

Academic and Career Education Academy - 56903

1. 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:

We plan to use these funds to pay for a portion of our custodial costs for the 2022-23 school year. This will help ensure that the building is disinfected regularly and that classrooms are maintained and cleaned in a fashion that helps reduce the transmission of the virus to our students and staff. We also plan to use these funds for cleaning supplies and PPE equipment for students and staff. Some of these funds will also be dedicated to providing the proper storage of our cleaning and sanitizing supplies as well as providing greater access to students and staff. We will also purchase items which will help us direct the flow of the building for teachers and staff therefore making it a safer and cleaner environment.

2. 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:

A portion of our budget will be dedicated to addressing learning loss caused by the Covid pandemic by purchasing curriculum and materials that focus on 'hands-on' learning and engagement strategies. We also are dedicating a portion of our budget to improved technology and technological resources that give our teachers greater flexibility to respond to the academic and safety needs of our students. We also will use a portion of our budget to provide summer school for the 2021-22 and 2022-23 school year. This is an opportunity for students to recoup lost credit due to lost academic time caused by the Covid pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

These funds will allow us to provide tools to lessen anxiety of our student population and provide for their social/emotional needs. We will also use these funds to provide incentives for teachers, office staff, counselors, and interventionists in order to retain quality personnel for our students during the worker shortage created by the Covid pandemic. They will provide us the academic flexibility necessary to respond to the needs of all our students.

4. 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.

These funds will allow us to provide technology to all of our students by paying for a portion of our technology budget for the 2022-23 school year. It will also allow us to upgrade our technology in the classrooms thereby providing greater flexibility to our teachers so they can provide dynamic, enriched lessons and meet the needs of all our students on a regular basis. These funds will provide evidence-based materials and supplies to students who have special needs and are at risk. We will be able to respond to the needs of our online students who are experiencing social, emotional, and physical issues due to the Covid pandemic by providing a virtual coordinator.

American Rescue Plan 2021

Academy for Business and Technology - 82921

1. 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:

Contracted cleaning services to provide sanitation of the entire building, purchase PPE and air conditioning units for improved air quality throughout the school building.

2. 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:

ELA comprehensive programs, Wit and Wisdom will be purchased to support the literacy instruction for grades K-5. Students will receive additional interventions through Foundations (K-3) and Just Words (4-5) to support the phonics and fluency instruction. We will use the NWEA Growth measures achievement & growth in ELA to determine the students that will need additional interventions. The Multi-Tier-Systems of Support (MTSS) team will meet monthly to monitor the progress of the interventions. To support the academic loss, there will be additional support staff (i.e. intervention teachers, interventionists, paraprofessionals) that will work with students in small groups both in Reading and Mathematics.

Summer/after school tutoring for middle and high school students, tutors, instructional aides to address learning loss, NWEA MAP Growth measures achievement and growth in K-12 math, reading, language usage, & science. This will help teachers target instruction for each student or groups of students regardless of how far above or below they are from their grade level, online subscription for Odyssey Ware credit recovery courseware, award pay recognizing essential workers added time, effort, responsibilities & costs incurred, in order to provide continuity of learning due to the COVID-19 pandemic. We also purchased educational technology needed for student support such as chromebooks, hotspots, teacher laptops, GoGuardian, & Focal Point K12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will assist employees with tuition reimbursement to become certified teachers. Due to teacher shortage, especially during the COVID 19 pandemic, this is a critical area needed for the LEA. Instructional site licenses and student technology will be purchased.

4. 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.

Guidance Counselor to support the needs of students as a result of COVID-19, difficulties transitioning to remote learning, dropout prevention activities with students, Social emotional learning support advocate, Thrively social emotional learning license, Woodcock Johnson professional development, Odysseyware/Edgenuity Spanish teacher site licenses, Athlos web program for monitoring goals and progress, MS/HS Woodcock Johnson materials, hire technology/digital skills and math teacher, purchase Eureka math program, encourage family engagement through tv, media and radio. A STEM teacher will support all students through hands-on activities that will promote student engagement

American Rescue Plan 2021

Academy of Warren - 50911

1. 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:

The funds will be used to implement prevention and mitigate strategies that are to continuously and safely open and operate schools for in schools for in person learning. Academy of Warren believes in individualizing the learning process. Therefore, the funds will be used to create a hands-on learning tools and, assessments, implements and engages curriculum in a positive environment, and uses a multi-tiered systems of support in order to enhance the individualized learning process. Also, the funds will be used to create a learning environment with educators, interventionist, counselors, and social workers that are responsible for ensuring that they educate the whole child, both emotionally and academically. This will ensure that all needs are being met and promote a positive school climate with high levels of learning. Furthermore, the funds will provided an educational platform that will prepare and address learning loss of students in all academic areas. In addition Academy of Warren, has implemented a safe return to in-person instruction plan that directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes the proper use of masks, supporting our student, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more.

2. 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:

Working with key stakeholder groups, and guided by our educational priorities, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based instruction and programming. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II small-group interventions. Most of our instruction for reading and math is whole group, with the ability to modify for small group and individualized instruction. Teachers form their skill groups based on assessment data, such as NWEA/MAP assessments and classroom data. Our baseline assessment data has helped us determine the effects of "learning loss" since March 2020. We have seen a drop in ELA and math. Based on this data, intervention software will be utilized to assure math and reading/language skills are practiced during in-school academic time and after-school academic time. After-school tutoring student selections was based off of NWEA scores (below the 25th percentile), M-STEP, and students who have received IRIPs. Academy of Warren was strategic with their selection in order to close the achievement gap with students. Students will also receive small group instruction within the classroom and with interventionists outside of core subject time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

The School recognizes that the pandemic has disproportionately impacted our students from traditionally underserved communities, leading to significant learning loss and increasing the need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic and target data-driven interventions to support their academic success. The data from frequent year-round assessments, classroom assessments and observations will empower our educators to implement evidence-based interventions in real-time to address any learning gaps throughout the school year. Additional school counselors and Restorative Practices will be implemented to additionally support students and families with needs outside of academics (social emotional learning). The Academy is aware that the SEL needs must be met first, to ensure that academics are being mastered, which is why there will be a major focus on the well-being of our children and families that we support.

The School has established a crisis management plan, School Counselor, School Social Worker, School Leaders, Student Advocates, will be responsible for the communication with students and/or families, and offering school based-resources and/or community-based resources. The Mental Health Liaison will be the School Social Worker, working with the local public health dept. and community partners.

American Rescue Plan 2021

Achieve Charter Academy - 82717

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Adams Township School District - 31020

1. 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:

The ATSD will continue to keep enhanced cleaning strategies that were implemented during the 2020-21 school year. All high contact surface areas will be disinfected, classrooms will be wiped during prep hours and after school. District policy has implemented a stay at home when sick and the district has matched all sick days taken due to Covid. Students are not penalized if days are taken due to Covid in which our student handbook has been amended. All staff and students are encouraged to test when experiencing symptoms are if family is symptoms or positive. Any student or staff that is quarantined due to Covid are given a device and a hotspot. All staff maintains a Google Classroom that is updated for students that are absent due to sickness.

2. 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:

The district will provide summer school for all students to address learning loss. Our K - 3 program will focus on literacy and math intervention strategies with explorative opportunities. Grades 4 - 6 will include core subject areas but focus more on exploratory strategies. These exploratory strategies will include fields trips, leadership camps and environmental opportunities. Our junior high and high school opportunities will include core subject areas taught by teachers in conjunction with Edgenuity software. Our evidence based intervention will be based on a placed based instructional model of learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our budget will include custodial staff for enhanced cleaning and cleaning products. Also, the following for summer school - 10 teachers' wages and benefits, transportation for field trips, food and supplies.

4. 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.

The district has formed partnerships with CCISD, Dial Help and Copper Country Mental Health Services to help with screening of students for mental health issues. The district has taken advantage of the program in which the State helps fund staff to obtain social work credentials for a current staff member. This individual, once credentialed, will serve as a social worker for the district.

American Rescue Plan 2021

Addison Community Schools - 46020

1. 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:

Addison Community Schools will continue to follow some of the CDC guideline for opening schools in addition to the COVID-19 Lenawee County Health Department return to school Toolkit. Addison will also follow the MIOSHA Preparedness Plan and our initial MI Safe Schools Roadmap.

These areas include: Encouragement of wearing of Masks, physical distancing, handwashing and respiratory etiquette, cleaning and maintaining a healthy facility, including school ventilation, continue to contact trace in combination of isolation and quarantine, having diagnostic and screening tests, encouragement of vaccination of staff and students, and providing appropriate accommodation for students with disabilities with respect to health and safety.

