



UNITED SCHOOLS NETWORK

COLUMBUS COLLEGIATE ACADEMY

WEST

American Rescue Plan: Safe Return to In-Person Instruction and Continuity of Services Plan Columbus Collegiate Academy-West | IRN: 012951

Purpose: The purpose of this document is to satisfy the requirement for establishing a Safe Return to In-Person Instruction and Continuity of Services Plan as required by the U.S. Department of Education. Requirements for these plans can be reviewed [here](#). This document will be periodically reviewed, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and will be revised as appropriate. The school will seek public input and take such input into account via a public School Board meeting on 6/18/2021.

Overview: Columbus Collegiate Academy-West (CCAW) will return to full in-person, five day-a-week, instruction at the start of the 2021-2022 school year. This will continue in the 2022-2023 school year. CCAW will also offer a four-week summer learning program during the summers of 2021 and 2022.

Health and Safety Policies:

The Health and Safety Policies listed below can be found in the school's [COVID Manual](#). This manual is a living document and is updated regularly. We strive to meet the most up-to-date best practices for disease mitigation as prescribed by the CDC, Ohio Department of Education and Health, and the local health department.

Efforts to provide vaccinations to educators, other staff and students, if eligible.

- The school submitted paperwork to allow staff to be vaccinated in February 2021. The school provided [educational resources](#) to staff, collected information about who was being vaccinated, and gave staff the time to get their vaccines as well as to recover. Newly hired staff are encouraged to get vaccinated as part of their hire process. Resources are shared and completed vaccinations are tracked.

Appropriate accommodations for children with disabilities with respect to the health and safety policies.

- Facial shields and transparent masks are available for students, when needed. (e.g. speech or behavioral instruction).
- Other needs are considered on an as needed basis.

Academic and Social Emotional Needs:

- Please refer to the schools [Learning Recovery Plan](#) for information regarding how the school is addressing students' academic and emotional needs.
- Staff social, emotional, and mental health needs:
 - The school will continue to provide 5 days of additional COVID paid leave for staff with a qualifiable incident.



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- Staff will continue to have eight sick days and two personal days to utilize during the school year. Unused sick days are rolled over year-to-year and can be used as paid days for any FMLA-qualifiable event.
- The school is expanding their health insurance coverage through HealthiestYou. Staff who sign-up for the expansion will have the ability to connect with a licensed counselor via telehealth for free.
- The school is expanding medical teledoc services to include additional mental healthcare services, dermatology, neck and back care, and nutrition.
- The parental leave policy will be updated to include increased paid-time-off for primary and non-primary parents.
- Food Services
 - The school will begin providing hot breakfast four days a week beginning in the 2021-2022 school year and will continue in future years. These breakfasts are more substantial and healthy than the previous cold breakfasts that were offered.

Summary of Local Use of Funds

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?

ESSER funds will be used to purchase additional air purifiers, upgrade our boiler system, and add air conditioning to several spaces. Thus far, most supplies for mitigation (such as masks and disinfectants) have been acquired through donation but we have set aside ESSER funds for this purpose should it be necessary. ESSER funds will support the addition of an Operations Associate who will run our wellness office and support families with wellness and attendance needs.

The school will also add a third 8th grade homeroom which will allow the maximum capacity for each homeroom to be reduced by about five students. This will support distancing in the classroom. ESSER funds are supporting the furniture, technology, and other needs to open this new room. We also plan to use ESSER funds to build a science lab, seminar space, and to furnish additional pull-out spaces for meetings and small group learning.

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?

The school will use ESSER funds to support our four-week summer school experience during summer 2021 and 2022. Costs associated with this experience includes teacher and administrator stipends, supplies, and



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curriculum. We plan to host another four-week summer experience in summer 2022 which will also include a partnership with the Communities in Schools to provide wrap-around services.

The school is also investing in leader and teacher development, specifically around the tenants of Learning Acceleration. Instructional leaders attended a three-day retreat led by The New Teacher Project whose publications, *The Opportunity Myth* and *Acceleration Guide* are foundational in our mindset towards post-pandemic recovery. Moreover, all instructional staff will participate in a six part Learning Acceleration training program led by the Relay Graduate School of education.

We will also invest in Orton-Gillingham training for our Intervention Specialist and the purchase of a research-based ELA curriculum called Reading Reconsidered. We are also purchasing leadership development for the implementation of a new math curriculum: Achievement First Math

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

ESSER funds will be used to provide extra instructional time during the summer through a four-week summer school program. They will be used to support the purchase of health and safety equipment as well as to expand learning spaces and air quality. They are being used to support the retention of staff positions and the creation of new staff positions focused on academic interventions.

Funds will also be used for the purchase of a research-based, common core-aligned ELA curriculum called Reading Reconsidered and a implementation leadership support for Achievement First Math.

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

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Teachers and instructional leaders are being trained in Learning Acceleration best practices through a partnership with The New Teacher Project and the Relay Graduate School of Education. Math leaders will receive a two year training program for the implementation of Achievement First Math.



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

ESSER funds have been used to build 1:1 student:device ratios. This will allow us to loan devices to every student should we need to transition to a remote learning model. Funds are also used to support the purchase of hotspots should families be in need of internet access.

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 continue to use the i-Ready diagnostic assessment in the fall, winter, and spring to diagnose baseline and growth data. Some students will engage in progress monitoring via i-Ready. We will also utilize an intervention and advisory period which will allow teachers to address individual learning or emotional needs in small groups. We will be utilizing the evidence-based activities aligned to learning acceleration and high-dosage tutoring.

Each family/parent will receive a personal outreach from their student's advisory weekly for the first four weeks of school and bi-monthly after that. If the education model changes, all families will be contacted personally by their advisor to support the transition. Both teachers and school administrators hold office hours weekly where families can virtually drop by and chat about any challenges.

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.

Funds are being used to support air quality improvements including the purchase of air purifiers and air conditioning units.

Funds are being used to support the hire of an additional operations staff member who will focus on health, safety, and wellness initiatives as a core part of their role.



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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 allowed us to meet the needs of the last year and to adequately plan for the upcoming year without drastically depleting our cash reserves. This has allowed for sustainability in staffing and the continuity of our education plan despite the challenges of the pandemic.