



<b>District Name:</b>	Wildwood Environmental Academy
<b>District Address:</b>	1546 Dartford Rd. Maumee, Ohio 43537
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*The United States Department of Education established requirements for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund, under section 2001 of the American Rescue Plan (ARP) Act of 2021. These requirements are intended to promote accountability, transparency, and the effective use of funds by: ensuring that each State Educational Agency (SEA) meaningfully engages in stakeholder consultation and takes public input into account in the development of its ARP ESSER plan; ensuring that each Local Educational Agency (LEA) develops a plan for the use of its ARP ESSER funds and engages in meaningful consultation and seeks public input as it develops the LEA ARP ESSER plan; and clarifying how an LEA must meet the statutory requirement to develop a plan for the safe return to in-person instruction and continuity of services.*

- Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.*
- Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*
- Finally, under the requirement, each LEA's ARP ESSER plan must be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.*
- The LEA will periodically review, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revise its plan as appropriate.*
- The LEA will seek public input and take such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan.*

**Explain 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.**

Wildwood Academy (WEA) will continue to work with the local health department and follow the guidance from the CDC to ensure the safety of all students and staff as we return to in person learning.

Prevention and mitigation strategies will be implemented including, but not limited to the following:

- Universal and correct wearing of masks
  - Providing masks as needed
  - Explicitly teaching proper use
  - Postings
- Physical distancing (e.g., including use of cohorts/podding)
  - Encouraging social distancing to the extent possible in classrooms and other common areas
  - Postings, plastic barriers, floor markers
- Handwashing and respiratory etiquette
  - Providing hand soap and sanitizer
  - Explicitly teaching proper techniques
  - Postings
- Cleaning and maintaining healthy facilities, including improving ventilation
  - Providing sanitizing and disinfecting supplies (cleansers, tools, gloves)
  - Training staff on protocols
  - Maintaining air quality/ventilation
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments
- Diagnostic and screening testing
- Appropriate accommodations for children with disabilities with respect to the health and safety policies

**Explain how the LEA will 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 after school programs, or extended school year.**

WEA will continue to provide established interventions through our Multi-Tiered System of Supports (MTSS) to include the following:

Tier I: High-quality, scientifically based, and differentiated instruction by qualified personnel using core curriculum within the classroom setting

Tier II: Practices and supports designed for small groups of at-risk students provided within the general education classroom

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Tier III: Targeted support using supplemental research-based instruction provided in small groups outside of the general education classroom

Support for Students with Disabilities: Individualized support provided as outlined within each student's IEP to promote achievement of IEP goals as well as standards taught within the general education setting with necessary accommodations and modifications in place. We favor full inclusion as much as possible, but support is also given during pull out sessions.

Our administrative and teacher teams will meet to review students' progress and determine whether further intervention is needed, including increasing the frequency or intensity of current practices, adding new supports, such as our Summer School program, Summer Tutoring, credit recovery or recommending retention if appropriate.

WEA will provide Summer Tutoring for students starting in the beginning of June and running through late-July/beginning of August, using a variety of resources including the online program FEV. Eligibility for this program will be determined based on internal assessments, NWEA scores, classroom grades, attendance, and potential retention.

In an effort to retain staff, we will look to add retention bonuses for all employees for the next 2-3 years.

Planning meetings will be held for proposed structural, staffing and curriculum changes to be in place for 2022-2023 and 2023-2024 school years.

The school will implement, monitor and adjust the plans made during Summer 2023 planning sessions. We will continue to use NWEA MAP testing and RTI benchmarking to adjust our course.

WEA will continue to provide established interventions through our Response to Intervention (RTI) program. We will monitor our new programs and curriculum (on top of existing research-based interventions) to supplement and gauge effectiveness.

Our teachers and staff will continue to engage in professional development in the following areas: foundational reading instruction, cross-curricular best practices in instruction and assessment, collective teacher efficacy, and grading and assessment practices.

**Explain how the LEA will spend its remaining ARP ESSER funds consistent with section [2001\(e\)\(2\)](#) of the ARP Act.**

- Any activity authorized by the [Elementary and Secondary Education Act of 1965](#).
- Any activity authorized by the [Individuals with Disabilities Education Act](#).
- Any activity authorized by the [Adult Education and Family Literacy Act](#).
- Any activity authorized by the [Carl D. Perkins Career and Technical Education Act of 2006](#).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, by—
  - administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting 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
  - tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- 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.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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Additional funds will be used for personnel, additional technology and technology training, building improvements, and professional development.

**Explain 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 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.**

In addition to the academic supports identified in the above sections, WEA will provide the following Social Emotional & Mental Health supports:

Currently, WEA partners with two outside agencies to support our students and families' social and emotional health. Both organizations are able to meet the needs of our students, in and out of the school setting. They offered support virtually throughout the Pandemic and have worked to help as we bridge the students back into the classroom.

WEA will continue to support the needs of the students and families as outlined in our Student Success and Wellness plan.

WEA will research, select and plan to administer a mental health screener for all students. Screeners will be used as a tool to monitor the emotional and mental health of our students. Based on the results, supports will be put in place for students and their families. The screener will be compliant with HIPAA and FERPA policies. Potential Screeners could be selected from the following...

- [Elementary Screener \(CPSS\)](#)
- [How to administer and score CPSS](#)
- [Middle or High School Screener](#)
- [Middle or High School Mental Health Screener](#)
- [High School Screener](#)
- [Student Questionnaire \(K-12 possibly\)](#)

WEA will re-establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams (Wellness and Response Team).

WEA will administer the screeners, implement new programming and re-establish foundational supports already in place.

In addition to our current partnerships to support the social emotional health of our students, we will be adding staff members to support students and families. WEA will ensure professional development sessions are blended into the year(s) to support the changing needs. Effectiveness of our current programming (PBIS, CPI, Restorative Practices,

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etc) will be monitored and careful attention will be placed in our policy renewal, contracted services and building practices to create opportunities for all to achieve and grow.

WEA will also provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

The school will continue to monitor and adjust our systems and programs to best meet the needs of our staff and students.