2. 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:

Addison Community Schools will make time for teachers to collaborate across grade levels to help get students back on track. As well as provide additional planning time. Addison will support dual enrollment opportunities for all students including at risk students. Provide college and career pathways including work based learning opportunities. Teachers will be available during the day hour and after hours to help tutor. Addison will offer an extensive summer school plan that focuses on ELA and Math. Students with disabilities will have available additional instruction and services during the summer. Addison will support student's access with equitable use in technology, such as chrome books and or hot spots.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ACS will use funds to purchase additional PPE and supplies to sanitize and clean the campus due to COVID-19, secure all technology needs and maintain staffing. Funds will also be used for salaries, benefits and sub cost for employee absences that tied to COVID related closures, quarantines and/or virtual learning.

4. 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.

Addison Community Schools will reserve atleast 20% to address the academic impact of lost instructional by providing summer learning and enrichment opportunities, provide during and after school tutoring, provide mental health services and supports, provide social emotional learning activities throughout the day, provide teacher with planning and grade level meetings. Through these interventions students grades, reports and assessments will demonstrate significant improvement.

American Rescue Plan 2021

Adrian Public Schools - 46010

1. 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:

The District plans to continue funding a Nurse to help implement necessary mitigation and prevention strategies across the District. In addition, the District will continue to support the purchase of COVID testing materials, PPE, cleaning solution, and stipends if necessary to increase cleaning and screening across the District.

The District will continue to have programming for students for face-to-face education. In the 2020-2021 school year, the district had over 1,000 students that participated in virtual education rather than face-to-face education. Currently, in the 2021-2022 school year, the District has an estimated 25 students that are participating in virtual education rather than face to face. To provide learning opportunities for face-to-face education, the District continued to screen students, put in place additional cleaning, follow CDC guidelines on quarantining students.

In connection with the CDC reopening schools, the District continues to communicate the value of vaccines, mask-wearing, distancing students staff, screening students daily, and improving ventilation across the district,

The District also has allocated funds to provide additional desks needed in classrooms to create more spacing between students.

2. 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:

The District will reserve funds to implement a summer school program for students in grades K-12, afterschool tutoring, and or enrichment programs.

Summer School programs will take place during the summer of 2022 and 2023 following the conclusion of the school year. The summer school program will generally run an estimated 3-4 weeks of time. Staffing and student need will ultimately drive the size and scope of the summer school program.

Tutoring programs will take place across all levels with an emphasis at Springbrook and the High School multiple days per week. During the afterschool tutoring programming, students will be able to be supported in receiving homework help and instructional support.

Evidence-based interventions will also be put in place K-12 with the implementation of interventionists in the area of Mathematics and ELA/Reading. This will include staff members providing Tier II and Tier III instruction in small groups at the elementary level and at the Secondary Level, this will include courses such as Math 180, Read 180, and or Foundational English and Foundational Mathematics. Students will receive instruction at their level supported by the NWEA assessment in planning for instruction and support.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will spend the remaining funds by updating the HVAC systems at Alexander Elementary, Lincoln Elementary, and Adrian High School. Additional supports will be put in place for students experiencing homelessness by continuing the increase in Homeless Liaison support which was initially increased for 2021-2022 through the use of ESSER II funds. The District will also increase Mental Health supports by 1 FTE. In addition, the District will implement an ESL Graduation Coach to provide additional support for students that qualify for ESL. The District will also allocate funds to continue the K-12 1 to 1 initiative to ensure that all students have access to technology in school as well as outside of school. The District will also partially fund a full-time nurse out of the ESSER III funds to continue to help test students, educate teachers and the community, and work closely with the local Health Department.

4. 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.

Interventions that are put in place will be targeted to students who were disproportionately impacted by the COVID-19 pandemic including students from low-income, ESL learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students. When interventionists create their caseloads for providing Tier II and Tier III interventions, the building will be asked to rank students from highest need to provide interventions to students that need it the most. This will also include students who were virtual for a period of time while the other students were receiving face-to-face instruction. In addition, the ESL teachers and Homeless/Foster Liaison will work with the interventionist and building principal to ensure they know which students in their caseload need additional support. In addition to academic support, the District will support mental health therapists to students K-12 through the use of ESSER funds and 31a at-risk funds that are supported at the state level.

Advanced Technology Academy - 63914

1. 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:

The Academy's use of ESSER III targeted funds for prevention and mitigation strategies to continue a safe in-person learning environment include on-going purchase of PPE – masks, hand sanitizers, cleaning wipes and gloves and improving social distancing opportunities where approvable.

The major projects slated for improving social distancing and overall limiting spreadable opportunities in the school include:

Cafeteria Relocation & Kitchen Expansion

The Elementary & Middle School cafeteria is currently located below grade in the basement. This area does not allow for proper social distancing, is hard to access and does not have any natural ventilation. The Academy does not have a working kitchen causing all food served on campus to be prepared by a vendor off site then delivered in warmers. The quality and nutritional content of food served is marginal. By relocating the Elementary & Middle School cafeteria to the ground level, students will have sufficient space for social distancing. Renovating the existing servery to house a working commercial kitchen will allow the Academy to prepare healthy school meals on site.

Additional Elementary Classrooms

Social distancing in the early elementary classrooms is very challenging. Decreasing the density of elementary school will allow for more social distancing, mitigating COVID spread. The Academy will relocate and add two more classrooms to the Kindergarten across the street to a facility housing the GSRP preschool is housed.

2. 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:

The Academy is a single-building district K – 12 and serves subgroups of students who are disproportionately impacted by COVID. Students struggle with on-line learning, are chronically absent and experience disrupted learning. Students returned to campus disengaged and anxious about school.. ATA will use ESSER III funds to address the following needs related to learning loss and disrupted learning:

Re-Engagement in Education & Learning

- expand its existing career readiness luncheon program to address all 17 Career Clusters and triple the number of students served. During these luncheons business and industry leaders have a Q&A with a small group of students who are interested in the targeted field.
- purchase (2) book vending machines & supply books for 2.5 years for Middle & High Schools. The books are free to students with an earned / rewarded token. Students choosing books of high interest helps them develop a love for reading and life-long learning.

Continued Quarantines & On-Line Choices

- develop a training manual and program for all long-term substitutes to ensure the continuation of high quality instruction during periods of faculty absence due to COVID
- expand its work with Edgenuity to provide on-line instruction for families (,20%) uncomfortable with in-person learning

Faculty Support & Recognition

- host district breakfast & luncheons quarterly and equip teacher lounges / resource rooms with massage chairs for relaxation breaks on their prep / lunch times .

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER III funds will be spent to ensure the social and emotional health and well-being of the Academy's students & staff, especially those disproportionately impacted by the pandemic.

Increased Supports for Addressing Students' Immediate Needs

- add Behavior Interventionist (1), Social Workers (2), and an Attendance Officer (1) to address students struggling with motivation, academics / learning loss, attendance, trauma, coping strategies, stress, anxiety, grief, etc.
- purchase Second Step program journals to facilitate the work of these support professionals
- secure guest speakers for student assemblies to address student social and emotional wellness
- consolidate counseling, psychology, ESL, and reading & math interventionists into a central location to better serve students

Opportunities to Engage in Activities

- expand Campus Wellness Center for both physical and emotional rehabilitation of staff and students whose well-being was impacted negatively by COVID pandemic. The wellness center will allow the ATA community to release stress through healthy physical activities such as yoga / dance and emotional stress through meditation and massage as well as house the on-campus Henry Ford Health System Health and Wellness medical clinic currently in the main campus. The wellness center expansion will occupy 10,000 square feet. The existing field house wellness center and main school building will be connected with a gathering space of 3,000 square feet.

4. 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 proposed ESSER III funded initiatives and programs will be evaluated using a modified version of the MDE Program Evaluation Tool. All monitoring / evaluation decisions and analysis of perception, process, and achievement /growth data will take into consideration those who are disproportionately impacted by COVID-19, including breakout by sub-groups (for those >10 students) and when appropriate compared to all students. Our single-building district is made up almost entirely of these students – economically disadvantaged students of color. Students and their families will be invited to provide feedback on the impact of all of the initiatives / programs that were funded.

American Rescue Plan 2021

AGBU Alex-Marie Manoogian School - 63901

1. 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:

We are 100% in school learning. We have a mask mandate for all students and staff regardless of vaccination status. We have an disinfection procedure for our lunch time and are using all precautions for limited contact as is feasible. We continually communicate COVID protocols to all staff and students daily in our morning messages

2. 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:

We had 2021 summer school for all high school students. We extended our end of year june 2021 by two weeks. We have had extensive counseling with students on social and emotional issues. Our counselor and resource person have been regularly interacting with students daily. We have focused more on academics and less on activities... We eliminated dance and music and choir.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We increased the use of tutors and teacher aides to aid all students who need help.. We have increased the capacity and efficiency of our internet and smart board to improve our state of the art learning to keep up with technical advances in learning .

4. 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.

We have an extensive ESL program from k-12 as roughly 25% of our students are deficient in the English language

We have increased our third party effort for all students with speech, emotional and any learning disability. We use an outside agency to provide the resources for these program such as IDEA.

