

EastSide's ESSER III 3 Year Plan

General Uses of Esser III Funds

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.

1. 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

All students must wear masks while on the bus. All students will be required to wear masks at all times in the school unless they are eating lunch. Masks must completely cover student's mouths and noses.

* B. Physical Distancing (e.g. use of cohorts/podding)

Classroom desks will be spaced 3 feet apart from each other and students will be facing the front of the classroom. All students must stay 3 feet away from another person when walking throughout the building.

* C. Handwashing and respiratory etiquette

Students will be asked to use hand sanitizer before boarding the bus. Hand sanitizer will be available in every classroom for students to use.

* D. Cleaning and maintaining healthy facilities, including improving ventilation

Every student will have an assigned seat on the bus. Weather permitting; windows will be open on the bus, so please dress your children accordingly.

Classroom desks will be spaced 3 feet apart from each other and students will be facing the front of the classroom. All students must stay 3 feet away from another person when walking throughout the building. When possible, classroom windows will be left open to improve circulation.

Routine cleaning of classroom and communal spaces will be done throughout and after school hours to disinfect high-touch surfaces. Student classroom furniture will be disinfected daily to include, but not limited to desks, chairs, light switches, countertops, door handles and bathrooms.

* E. Contact tracing in combination with isolation and quarantine in collaboration with the state, local, territorial, or Tribal health departments

Contact tracing will be completed by the school's team in conjunction with DPH for any students/staff who test positive for Covid. In the event of a positive test result families will be notified and informed of quarantine requirements for their students. Students will need to receive a negative Covid test before they can return to school.



* F. Diagnostic and screening testing

Covid testing will NOT be offered the same way it was provided during the 2020 - 2021 school year. We are still vetting all potential outcomes, but there are three possibilities.

Option 1: No more weekly Covid testing

Option 2: Weekly Covid testing, but only a sample of students each week

Option 3: Weekly Covid testing for the entire student body

- Our ability to offer Covid testing heavily depends on whether we can acquire the necessary tests and staff to conduct them for the entire student population.

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

All families are encouraged to get the COVID vaccine. Staff and students are not required to get the vaccine, but EastSide will continue to work with community partners to host and/or share community vaccination events.

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

Additional staff will be used to assist students and we will also allow space for students with additional need to practice social distancing while still accessing the information. This could include teaching classes in the gym or library so that students can social distance and provide accommodations for students that are not able to use the safety plans.

2. 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?

We are offering ESY to students with additional needs in the summer. We also use MTSS throughout the school year. This includes our PBIS plan as well as SEL training for staff and programs for students.

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

EastSide will use a portion of the funds provided by ESSER 3 to fund our 2022 air conditioner upgrade. The school is planning to use a vast majority of our ESSER 2 funds for this project, but anticipate the project being more expensive than originally budget. In anticipation for this higher cost EastSide has set aside a considerable amount of ESSER 3 funds to help fund our air conditioning upgrade. This project will help replace the window units in all rooms and replace them with state-of-the-art systems with the ability to fight airborne pathogens. With the removal of window units there will also be the need to replace some windows. All of this will help to protect the health of our students as they are in classrooms.

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

During the next 3 summers (21 - 23) EastSide plans on using a portion of the 20% set-aside to fund our summer programs. EastSide will be using the summer program as a way to target students with the most need. The program will be open to students who opt into it, but will also be required for students who the school identifies as requiring additional support. EastSide will make this determination based on student end of year grades, NWEA, SBAC and other assessment results for students. The remainder of the set-aside will be used to address student learning gaps throughout the school year. This will come in the form of after-school tutoring. This will again be open to all students, but EastSide will target low performing students for these services and track their progress through annual assessments.

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

The remaining funds for the school will be used to help scale our education model in a way that promotes 21st century skills and will allow the school to offer virtual learning to a portion or all of our students. This will include upgrades to our classroom presentation setup (rally cameras, sonic boards and document cameras) as well as software that promotes online learning. Staff laptops will also be upgraded to help ensure compatibility with the new hardware as well as have the capability to support all of our software. All of these efforts being funded through these fund have the singular focus on keeping our students safe while they are in school and having the ability to be pivot to virtual learning at any moment to ensure there is no learning loss for our students.

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

The reality of the student body at ESCS is that it is a high needs group of children. At EastSide, approximately 15% of our students have IEPs (Individualized Education Programs) requiring special supports from the school and 77% are consider low income. Couple this with the fact that the vast majority of our children have mental health needs arising from the stress and dangerous circumstances of their day-to-day lives, even though their circumstances may not require an IEP. In terms of significant factors, such as exposure to trauma, ESCS recently (2017-2018) conducted an Adverse Childhood Experience (A.C.E.) study. Such studies, developed by CDC-Kaiser Permanente in the late 1990s, look at physical and mental health outcomes based on exposure to trauma. Our study found that at least 88% of ESCS 3rd-8th graders have experienced at least 2 or more adverse childhood experiences and an associated "difficulty" as a result. [Note by comparison: In his Executive Order (#24 – October 17, 2018) mandating that the State of Delaware become a "trauma-informed state", Governor John C. Carney noted that "... Delaware's ACEs data indicated that 23% of children from birth to age 18 were exposed to 2 or more ACEs, and that those children were 5 times more likely to be reported in fair or poor health..." At ESCS 88% of our children have had such experiences!] EastSide plans to conduct another ACE study

for the '21-'22 school year to help evaluate and identify how the pandemic has impacted our population. This key metric will be essential as our mental health team supports students and families.

