and correct wearing of masks - The District follows the CDC and DPH rules regarding mask wearing in schools. We have mask wearing outlined in our COVID Plan which is being updated to reflect the current guidance. Flyers are also provided to the schools and posted on the website for families as well as staff.
- B. Physical Distancing (e.g. use of cohorts/podding) The District follows the CDC and DPH guidelines regarding distancing and the best practices for cohorts. Students will be spaced at least 3 feet apart while seated in classrooms and/or the cafeteria. Students will be kept in cohorts whenever possible and strict assigned seating will ensure the least amount of exposure from student to student.
- C. Handwashing and respiratory etiquette: Hand washing campaigns will take place in the buildings to ensure that all students and staff understand the importance of washing hands frequently with soap and water. Videos and model demonstrations will be made available as well as common signage and resources so that a consistent message is being relayed in each of the schools. Hand sanitizer will be available and is to be used by all students, but is to be done in addition to frequent hand washing. Hand sanitizer is not a replacement for hand washing.
- D. Cleaning and maintaining healthy facilities, including improving ventilation:
  - a. Have all buildings cleaned and disinfected per CDC guidance and provide instruction to custodial staff on those guidelines;
  - b. Have all materials for cleaning and disinfecting ordered and will be ordering consistently, making sure supplies are stock piled for each building;
  - c. Provide school-level guidance to custodial staff for cleaning and disinfecting all core assets based on public health guidance;
  - d. Provide guidance to custodial staff on how and when to clean and disinfect frequently touched surfaces that include lights, doors, benches, bathrooms, etc.;

- e. Provide all custodial staff information on any changes in recommended cleaning and disinfecting guidelines issued by CDC and OSHA via updates provided by the Department of Public Health (DPH);
  - f. Schedule trainings for all custodial staff on cleaning and disinfecting protocols and the various products that will be used;
  - g. Implement enhanced restroom protocols for hygiene, cleaning and disinfecting based on the public health guidance.
- E. Contact tracing in combination with isolation and quarantine in collaboration with the state, local, territorial, or Tribal health departments: Contact tracing will take place in buildings through the principal's office and the nurses office. They will consult with the Cape Henlopen COVID Coordinator to determine quarantines and notifications to families. The school nurse will contact the Delaware Division of Public Health and report positive cases and any quarantines the District makes through contact tracing.
- F. Diagnostic and screening testing: Cape Henlopen refers families and teachers to free, state of Delaware and Curative sites for diagnostic testing.
- G. Efforts to provide vaccinations to educators, other staff, and students, if eligible: Vaccine clinics in partnership with the Delaware Department of Education were held in late January and marked one of the first clinics for educators in Delaware! Student, staff and community clinics will be available at Cape Henlopen locations/schools on an ongoing basis through the summer and into the new school year.
- H. Appropriate accommodations for children with disabilities with respect to health and safety policies. Appropriate accommodations will be considered for any student presenting appropriate documentation. The safety of the students is paramount to our mission.

How will the LEA ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services? The district is working with the behavioral health team, comprised of school psychologists, social workers, family crisis therapists, school counselors, wellness center, and behavioral health consultants to plan for the screening of students, their needs and how to provide help through our new multi-tiered system of support (MTSS). Staff will continue to be served through our employee assistance service and the district will continue to use professional learning time to focus on trauma informed care and secondary trauma support for teachers and other staff.

Academic needs will be identified through individual student data and will also be addressed through MTSS.

Purpose 2. This section is to document the LEA's required ARP ESSER Plan due by August 23, 2021, which at a minimum must describe:

1. The extent to which and how ARP ESSER Funds will be used by the LEA to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance.

ESSER funds will be used to purchase PPE such as face masks, gloves, gowns and face shields as needed as well as clean and disinfecting agents used to clean schools and buses. Funds can also be made available for salaries and overtime for employees to clean, disinfect and contact trace cases that present themselves in the school setting.

2. How the LEA will use the mandatory 20% set-aside to address the academic impact of lost instruction time through the implementation of evidence based interventions

Cape Henlopen will use funds for after school tutoring programs and summer academy programs that target our most vulnerable populations, including low-income, English Learners, African American, etc...

- CHSD will identify needs, select interventions and supports, plan for the implementation, implement, and examine and reflect on progress and continued needs.
- Consistent delivery, implementation, and engagement with High Quality Instructional Materials (HQIMs)
- Acceleration vs. Remediation
- Access to Grade Level Standards and same age peers

3. How the LEA will use the remaining ARP ESSER funds consistent with the statutory requirements

Technology will be the other primary focus of the ARP funds. Technology upgrades and additions will allow the District's teachers and support staff to connect students with learning for after school tutoring, reading materials at home, support for quarantined and isolated students and direct contact with students in case of a return to remote learning.

4. How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, 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 and youth in foster care, and migratory students

Through after school high-dosage tutoring (1-2 times a week), CHSD will provide opportunities to mitigate learning loss. This will be on invite only basis once initial screenings, observations, and assessments have been completed. These "assessments" include but are not limited to academic and behavioral needs. Transportation will be provided one way to encourage participation. It is the goal to hire and retain current CHSD employees who are familiar with our intervention strategies and high quality instructional materials. We want kids to be with familiar faces who also impact their lives during the school day.

5. Describe the promising practices the LEA has implemented to accelerate learning
  - CHSD will identify needs, select interventions and supports, plan for the implementation, implement, and examine and reflect on progress and continued needs.
  - Consistent delivery, implementation, and engagement with High Quality Instructional Materials (HQIMs)
  - Acceleration vs. Remediation
  - Access to Grade Level Standards and same age peers