American Rescue Plan 2021

Airport Community Schools - 58020

1. 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:

Airport Community Schools will use funds to reduce the number of students per class. This will be done by increasing our number of elementary classrooms and also increasing staff members. We need to increase the spacing between students each day. As a result, the number of staff members required to not only instruct these additional classrooms but impact the learning loss acquired over the pandemic disruption is necessary.

Funds will also be used to update windows to improve air quality in the older school buildings in the district. New windows will improve air quality which is a mitigation strategy recommended by the CDC and our local health department.

In addition, it was, and will continue to be, imperative to offer summer learning opportunities for our students to offset learning loss and recover lost credit to maintain graduation pace.

Another significant impact from the pandemic is the safety concerns from parents, staff members and community members that have been associated with the increased number of parents that now transport their children to and from school. Many of our schools do not have the appropriate facilities to accommodate the increased level of traffic before and after school to safely transition into buildings.

2. 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:

We have established a robust summer learning loss program that also has diverse opportunities for enrichment. Our summer learning program is focused on reading literacy and math, with other curricular-related enrichment opportunities. Funds will be used to ensure we have ELA and Math intervention instructors and programs that are available, not only for the school year, but also summer programming. It is worth noting that transportation is a significant cost that must be incurred to ensure access for all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ARP funds will be spent on maintaining or adding additional professional staff members to help with intervention supports and class size reductions.

4. 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 involved in interventions will be assessed before, during, and after each school year. Adjustments deemed necessary by the data reviews will be implemented without delay. In addition, assessment will occur before and after summer programming used to make up learning loss incurred during the pandemic. In addition, funds will be used to support the social-emotional learning and coping skills by our restorative practice specialists, counselors, and social workers. Progress in this area will be monitored by behavioral incidents and recording of positive behavior support systems.

American Rescue Plan 2021

Akron-Fairgrove Schools - 79010

1. 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:

ESSER - ARP funds will be used to implement new mitigation strategies for the district which include the purchase and installation of automatic UV wall units to continuously provide UV disinfecting for air and surfaces in each classroom. Funds used will include purchase and electrical hard-wire installation. Funds will also be used to continue to provide a higher level of cleaning and sanitization than was occurring pre-covid.

2. 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:

The District will use ESSER-ARP funds to purchase and implement an evidence-based ELA series for grades K-5 to address the impact of lost instruction on literacy and comprehension for those critical grades. Series will be used for Tier 1 instruction and intensive interventions for Tier 2 and Tier 3 students based on benchmark assessments.

The District will also use the funds to implement a new Middle School self-contained classroom model of instructional delivery to revise the current method that mirrors the high school model of switching classrooms each period. This change in instructional delivery model will allow for greater personalization of instruction and provide additional intervention time.

3. 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 replace the HVAC system at our Alternative Education Building. This building will also receive new doors and windows to improve the air quality in that building.

4. 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.

Akron-Fairgrove is a small rural district with limited diversity. Our Economically Disadvantaged percentage is quite high and all funds will be used to provide interventions to students who require the additional assistance based on assessment data. We have one Elementary School and one Jr/Sr High School. We are in year 3 of a U.S. Department of Ed Positive School Climate grant. Grant activities include screeners for social and emotional health. Results from those screeners will be used in conjunction with benchmark assessment data to provide services to students most at risk.

American Rescue Plan 2021

Alanson Public Schools - 24030

1. 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:

Custodial services are paid to keep the building clean, sanitized and in compliance with current COVID related requirements by the Health Department and MIOHSA; Ionization System purchased to increase air quality for students and staff.

2. 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:

District will purchase curriculum to address learning loss; hire additional invention staff to help during the school day for student with high needs; provide after-school tutoring; provide a high quality summer school program; provide summer reading library for students to take home books of their choice over the summer months to increase reading.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use funds to purchase technology upgrades to allow for interactive instruction in a blended environment; purchase sensors to help with air quality and detecting vape or similar type fumes within the school building.

4. 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.

District will monitor assessment data, respond to data trends to determine appropriate intervention, if necessary for all students.

American Rescue Plan 2021

Alba Public Schools - 05010

1. 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:

Alba Public School will utilize general funds to maintain a safe school environment with masking for all, daily deep cleaning, and hand washing stations. We have also added bottle filling stations to reduce usage of fountains funding the pandemic. A great deal of the funding will be spent in the coming school year to continue staffing which keep these mitigation measures in place.

2. 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:

Alba Public School will utilize general funds to continue current mitigation measures to keep the school safe. In addition the funds will be utilized to assists students who fall behind due to COVID shutdowns with summer school to extend the normal learning year. Targeted assistance will be provided to students who have academically fallen behind during the pandemic.

3. 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 utilized to input instruction of the students at Alba Public School. School educators will be kept on and paid through ESSER III funds to work with students in targeted areas of need over the course of the 2022-23 school year. Without these funds the district will need to layoff employees brought in to assist those falling behind.

4. 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.

Alba Public School is loaded with students who receive free and reduced lunch to the point that for the last several years all students of the district no longer pay to eat at school through the Federal Lunch Program. Our only sub group which exists is that of low socio economic status which impacts the entire student body. ESSER III funds will be spent on summer school and retaining employees to maintain a highly qualified learning environment.

American Rescue Plan 2021

Alcona Community Schools - 01010

1. 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:

These funds will be used to pay for the addition of a school nurse at the MS/HS building, who will be on site to assess medical situations on a daily basis. This will give the District direct access to someone with the medical background education to advise and coordinate COVID-19 supports in the District during this pandemic. In addition, we are utilizing these funds to pay for an individual to coordinate and run the Test-to-stay option for those students exposed to a positive case. As we learn more about COVID-19 and work to keep students in school safely, the test to stay option is vital to accomplish those goals. These funds will also be utilized to improve the outdoor facilities, including the construction of two outdoor classrooms, to encourage more activities outdoors to help mitigate the number of students indoors and in close quarters in classrooms. The outdoor classrooms promote improved ventilation and engagement and are designed for year-round use. In addition, these funds will be utilized to upgrade and improve our HS/MS cafeteria with improvements to change line patterns and also add additional air quality mitigation measures. The cafeteria design from 60 years ago naturally creates stagnant student movement and large clusters of students in serving lines and at seats while eating. The improved design will reduce the possibility of the spread of COVID-19 through improved intentional design and air quality improvements.

2. 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:

The District plans to implement a .28 FTE Elem Math Coach and purchase a new 6-12 grade Math Curriculum to ensure continuity in the Districts Math program. This will also allow the District to have access to added math resources for those students struggling. The math resources will include a more personalized approach using technology and hands on activities to engage students no matter if in school or out due to illness or quarantine. The District will also hold a "summer school" of roughly 4 days a week for 4 weeks for K-8 to assist those students who are trending behind or who need additional help based on the teachers professional opinion and standardized testing. The District will also have trained paraprofessionals, a K-5 contracted reading intervention, and a K-5 contracted math intervention assist the classroom teachers with individual or small group interventions. The District plans to also have 3 teachers participate in the evidence-based LETRS professional learning program to help boost reading and writing skills for our staff members at the Elem building. With so many new staff and some on alternative pathways, it's critical to support staff with new learning and growth opportunities. The District is also planning to use these funds to explore and implement alternative education opportunities for those students who need a learning environment slightly different than the traditional setting. The need for a different setting is urgent due to the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District plans to utilize the remaining funds for Physical Education & Science Teachers. Both of which have been identified for improvement. The District also plans to replace the Elem playground and build two outdoor classrooms to increase the number of opportunities for the students to have an adequate place to learn outdoors. The District is also planning to purchase classroom furniture to improve the learning environment and give classrooms the ability to spread out if needed. The District also plans to improve the HS/MS kitchen & cafeteria and upgrade the Elem cafeteria seating to reduce virus transmission by redesigning the serving layout and seating upgrades. Through this process, the area will have added ventilation and air quality improvements. The District plans to purchase a new school bus and school vehicle, which will allow the District to help keep transportation groups smaller further mitigating the spread of COVID-19. We also plan to use funds to replace garage doors that have severely deteriorated and would allow us to open those doors on a more frequent basis to improve the air quality of those spaces. The District plans to use these funds to pay for an online distance learning assistant to help families and students working online at home. The District plans to upgrade its PA system to ensure we have a safe and healthy learning environment. The District will also have a contracted School Success worker in each building to improve attendance.

4. 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.

Multiple interventions are being implemented with these funds that will help provide added supports to those students struggling or currently behind where they should be at during the school year due to the pandemic. These added supports are there for all students at the District, which includes several students that have been disproportionately impacted by the COVID-19 pandemic. In addition to the additional summer school, added paraprofessional assistance in classrooms, a dedicated online distance learning assistant, smaller class sizes in critical areas like Kindergarten, the District also has 4 social workers, 2 contracted school success positions, a dean of students, a clinic in our Elem building, a nurse at the HS building, and academic counselor. All of these resources are structured to assist all of Alcona's students struggling academically, socially, and emotionally.