With all of these risk factors EastSide understands that our students will need that much more support as we reintroduce most of them to in-person learning. Mental health supports are a top priority for us as we return and will be a key focus for the school. We have a robust mental health team who work closely to coordinate efforts to support students and families. The team consists of our guidance counselor, school psychologist, social worker, crisis therapists, deans of students and behavior specialists. These funds will be a huge help as they will help fund the salary of our deans of students and behavior specialists for the next three years. Each of these employees has a caseload of students who they follow and focus on throughout the year. This helps to build a strong rapport between the mental health team and families as they create a well-rounded approach to ensure students have the tools necessary to succeed in the classroom.

5. Describe the promising practices the LEA has implemented to accelerate learning.

EastSide has partnered with FAME, LYTE and Kingswood to offer summer programming available to all students in our school during the summer. In addition EastSide has offered additional support to students with IEP's which includes online and in person learning. The school has also taken on professional development in Bookworms for English/Language Arts (ELA) and in other contents to ensure that staff are prepared to deliver the best and most accelerated content to students returning from the pandemic.

Focus Areas

1. Address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. (Minimum 20% of Allocation)

\$574,569.51 to be spent in support of this focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

These funds will be used to support and run our summer programs for the next three years. EastSide is doing major capital projects of the next three years to upgrading flooring, windows and air conditioning requiring us to work with community partners to run our summer program. We will be contracting with Kingswood Academy to run our summer program providing them with teaching staff, curriculum and students for the program. We will coordinate programming and measure student success throughout to ensure students are receiving the necessary education to help prepare them for the next school year.

2. Develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff.

\$119,000.00 to be spent in support of this focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

EastSide has reached a critical mass to the extent that we do not have enough space in the school for all of our students and for them to be safely spaced 3 feet apart. We are currently working to acquire additional permanent space for our students, but in the meantime will be renting space at the Teen Warehouse to house our APEX honors program. These funds will help cover the rent of educating students in this facility for part of the day.

6. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards.

\$837,257.00 to be spent in support of focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

We will undergo a major capital upgrade next summer as we remove our window air conditioning units and install permanent air conditioning equipped to battle pathogens and viruses. Part of the ESSERFIII funds will help cover the cost of window replacements necessary once the window units are removed. There are also various windows throughout the building that are plexiglass due to them breaking in previous years. We will be replacing those with glass. These funds will also be used to upgrade doors throughout the building where they are necessary.

11. Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities.

\$425,439.00 to be spent in support of focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

These funds will help the school continue to deliver much of our education to students in this ever growing digital world. This requires we stay up-to-date with the most recent software and offer these to students who are in-person or who opt to attend virtually. These software's are essential to ensure we are in constant communication with students and families. These education softwares will be covered for the next 3 years and include, but are not limited to our website, food service software, LiveSchool, Data Service, POS system, Prime, MS Licenses for all devices, BlackBoard, Lexia, NWEA, TalentEd, Zoom, BBB, Frontline. Software is only as successful as how well/often it is used and engage with by stakeholders. We will be monitoring this closely to ensure these are the best mediums to reach out families and will adjust if certain systems need to be replaced by ones that better serve our community.

In order to deliver the software properly we also need to make sure we have the appropriate hardware to effectively deliver education to students this means our presentation screens in the classroom need to communicate properly to our staff laptops and they need to be equipped with cameras for virtual learners and document cameras. Each of these pieces of equipment help to enhance the learning in the



classroom, but also gives the school flexibility for virtual learners if necessary. Items to purchase will include: rally cameras, view sonic board, document cameras, new staff laptops, warranties on these devices and cases for student laptops who transport them from school to home

12. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors.

\$917,498.49 to be spent in support of focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

Mental health is a major focus of the school going into next year as many of our students will be returning to in-person instruction for the first time in a year and a half. We understand this will be a drastic change for families, students and our staff which will require us to support everyone. Our climate team is a major component of our mental health team working closely with struggling students and their families to set them up for success and help them adjust to being back in person. Our climate team thrives on data and analyzing student trends throughout the year to determine where they are needed best and to adjust their methods when necessary. We will monitor this data throughout the year. These funds will help support the climate team's salaries and benefits for 3 years.



Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Table

Student group	Highest priority needs
Students from low-income families	
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	

Student group	Highest priority needs
English learners	
Children with disabilities	
Students experiencing homelessness	
Children and youth in foster care	

Student group	Highest priority needs
Migratory students	
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	