

**Voyageur Academy**  
**Safe Return to In-Person Instruction and Continuity of Services Plan/ARP Plan**

Voyageur Academy's Safe Return to Instruction Plan is rooted in all our core values, but primarily our core values of compassion and empathy. This was, and still is, a time of uncertainty and high anxiety for the families of our students and our campus staff. We recognize the contrast of comfort levels that are present from person to person and wrote this plan with the idea to meet the varying needs of every member of our Voyageur family. This plan was collaboratively developed by a team of administrators, office staff members, and ESP representatives, and leaned heavily on input from staff, parents, and community members through stakeholder meetings and survey data. We also identified three guiding principles in the creation of this plan.

1. We will continue to maintain high academic expectations and rigor, while intentionally addressing learning loss caused by the pandemic.
2. The physical and mental health and safety of our students and staff members will remain at the forefront of every decision we make.
3. We will offer flexible learning options for our parents and students, to meet the varying levels of comfort that different families and individuals may have.

Stakeholder input was collected utilizing various methods. (Parent meeting held on November 18, 2021, multiple stakeholder surveys, district leadership meetings, and a future monitoring meeting scheduled for July 19, 2022.)

**Strategies to Address Learning Loss:**

1. The district will prioritize the retention of staff, as staff turnover could further prohibit our addressing student learning loss. When staff is asked to perform additional duties, as it relates to the pandemic, they will be compensated for it. With the potential of increased time off for teachers, the district will also hire and utilize two full-time building subs to ensure effective instruction continues to take place when teachers are out.
2. All teaching and para-professional positions will receive training that ensures classroom-to-classroom instructional and management strategies are consistent and using the same strategic language.
3. Classroom teachers will be armed with supplemental instructional materials needed to support tier I instruction, while also addressing remedial skills, as needed.
4. Students will be given the opportunity to participate in additional instructional programs outside of regular school hours. This could be after-school, during summer months, or on weekends, and will include remediation opportunities, as well as specific test-prep instruction.
5. The district will provide additional instruction to qualifying students that is content-specific and delivered throughout the regular school day, without missing core instruction in their regular classroom time. Additional general classroom and ELL para-professionals will be hired to support individual learning needs of students.

**Physical and Mental Health Strategies:**

1. The district will engage in highly effective facility maintenance routines, specifically focusing on up-to-date HVAC equipment inspections, quality air flow, and enhanced facility cleaning/disinfecting.
2. The district will explore the option of adding additional classrooms and bathrooms to allow for proper social distancing. While social distancing was practiced as much as possible, not all protocols were followed with fidelity due to spacing constraints, especially in common spaces such as hallways, bathrooms, and some full classrooms.
3. The district will address the increase in student mental health needs by hiring an additional counselor and social worker.
4. The school will be prepared to support whatever health guidelines are put in place by the Detroit Health Department and CDC by purchasing masks, thermometers, sanitizer, and other PPE.
5. The district will employ staff to ensure all safety protocols and guidelines are being followed during the school day and at after-school events

**Flexible Learning Options:**

1. Now that all students are utilizing chrome book learning devices, the district will ensure it is utilizing effective device management through enhanced help desk support, quality IT support, and an increased office presence to address the increase in those needing technology assistance at home.
2. Likewise, the district will utilize enhanced student device monitoring through device enrollment systems, content filtering, and firewall protection.
3. District students will be provided virtual learning options in the case quarantining is necessary or if future health guidelines require it.
4. Students will be given on-campus and virtual credit recovery options to address the increase in credit recovery needs, because of the pandemic.
5. The district will utilize enhanced communication systems to ensure all families are aware of current health guidelines and to maintain right communication with students who may be learning from home.



## American Rescue Plan/ESSER III - LEA Plan of Use Narrative

**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:** Funds will be used to purchase PPE, including masks, which are currently required in our county. We will also be using funds to renovate one of our buildings to allow for greater ease in maintaining social distance during face to face instruction. These additional classrooms and bathrooms will assist us with avoiding large scale quarantines during face to face instruction. Funds will also be used for proper cleaning and disinfecting of all facilities on campus, with an extra focus on main contact points. In the event students need to move to virtual learning, short or long term, funds will be used to assist with that process from a technology, IT service, and instructional stand-point. Funds will be used for additional building security to assist with enforcing all Covid-related protocols for anyone on campus.

**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:**

ESSER III funds will be used for the costs of wages and benefits of an additional office staff employee to assist with the communication to virtual students and much-increased parent communication, due to the pandemic. This position will also focus on communicating with online students during quarantine to ensure they receive educational support, as well as to assist them as they transition back to face to face instruction, making sure that they receive additional tutorial support for content that they did not complete, or did not understand. Qualifying students will receive summer school and credit recovery opportunities to assist with addressing learning loss. Additional classroom para-professionals will be hired to work with individual and small-groups of students to support tier I instruction.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.** Funds will be used to maintain the recent technology-purchases, since becoming a one-to-one district, due to the pandemic. This includes IT support, help desk support, and repair/replacement costs for these devices. Funds will also be used to ensure all curriculum also includes a digital platform so all students, face-to-face and virtual, have the same access to

instructional resources. Some funds will also be used to address the need for increased communication to parents, students, and families.

**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.** All students will be provided a Chromebook learning device to support learning both in person and virtually. Students from low-income families will also be able to request home Wifi services, provided by the district. All students will have access to the new curriculum materials and technology, as well as translated materials, when needed. All students will be screened and identified for additional academic or social-emotional support. ELL curriculum materials will be purchased with these funds to support the ELL population. Our ELL staff has increased to address the increased support needed by students in this subgroup. Our tiered curriculum allows for leveled text on several occasions, when it comes to independent work. Supplementary curricular materials allow for remediation. Our MTSS program is used to identify students requiring additional Tier II intervention for both math and ELA. Additional mental health awareness days and assemblies have been incorporated into our master calendar.