American Rescue Plan 2021

Algonac Community School District - 74030

1. 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:

The district has committed to staffing our custodial group with extra employees throughout the school day. The extra staff will clean door handles, make sure hygiene items such as soap and hand sanitizer are always stocked, and thoroughly clean high traffic areas.

2. 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:

The district has committed to hiring additional intervention teachers to work with students who have fallen behind. Students will be identified through NWEA testing scores. The plan will be to provide small group or one on one intense interventions in the area of reading and math.

In addition, the district will run a 6-8 week summer program to catch students up on learning loss. The program will provide low teacher to student ratios (8-1) to provide more intense interventions.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will spend the rest of the funding on additional staffing and supports to address learning loss. We feel that the biggest benefit for our students will be to keep the money in the classrooms. We feel the only way to make up for learning loss is with intensive time and practice in the foundational areas of math and reading. The additional full time teachers will be used solely for small group or individual interventions.

4. 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.

Algonac Community Schools feels that the loss of learning from the pandemic has made the gap for struggling learners even wider. Our most needy population is feeling the affect much more than our general population. As a result, we have added intervention teachers for all struggling learners with an emphasis on students with higher needs. We also have identified a strong need for social and emotional support. The district has hired an additional counselor and social worker to address these areas.

American Rescue Plan 2021

Allegan Public Schools - 03030

1. 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:

The Allegan Public Schools will use the funds to support our process of safely opening our schools which includes all of the following prevention strategies: cleaning and disinfection; consistent and correct mask use; handwashing and respiratory etiquette; recommending staff and students stay home when sick and get tested; screening testing to promptly identify cases, clusters, and outbreaks; contact tracing, in combination with isolation and quarantine; improving ventilation in our schools; physical distancing to the greatest extent possible, and promoting vaccination. It should be noted that APS is cooperating with Allegan County Health Department regarding contact tracing. Masking expectations are decided by our BOE on a month-to-month basis based on local data. We are currently requiring masks in school buildings, and continue to enforce wearing masks on APS school buses. Substantial funds will be used to fix & upgrade HVAC equipment in several school buildings to improve air quality to reduce the transmission of COVID-19. Funds will continue to be used to purchase cleaning supplies, PPE, and hand sanitizers throughout the district. Also, APS contracts out cleaning and refurbishment services for all K-5 science kits that are shared between buildings in the district. Thorough cleaning of instructional materials will also help mitigate the spread of COVID-19 in schools.

2. 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:

The Allegan Public Schools will use the funds it reserves under section 2001 (e)(1) to address the academic impact of lost instructional time through the implementation of summer school programming as well as after-school tutoring opportunities during the school year. The summer school experience will be specifically offered to those students who are showing the greatest learning deficits based on benchmark data, and those requiring credit recovery at the secondary level. To support Tier 1 instruction, the district will be spending funds on supplemental, online courseware throughout the grade levels in the district. These blended, adaptive digital programs will support primarily math and ELA areas of instruction. Additionally, evidence-based intervention programs for elementary and middle school students will be purchased, such as Math 180, Fountas & Pinnell Level Literacy Intervention, and Reading Mastery. Many programs have embedded assessment systems that will be used to monitor the progress of students who are receiving interventions. To also provide enrichment opportunities, resources will be used to update resources for advanced courses for enrichment. To provide options for our families, APS will continue to offer K-12 programming for online learning with significant in-person and parental support at Allegan Online for students needing a virtual learning option.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to update technology needs in the district to support student learning. Purchasing more student devices and upgrading teacher computer workstations will help guarantee equitable access to technology and allow instructional staff to better integrate technology in instruction for students who are both in-person or remote. Upgrading our internet filtering system and using LanSchool will better assist staff in monitoring student activity - taking assessments virtually or flagging students who are searching for information that might indicate social-emotional struggles. To improve air quality in several buildings, significant improvements will be made in HVAC systems which will help prevent COVID-19 transmission. Updated Tier 1 instructional materials at Allegan HS will ensure that students and teachers have access to robust digital materials to support instruction, and allow students to have their own copies of texts so students don't have to share materials. Professional learning will also take place that focuses on building trauma-responsive classrooms. This learning will be based on a train-the-trainer model & include in-depth case studies within the district focusing on students dealing with trauma & providing on-going coaching with instructional staff to best respond to SEL needs & students who are experiencing significant trauma due to the pandemic. Lastly, funds will be spent on upgrading security cameras for contact tracing in APS.

4. 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.

The Allegan Public Schools will ensure that the interventions implemented will help to address the impact of lost instructional time. In elementary, participating students will be selected by using the NWEA assessment results & other extensive assessments, such as Fountas & Pinnell, and Delta Math. In secondary, students will be selected using local & state assessments in ELA and Math as well as common formative assessment data in the core classes. The after-school tutoring sessions and the summer school sessions will address the academic, social, emotional, and mental health needs of participating students from low-income families, English learners, children with disabilities, homeless students, foster care students, and any migrant students. The Progress Data regarding all participants will be closely monitored. Additionally, a full-time staff member at AHS is dedicated to tracking attendance, monitoring student academic problems, and working with the SEL team to respond to a variety of student needs caused by the pandemic. To reduce barriers, the district is purchasing student devices so that all students can continue learning remotely. To meet the needs of special education students, an evidence-based curriculum is being purchased for interventions, such as Reading Mastery. For after-school & summer learning opportunities, APS will ensure transportation and provide meals to better ensure food security. Sensory resources will be purchased to help with SEL needs.

American Rescue Plan 2021

Allen Park Public Schools - 82020

1. 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:

Allen Park Public Schools will use ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent possible, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning by working closely with our teaching staff to maintain reasonable class sizes, clean classrooms, and health air. We have upgraded our filtering in our classroom HVAC units, we have increased substitute pay to allow teachers to take time off and not feel pressure to come to school sick, while providing a robust in person classroom experience for our students. We also recently upgraded our 1:1 student devices and will need to maintain and protect our student access to reliable devices.

2. 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:

Allen Park Public Schools will 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 by working to expand our summer school program to provide core academic instruction and enrichment opportunities. We also have a robust library of books we send home with kids each year and will look to increase the number of books in our library to send home with kids.

We are looking at partnerships with community based organizations to provide a more robust summer experience as well. The Detroit Institute of Arts and The Ann Arbor Hands-On Museum are examples of area enrichment experiences that we would be interested in partnering with for summer experiences.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Allen Park Public Schools will spend our ARP ESSER money in one of the following categories:

- Tech Updates, Infrastructure, and Devices
- Staffing
- SEL areas for opportunities to improve
- Instructional Areas
- Additional Learning Time
- Air Quality Improvement
- Services for students with disabilities

We created a community based survey and sent it to parents, students, staff, and community members to get feedback, and will be meeting with PTA parents to solicit more feedback based on the initial results of the survey.

4. 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.

Allen Park Public Schools will prorate the funds used for programming and staffing based on the percentage of students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students participating in the programming or being serviced by the students in teachers' classrooms.

American Rescue Plan 2021

Allendale Public Schools - 70040

1. 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:

We have implemented in-person instruction for the last two years, with prevention and mitigation strategies in place for student safety and success. We are using ESSER III funds to support our English Learners with 2 certified EL teachers to provide instructional and social-emotional support to students and families. We are also using ESSER III funds for 2 counselors to work with students for social-emotional learning and mental health. Despite being face-to-face in school, students have been challenged with COVID-19 protocols, including close contact tracing and quarantines.

2. 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:

We are using ESSER III funds to support our English Learners with two certified EL teachers to provide instructional and social-emotional support to students and families. Our EL teachers co-teach with general education teachers and also work to support students with evidence-based activities that support access to Tier 1 instruction, based on student WIDA goals.

We are also using ESSER III funds for two counselors to work with students for social-emotional learning and mental health. COVID-19 has exacerbated mental health concerns for our students and we require staffing to address these new and arising needs.

Additionally, we will leverage additional federal dollars outside of this application to afford students with after-school programming and summer programming targeted to the needs of students in math and reading. We know that frequent targeted one-on-one tutoring with certified staff is one of the best strategies to address learning loss for our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our application has elements from a few of the allowable use of ESSER funds. More specifically, we have expenses for number 8 and 14. After each description, we have listed the connection between the allowable use and how we intend to use the funds.

8. Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.

We are using ESSER III funds to support our English Learners with 2 certified EL teachers to work with targeted students based on need. Most notably, these staff members will provide targeted support for EL students. Additional staff also helps with the teacher to student ratio.

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

We are also using ESSER III funds for 2 counselors to provide mental health services to students, as well as Tier 2 behavior interventions based on social- emotional data observed and collected by teachers. Additional staff also helps with the teacher to counselor ratio.

4. 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.

Our assessment structure frequently examines academic and social-emotional progress of students. At the elementary level, teams of teachers, psychologists, social workers, EL teachers, special educators, interventionists, and administrators meet regularly to review this data and match interventions to student needs. At the secondary level, similar teams have the opportunity to identify students in need and provide interventions.

We use high-quality diagnostic assessments to inform instruction and share the results of these benchmark assessments with pertinent staff and parents to help understand a students' progress by sharing information on student opportunities to learn and academic and other progress. On top of this, the District Improvement Team has examined state and local data to help determine whether different subgroups of students who have been historically underserved are participating in in-person instruction proportionate to their enrollment in the school and school district and, if they are not, conduct enhanced, ongoing active and specific outreach and engagement, including to school communities where broad concerns exist.

American Rescue Plan 2021

Alma Public Schools - 29010

1. 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:

Alma Public Schools will use ESSER III grant funds to implement prevention and mitigation through the installation of air conditioner ventilation systems that improve air quality and temperature control, consistent with the CDC recommendation to increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air. If outdoor temperatures are too cold or hot, adjustment of the thermostat and fans will pull fresh air.

In addition, the CDC recommends physical distancing. Physical distancing is easier to maintain when fewer students are assigned to classroom space at any given time. Alma Public Schools will achieve this through the addition of classroom sections thus creating a reduction in student, teacher ratios.

2. 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:

Alma Public Schools recognizes the impact of classroom teachers on student success. Alma Public Schools will use ESSER III grant funds to hire additional core content teachers to lower class sizes and increase face-to-face instruction to five days per week for all students. Additionally, ESSER II funds will also be used to support the salaries and benefits of additional staffing to address COVID-related learning needs. Eight (8) additional paraprofessionals, two (2) Middle School Core Interventionists, an Elementary Math Interventionist along with one (1) additional Literacy Coach position, will provide direct services to students, support teachers in the classroom, and provide schoolwide professional development to address learning loss among students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Section 2001(e) of the ARP Act permits schools to use the ARP Act ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways. Alma Public Schools will spend the remaining ESSER funds on facility improvements. Specifically the installation of air conditioners with air purifiers across the district in classrooms that do not currently have it.

4. 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.

To support and increase our teachers' ability to effectively address the social and emotional needs of students, assess for learning loss, and plan and deliver individualized instruction to close achievement gaps, Alma Public Schools will use ESSER III grant funds to hire a 6-8 Middle School Counselor and K-5 Student Intervention Specialist. Both positions will support students and families, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care by aligning behavioral, academic, and social-emotional supports and resources to improve student achievement.

American Rescue Plan 2021

Almont Community Schools - 44020

1. 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:

The Almont Community Schools will utilize ESSER III funding for COVID-19 mitigation efforts. This will include the purchase of PPE materials for students and staff. Additionally, the ESSER II funding will help supplement the custodial work force and additional cleaning efforts by our custodian service. Additionally, ESSER III funds are also being allocated to address staffing shortages which compromise supervision and/or our ability to reduce classroom sizes.

2. 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:

The Almont Community Schools will be hosting a K-12 summer educational program for the next two years, 2021-2022 and 2022-2023, to provide select students with additional instructional time. The goal of this program is to address learning gaps and or "loss" due to pandemic disruptions.

The K-5 program focuses primarily on the areas of literacy and numeracy. It does so through a half-day instructional model with small class sizes and innovative instruction. Students in the K-5 program spend much of the instructional time in self-paced and personalized reading and numeracy activities.

The Middle School program uses a mixture of online and direct instructional activities to teach concepts and skills rather than content. This is again achieved through small class sizes who have access to technology as well as a teacher/facilitator. The High School program addresses credit recovery by utilizing an online learning platform. In our case this platform is EdGenuity. Students are self-paced, but work with a district employee who serves as a liaison to EdGenuity as well as facilitating and troubleshooting online student's needs. Students have access to district owned Chromebooks to work on classes either at home, or during "drop-in" hours on campus.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will use remaining funds consistent with section 2001(e)(2) of the ARP Act for purchasing educational technology, which could include hardware, software, and connectivity, for students served by the Almont Community Schools that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. We will also engage in other activities necessary to maintain the operations and school facility repairs and improvements.

4. 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.

The school district will ensure the implementation of interventions and programs to assist student academic success as well as student social, emotional and mental health needs primarily through updated, comprehensive curriculum purchases. ESSER III funding will be used in concert with State of Michigan grants to provide strong academic interventions alongside of qualified personnel to support student needs. As noted above, technology purchases are a component of our plans for meeting the needs of a wide range of disadvantaged learners. This includes providing families in need with internet access "hot spots" when they are financially unable to provide such access themselves. The leveraging of technology, staffing and curricular supports will assist disadvantaged students across the district.

American Rescue Plan 2021

Alpena Public Schools - 04010

1. 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:

To continue to operate in-person learning, 309 stakeholders emphasized that facility upgrades to improve indoor air quality are a priority, while 239 stakeholders indicated that facility upgrades to reduce the transmission of illness are a priority. To meet this need, the district is replacing HVAC systems, and installing LVT in place of asbestos tile and/or aging carpet that exists across the district.

2. 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:

Strategies to address the impact of lost instructional time were of the highest-ranking in our stakeholder feedback. Staff to help accelerate learning and reduce learning gaps ranked the highest, while additional learning time, social-emotional support, and instructional materials were also indicated. Through a collaborative effort with administrators and teachers, strategies are being developed for the following: Reducing class sizes in our middle school, eliminating split classes for K-3 students, offering innovative credit recovery options for high school students throughout the school year and in the summer, creating innovative summer programming for elementary and middle school students to increase engagement and address learning gaps, increasing staff to support with prevention and intervention of student behavior, engaging in professional learning for teachers on evidence-based strategies, bolstering our student information system to include MTSS and Early Warning Signs to ease in using data to guide decision-making, purchasing evidence-based curriculum resources to ensure our students and teachers have access to high-quality materials, and supporting curriculum teams in revisiting pacing guides to systematically address learning loss both vertically and horizontally.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Staff to help accelerate learning and reduce learning gaps was the highest-ranking priority of stakeholders - 57% of 888 respondents. This not only indicates that we need additional staff, but we also need strong efforts to recruit and retain qualified staff. Financial strategies to achieve this are currently being developed in collaboration with administrators and teachers. Community engagement arose as a lesser priority but still statistically significant in our stakeholder survey. In an effort to strengthen community engagement with the district and to streamline communication, a Director of Communications has been identified to fill this need. Clear communication regarding COVID practices, parent involvement, and district safety has become vital for our district to keep moving forward in a positive direction.

4. 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.

The interventions identified in this grant consider the whole child and address those who were disproportionately impacted by COVID-19. It is the belief of the district that in order for students to learn, their social, emotional, and mental well-being needs to be strong. While Alpena does not have an ethnically or racially diverse population, we do have 19% of our children living in poverty and close to 80% of our student population who qualify for 31a. Our district also hovers at 50% free and reduced lunch, with our highest percentage over 80. Strengthening our MTSS and system to monitor Early Warning Signs, will allow educators to more effectively respond with designated interventions for students who are experiencing risk indicators that signal disengagement that could lead to dropout. For our under-resourced or marginalized populations, this is especially important to prevent anyone from slipping through the cracks. Especially important is our effort to reduce class sizes at the middle school level and eliminate split classrooms for K-3 students. The importance of teacher-student relationships was underscored during COVID and smaller class sizes at these pivotal ages will strengthen our ability to engage all students, including those who are under-resourced and marginalized. It is also the commitment of the district to be sure to eliminate any barriers that exist for students to engage in school, participate in summer offerings, and access needed mental health services.

Alternative Educational Academy of Iosco County - 35902

1. 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:

The AEA of Iosco County will use funds to support the health and safety of our school community. Funds will be used to support distance learning (staffing, equipment, and curriculum) in order to continue educational opportunities for our students who are in isolation or quarantine due to COVID-19. Providing computers and mifis to our students will support mitigation strategies related to social distancing and maintaining CDC compliance, leading to in-person education for our students.

In addition, ESSER III funds will be allocated for additional cleaning and improvements of facilities ensuring a safe and healthy environment.

2. 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:

The Alternative Educational Academy of Iosco County will use funds to support a summer school education program that will provide additional instruction time beyond the 180 day school year. The summer school program will be available to all AEA students but will target those identified in need of additional supports/instructional time as well as those who have, for whatever reason, fallen behind their cohort.

The summer school program will allow 6 certified teachers to be available to students 7 hours per day, 3 days per week, and 9 total weeks throughout the summer months. Students will be assigned remedial, credit recovery, and initial credit-earning courses in an online curriculum, Edmentum or Edgenuity; Students will have access to their curriculum 24/7. AEA students whose cohort has already graduated will earn their diploma once all graduation requirements have been met.

We anticipate that 75-100 students will participate in the summer school program at the Alternative Educational Academy of Iosco County.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Alternative Educational Academy of Iosco County services at-risk students in grades 6-12 who, for whatever reason, have been unsuccessful in the traditional school setting. The remaining ESSER funds will be designated for staff-requested initiatives that support the continuation of learning and student engagement or re-engagement with school.

For example, our stakeholder survey results indicate a need to increase social/emotional supports due to the COVID-19 pandemic. Our School-Social Worker may request a social-emotional curriculum, activity funds, equipment, or additional staff that would support AEA students' mental health as well as their continued learning and/or engagement with school.

Staff-initiated requests that support a documented need related to COVID-19 will be funded through ESSER III as allowable and funds are available.

4. 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.

Interventions will be accessible to all AEA students; The AEA of Iosco County serves a diverse community of learners with a myriad of needs and abilities. Our population includes low-income homes, children with disabilities, students experiencing homelessness, children in foster care, and racial and ethnic minorities. ESSER III funds will be used to provide resources to track and monitor each student's attendance, school engagement, and social/emotional health; flagging struggling students who need additional intervention. The AEA of Iosco County provides supports to struggling students through School Success mentorships, social works services through our program and the ISD, as well as working collaboratively with many other community organizations.

Alternative Educational Academy of Ogemaw County - 65900

1. 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:

The AEA of Ogemaw County will use funds to support the health and safety of our school community. Funds will be used to support distance learning (staffing, equipment, and curriculum) in order to continue educational opportunities for our students who are in isolation or quarantine due to COVID-19. Providing computers and mifis to our students will support mitigation strategies related to social distancing and maintaining CDC compliance, leading to in-person education for our students.

In addition, ESSER III funds will be allocated for the replacement of windows in all classrooms and offices improving ventilation and air quality.

2. 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:

The Alternative Educational Academy of Ogemaw County will use funds to support a summer school education program that will provide additional instruction time beyond the 180 day school year.

The summer school program will allow 2 certified teachers, 1 counselor, and 1 paraprofessional to be available to students 7 hours per day, 3 days per week, and 9 total weeks throughout the summer months. Students will be assigned remedial, credit recovery, and initial credit-earning courses in an online curriculum, Edmentum or Edgenuity; Students will have access to their curriculum 24/7. AEA students whose cohort has already graduated will earn their diploma once all graduation requirements have been met.

We anticipate that 60-75 students will participate in the summer school program at the Alternative Educational Academy of Ogemaw County.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Alternative Educational Academy of Ogemaw County services at-risk students in grades 6-12 who, for whatever reason, have been unsuccessful in the traditional school setting. The remaining ESSER funds will be designated for staff-requested initiatives that support the continuation of learning and student engagement or re-engagement with school.

For example, our stakeholder survey results indicate a need to increase social/emotional supports due to the COVID-19 pandemic. Our School-Social Worker may request a social-emotional curriculum, activity funds, equipment, or additional staff that would support AEA students' mental health as well as their continued learning and/or engagement with school.

Staff-initiated requests that support a documented need related to COVID-19 will be funded through ESSER III as allowable and funds are available.

4. 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.

Interventions will be accessible to all AEA students; The AEA of Ogemaw County serves a diverse community of learners with a myriad of needs and abilities. Our population includes low-income homes, children with disabilities, students experiencing homelessness, children in foster care, and racial and ethnic minorities. ESSER III funds will be used to provide resources to track and monitor each student's attendance, school engagement, and social/emotional health; flagging struggling students who need additional intervention. The AEA of Ogemaw County provides supports to struggling students through School Success mentorships, social works services through our ISD, as well as working collaboratively with many other community organizations.

American Rescue Plan 2021

American International Academy - 82730

1. 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:

The CDC addresses ventilation in schools as a COVID-19 prevention strategy for schools. The CDC recommends that schools bring in as much outdoor air as possible. They recommend opening windows. Ventilation systems should be serviced and meet code requirements. They should provide acceptable indoor air quality, and reduce or eliminate HVAC air recirculation when possible. The district will be utilizing ESSER funding to replace old windows that no longer open with new windows that open and/or have vents cut into them to provide better ventilation and increased airflow in the buildings. The district will also be upgrading and adding HVAC units that will improve the quality of air in the buildings with UAV filters to kill the Covid-19 virus and bring more outdoor air into the system. The CDC recommends the wearing of masks, testing and cleaning as strategies for Covid-19 prevention. The district will be using the ESSER funding to purchase and distribute masks, hand sanitizers, alcohol wipes and disinfectants in its PPE purchases for the district. The district will also be using the ESSER funding to employ a Health and Safety Specialist whose duties will be to test students and staff for the Covid-19 virus, acquire testing kits from the local ISD, train staff and students in safety precautions, communicate with families about Covid related issues and occurrences and inventory and stock the districts PPE material.

2. 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:

The LEA will utilize the funds to address academic impact of lost instruction time through the implementation of evidence-based interventions, such as summer learning, summer enrichment, and extended day utilizing extensive and comprehensive program that address the individualized social emotional and academic needs of our students. The implementation will consist of the use of STEM, Blended Learning Methodology/ small group instruction that supports student academic deficits based on District and State Assessment Data. Planning and Implementing activities related to summer learning, enrichment, and after school including students with disabilities, ELL students, migrate students students experiencing homelessness and children and youth in foster care. Specifically Planning and Implementing activities relating to 2022 High school Summer School Credit Recovery Program and MTSS Intervention Staff addressing students not meeting grade level proficiency in ELA and Math.

1. Online Instructors for After school and extended day programs for grades (k-2), (3-6), 7,8 program(2 years)
2. CDF Summer and After School Enrichment and Tutoring Program that provides a research-based and multicultural program model that supports K-12 scholars and their families through five essential components: high quality academic and character-building enrichment; parent and family involvement; civic engagement. (2 years)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will utilize the remaining ARP ESSER Funds to employ staff to address Health and Safety protocols and education of parents and staff by employing specialist trained in CDC Protocols and Procedures centered around preventative and crisis intervention within the school. A Specialist will assist in bringing students back to the district amidst the pandemic situation in the district. To help support and design systems to encourage students to become more actively engaged in learning whether it be remote or in-person during pandemic times. Providing workshops, resources, and supports.

Specialist tasked with testing staff and students continuously for the Covid virus. In charge of the ordering, stocking and distribution of PPE for the District to maintain a safe environment. In charge of communication with parents about safety and health protocols within the district.

SISPowerschool Specialist & Powerschool Training (2 years)

In-house Power school Specialist trained to use platform, Track Student Attendance, Academics & Access to student information to increase Student Engagement. Identify students in need of support, communicate with parents and students academic achievement levels collaborate with Engagement specialist encourage students participation in learning loss programs. Work as trainer to develop staff and train in the use of Power school as the platform to better communicate with parents and students. (2 years)

4. 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.

The AIA school district will ensure that there is equitable access to ESSER related pandemic programing including the learning loss programing. The district has put in place specialists and programs to identify, communicate with, engage, and provide access to all ESSER related programing. The PowerSchool Specialist duties will be to review the districts demographics and identify students who are homeless, have metal health challenges, are in foster care, impoverished etc. This data will be imputed and reviewed by the Engagement Specialist who will be in charge of communicating with district leadership and helping to coordinate access for programming for these students. The Engagement Specialist will also be tasked with outreach to the parents and students to encourage them to participate in these programs. The PowerSchool Specialist will also communicate with the parents and students about the need to participate in these programs by reviewing the students' academic progress with the parents and students. Transportation will be made available for equitable access by the school's in-house transportation department. All students, regardless of their environment, social or emotional status will be given the opportunity to participate in these programs and provided with transportation to and from the school for free.

American Rescue Plan 2021

American Montessori Academy - 82981

1. 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:

Please see Plan of Use Narrative Attachment.

2. 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:

Please see Plan of Use Narrative Attachment.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

We recognize that the pandemic has disproportionately impacted our students from traditionally underserved communities, leading to significant learning loss and increasing the need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each student throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted by COVID-related learning loss: maximized learning time on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of students with deficits (Catch Up) and those that need challenged beyond on-grade level (Move Up) including additional, Tier II, small-group tutoring; research-based and standards aligned curricula; and instructional tasks with higher-order, complex thinking.

American Rescue Plan 2021

Anchor Bay School District - 50040

1. 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:

ABSD has taken and will continue to take actions to ensure the health and safety of students, educators, and other school personnel during and following the return to full in-person instruction. A description of actions already taken and additional actions planned is below.

ABSD has adopted the following safety recommendations established by the Centers for Disease Control and Prevention (CDC):

- Recommended consistent and correct mask use
- Promoting vaccination of students and staff
- Encourage physical distancing and reducing class size to allow for greater physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining health facilities, including improved ventilation
- Contact tracing, in combination with isolation and quarantine
- Encouraging staff & students to stay home when sick and get tested
- Coordination with state and local health officials

2. 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:

ABSD will utilize funds to implement evidence-based interventions including: 1)High quality tutoring during the day and afterschool. Students needing additional support will be selected based on data provided by high quality academic assessments. Tutoring will occur frequently throughout the week in high dosage sessions. Tutors will work with HQ teachers to address core curriculum student deficiencies. 2)The District will provide summer learning and enrichment programs. The summer program will be voluntary, full-day sessions for a period of six weeks. Summer program will also be designed to meet social and emotional needs of students and provide them with enriching experiences. 3)In-school evidence based interventions such as IXL software will be utilized by at-risk students. IXL software provides a personalized learning platform that is proven to improve learning outcomes for all students

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ABSD will utilize remaining ARP ESSER funds for the following District expenditures:

- Purchase of educational technology to aid the educational process and ensure equity for all students including low-income and students with disabilities
- Provide mental health supports to students
- Provide principals with the resources necessary to address the needs of their individual schools
- Additional Staff to monitor students progress and provide enrichment opportunities that support social emotional and academic development

4. 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.

The district recognizes that many of the at-risk groups listed above were the most disproportionately impacted during the COVID-19 pandemic. The evidence based interventions are designed to address learning loss by providing additional time and resources to our at-risk student to equip them with skills and knowledge to bridge the learning gap and achieve in the classroom. We know that providing this skills and allowing the at-risk students to achieve in the classroom builds confidence and diminishes anxiety which promotes a better state of mental and emotional well being. Further, many of these supports provide an small, intimate setting and another person that the students can connect with and connect with for social and emotional support.

American Rescue Plan 2021

Ann Arbor Learning Community - 81904

1. 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:

AALC will use the ESSER funds to assure students have a safe environment to continuously operates with in-person learning. AALC has relocated to a building which has adequate and appropriate air flow and an updated HVAC system that allows safer air quality. The ESSER funds will pay the costs of the building.

2. 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:

AALC will provide summer learning programs for all students. The summer programs offered will focus on math and reading to provide remediation to combat the impact of summer loss. Summer programming will be in-person.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

AALC will increase sanitation efforts to minimize the spread of infectious disease.

4. 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.

AALC will use funds for reading and math intervention support staff. AALC will conduct social emotional support to students in the form of support groups. AALC will assure students that are disproportionaltely impacted by COVID 19, by providing additional staff supports, parent supports and outreach. We will also offer support groups for families and bilingual staff.

American Rescue Plan 2021

Ann Arbor Public Schools - 81010

1. 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:

Use includes building updates to improve air quality & filtration, purchase and use of PPE, sanitation supplies and services, where indicated by CDC, materials to support social distancing. Provide flexible learning options through Quarantine Learning Plan, while maintaining F2F for those healthy to attend. Responsive testing protocols, contact tracing and training for staff on implementation and mitigation. Designated building subs specifically trained to support a single building and COVID mitigation. Cooperatively plan vaccination clinics with local health agencies. We will continue to follow CDC, local government and SOM guidance on the use of masks and mitigation strategies.

2. 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:

Lost instructional time will be addressed through continuity of learning opportunities including comprehensive summer programming open both to targeted students needing intervention supports and non-targeted students benefiting from no gaps in their learning time continuum. Review of current curriculum, its congruence with research-based intervention supports, standards, assessments and addresses equity targets. Review and realignment of MTSS model including implementation of coaching for Tier I teaching and learning to address lost instructional time benchmark/assessment spread within grade levels. Expansion of 1:1 and small group supports. Renewal of academic support materials and licensing with expansions to support access for identified sub-group and targeted learners.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Recruit and retain high quality staff for all departments and areas impacting learning and operations. Retention of current staff through targeted stipends, competitive hourly pay incentives, and recruitment through stipend incentives responsive to longevity commitment. Address high shortage areas including food service, transportation, mental health professionals including social work support, health specialists to address mitigation and COVID response, qualified substitutes and other understaffed hourly/FTE support areas.

4. 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.

AAPS will target identified subgroup student academics and SEL through comprehensive planning and responsive teaching. Using our Framework for Equitable Instruction, we will enhance teaching and learning through improved Tier I instructional fidelity, SIOP and UDL integration and blended learning. Using local assessment data, pass/fail rates and MTSS process, students will be identified. Cross-funding and application of supports of other federal programs such as Title I and IDEA funds to support those targeted students with the support of Building Support Teams and Student Intervention Services. Program evaluation metrics will be used to measure progress and growth as well as individual and cohorted student growth data. To address SEL, to work in support of student wellness, social development and resources to strengthen whole-child development such as mental health/social work supports including through community partnership with local student supports like community centers, teen counseling supports and national campaigns such as "Ok to Say".

American Rescue Plan 2021

Arbor Academy - 13901

1. 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:

Our funding will allow our students to have more access to outside learning and online counseling for our school workers and families. We will also be using the grant to purchase more supplies for kids, to help prevent sharing of tools in the classrooms. We have also invested in air purification units for each room in the building to help with air circulation. Arbor has also spent funding from the esser grant to purchase water bottle filler stations so our children can continue to stay hydrated when they are unable to use water fountains any longer.

2. 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:

Arbor has created a summer school program and afterschool tutoring for all of our students to attend if they struggle academically. Our teachers are using approved intervention programs in the tutoring programs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Arbor is using funds from the Esser grant to help promote SEL and attendance growth. We are funding our attendance rewards system to help promote the decrease in truancy. Our students will also be using the Big Life program purchased to improve SEL in our students.

4. 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.

We will be using attendance data and NWEA data to track our program's success for our students. We will be looking at growth and proficiency data in NWEA test scores three times a year. Arbor will use surveys from community members and parents to see if the SEL program is having an effect on our student growth.

American Rescue Plan 2021

Arbor Preparatory High School - 81909

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Armada Area Schools - 50050

1. 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:

Armada Area Schools has remained committed to offering in-person learning to the extent possible throughout the COVID-19 pandemic. With the exception of a 3-week, state mandated shutdown of our high school in November of 2020, we have been successfully able to offer in-person instruction for our students.

To help ensure continued success, we have worked to hire additional teachers in order to keep our class sizes smaller. With the reduction in class size, we hope to mitigate the number of students and staff exposed to the virus and reduce the number needing to quarantine.

In addition, we have hired an additional counselor and an additional half time social worker for the 2021-2022 school year in order to ensure we are able to meet the mental health needs of our students. The added hiring is in addition to a newly formed partnership with CARE of SE Michigan, a nonprofit group that offers programs for children in need of short-term care, and our Adolescent Outreach Program that we facilitate at our high school and middle school levels in partnership with Macomb Family Services.

Finally, we have worked to continue tutoring opportunities in all buildings. After school tutoring is offered in all of our buildings on a daily basis. In addition, our special education teachers at the secondary level hold opportunities for our students receiving special services to also receive additional support outside of the classroom time.

2. 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:

Throughout the summer of 2021, Armada Area Schools worked to offer various learning opportunities for our students. At Orville C. Krause Elementary, approximately 45 students attended from 8:30 AM-3:30 PM from June 7th-August 6th, 2021 (excluding July 5-9th, 2021). During that time, four teachers and four paraprofessionals worked with students to close the achievement gap that resulted from the pandemic. Armada Middle School offered a summer math, reading, and life skills camp. Each camp was staffed by a certified teacher, as well as with paraprofessionals. Camps ran from June 22nd through August 12th. At Armada High School, we offered credit recovery classes, as well as a transitional opportunity for incoming freshmen.

In November of 2021, we administered a survey to all of our stakeholders. The survey indicated there was some interest in providing summer learning opportunities. Based on the interest expressed, as well as our belief that summer learning opportunities do benefit all students, it is our intent to continue to offer and expand our summer programming for our students through the 2022-23 school year.

In addition, both Armada High School and Armada Middle School offer after school tutoring opportunities, which we intend to continue beyond the 21-22 school year. Special education teachers at the secondary level hold opportunities for our students receiving special services to also receive additional support outside of the classroom time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend the remaining ARP ESSER funds on salaries/benefits for added staff, in order to provide smaller class sizes, additional tutoring and summer learning opportunities.

4. 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.

Armada Area Schools is aware of the need to monitor interventions implemented and to ensure that interventions meet the needs of all stakeholders. To that end, in November of 2021, we reached out to all stakeholders to gather input as to what stakeholders see as the highest priority needs for Armada Area Schools.

The survey results indicated that the number one priority of stakeholders was to keep class sizes low, especially at the elementary level. The second highest priority identified as a need was to deliver interventions for struggling students and to provide small group instruction. Finally, stakeholders identified providing social-emotional learning opportunities, such as counseling and mental health resources, as a needed area.

We feel that what we have done up to this point (hiring additional staff, including an additional counselor and additional social worker, as well as working to offer summer learning opportunities) supports the need identified in the survey, and we plan to continue to use survey data and stakeholder feedback as a way to ensure we are responding to stakeholder needs.

In addition, we will monitor our student achievement data, including all subgroups, to ensure that students' needs are being met. These data points include NWEA, M-Step, PSAT, and SAT data.

American Rescue Plan 2021

Arts Academy in the Woods - 50905

1. 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:

The Academy's administration has considered community input at each phase of the planning process. The most recent community survey can be viewed here:

https://docs.google.com/forms/d/e/1FAIpQLSefPtNiajJ1hjZLMhBpEamrsZjOKybpvjqqhgqryJsK4MJVSw/viewform?usp=sf_link

To summarize, we have applied funding from the Macomb County Technology Fund, Governor's Emergency Education Relief (GEER) Fund Grant, Cares Act, Coronavirus Relief Funds both 11p and 103(2), and Elementary and Secondary School Emergency Relief (ESSER) Funds - Education Stabilization Fund and Education Equity Fund (AKA ESSER I) that has been already allocated to address two primary areas:

- 1) To ensure adequate technological infrastructure and resources to ensure our staff and students can stay connected.
- 2) To complete cleaning, repairs, and maintenance in order to optimize our current HVAC systems and to add ionizers to provide additional air purification.

We plan to utilize ESSER II and ESSER III funding as follows:

- 1) ESSER II funding has been allocated to ensure stability of programs and services as provided by the Academy and its staff as well as to ensure that the Academy's staff and curricula is prepared and adequate to address learning loss.
- 2) ESSER III funding will be allocated to update our electrical and HVAC infrastructure as well as complete Phase 3 of the project to replace aging windows at the Academy as detailed in the information in the next section.

2. 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:

Our teaching staff and administration will collaborate throughout the school year to review our current curriculum resources, pacing guides, and State and National guidelines to ensure accurate identification of the key standards of each course as well as appropriate alignment between courses within and between content areas.

This work will be significantly influenced and informed by the work that our teaching staff continuously does in identifying 'power' standards, alignment of curriculum, and review of best practice in teaching.

The expectation for each course will be identify approximately five key grade level targets for each course and to identify appropriate supports and 'just in time' learning practices to ensure all students will be able to access grade and age appropriate learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will continue to provide technological resources and support to individual students and families on an as needed basis. We will continue to address the aging HVAC infrastructure by upgrading electrical service to the building to support upgrades to mechanical Change Air Units in classrooms. Will provide modern HVAC controls to replace the pneumatic control system in place. We will implement replacement of windows on the south end of the building to ensure adequate ventilation.

4. 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.

Our response team will monitor interventions for effectiveness using the multiple tools. The effectiveness of academic interventions will be tracked against NWEA assessment scores, course grades, and locally developed assessments. Social, emotional, and mental health interventions effectiveness will be tracked using office and SW/counseling referrals, at risk referrals, and behavior logs.

Based on the trends in these data points, our response team will continue to support, provide, and implement research-based training, resources, and planning to meet the Academic, Social, and Emotional needs of students as they return to more traditional learning opportunities. Our response team includes 2 Social Workers, our Guidance Counselor, our Health and Wellness instructor, a classroom teacher experienced and certified to provide Special Education for students with Emotional Impairments, and our administrative staff. Throughout the summer, the team will investigate resources to address the emotional and social toll of the pandemic and provide a plan to support our students and staff as we return to face to face learning.

The deliverable for the ongoing academic collaboration will include documentation of the five key concepts for each course and identified resources for foundational support of those concepts. These documents and resources will be added to the Academy's curriculum documentation housed within Atlas Rubicon.

Arts and Technology Academy of Pontiac - 63915

1. 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:

ATAP will utilize funds to educate Administration and staff on the effectiveness of decreasing the rates of Coronavirus. ATAP will supply masks, hand sanitizer and desk shields for each teacher, classroom and office area. ATAP will also supply the district with handheld thermometers and stationary thermometers for all guests. ATAP will also hire a company to deep clean and sanitize on a monthly bases to ensure cleaning and sanitizing of all areas that are consistently used. ATAP's goal for the 2021-2022 school year is to maintain in person learning to the best of the district's ability.

2. 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:

ATAP will focus on employing intervention staff for all grade levels to assess the areas of deficiencies for all incoming students, as well as creating a plan specifically designed to address the area of academic deficiencies. ATAP will conduct an eight week summer school program, after school program as well as in school intervention program for all students who do not perform well on NWEA and who show tremendous academic loss due to the pandemic. Funds will be used for hiring and maintaining these positions. Funds will also be used to address learning loss for EL students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ATAP will use additional funds to ensure that all students have access to technology (laptops, hotspots/wifi). The district will supply all students with technology both on campus and off campus based on specific needs.

4. 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.

ATAP will focus on employing intervention staff for all grade levels to assess the areas of deficiencies for all incoming students, as well as creating a plan specifically designed to address the area of academic deficiencies. ATAP will conduct an eight week summer school program, after school program as well as in school intervention program for all students who do not perform well on NWEA and who show tremendous academic loss due to the pandemic. Funds will be used for hiring and maintaining these positions. Funds will also be used to address learning loss for EL students, students with special needs and homeless students.

Arvon Township School District - 07010

1. 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:

The ESSER III awarded to Arvon Township School will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance on reopening schools, in order to continually and safely open and operate Arvon Township School for in-person learning. ESSER III funds used by Arvon Township School will prevent, prepare for and respond to Coronavirus in many ways.

Arvon Township School will use special staffing for business support services. This person will be responsible for tracking, reporting, and coordination of prepared and response efforts related to communicable diseases. This person will work with local public health officials and monitor levels of community transmission for the duration of the school year in order to safely operate Arvon Township School for in-person learning.

Additionally, this person will be responsible for additional sanitation in the area of operations of staff and students within Arvon Township School during the school day. This includes maintaining an inventory and reordering sanitation supplies and personal protective equipment (PPE), and sanitizing high-touch surfaces within the whole school two additional times during the school day. The additional duties of the custodial personnel will include fogging the school with a disinfectant after staff and students have left for the day.

2. 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:

Arvon Township School will use funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time. Learning loss funds will be used for such things as 1) Staffing salaries for bridging gaps by remediation and accelerating learning through evidence based interventions and planning summer enrichment lessons. 2) Staffing salaries for tracking student attendance and improving student engagement for groups of students underserved or who are returning to the classroom. 3) Instructional materials that include software technology platforms for delivering content and remediation and student progress monitoring systems in an effort to support safe and continuous in-person learning for students and staff at Arvon Township School.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Arvon Township School will spend its remaining ARP ESSER funds consistent with section 2001 (e)(2) of the ARP act by teacher participation in professional development and professional learning communities offered by the CCISD with the intent to gain knowledge about how to accelerate student learning and reduce learning gaps. Professional development and learning communities will include technology use and implementation, and social emotional health, grade-level content areas, data review and literacy and math coaching.

4. 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.

Arvon Township School will ensure that the interventions it implements for the purpose of addressing the impact of lost instructional time will respond to the academic, social, emotional and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic. Arvon Township School recognizes the importance of tracking student attendance and improving student engagement. Arvon Township School will use administrative staffing to reengage students and support students most likely impacted by lost instructional time, social emotional health, and inequity. The administrative and teaching staff will communicate with students and families procedures for returning to school, avoiding retention, pathways for progress and social emotional milestones. The administrative staff will use baseline data, progress monitoring, and remediation tools to help set goals for the student with the intent of giving guidance and support for completing the current grade level. The administrative staff will ensure instructional materials accessible and appropriate for each individual student's academic recovery, thus overcoming barriers of inequity. Students not meeting end of the year goals will be offered summer remedial activities by the teachers and followed through by the administrative staff.

American Rescue Plan 2021

Ashley Community Schools - 29020

1. 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:

Ashley Community Schools continues to provide in person learning and are committed to this learning style to provide consistent and equitable learning opportunities for all students. We follow the mandates from the CDC and local health department to maintain safe instruction in the classroom setting. Funds will be used to update school building facilities to improve air quality throughout our buildings. Funds will be used to provide supplies to filtration systems, the purchase of cleaning and sanitations supplies, updating interior and exterior doors to allow for foot traffic and student separation.

2. 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:

In order to address the academic impact of the loss of learning, Ashley Community Schools will provide summer learning and enrichment opportunities. These opportunities will provide students with evidence based learning in core areas such as reading and mathematics. In addition STEAM enrichment opportunities will be available. After school evidence-based programs, such as tutoring will be available for K-12 students in core areas of instruction. Funds will be allocated for staff supporting our tutoring, summer learning and enrichment activities, as well as curriculum materials, software licenses, transportation needs and professional development for staff.

Additionally, our teaching staff and administration will collaborate throughout the school year to review curriculum resources, State and National guidelines to identify key standards in core content areas as well as the appropriate alignment between courses in content areas. Compensation for staff will be attached to this extra work staff will incur.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Ashley Community School district recognizes the importance of maintaining the current staffing to help implement a multiple layered prevention strategy to protect students, teachers, staff and visitors of the district. The district will purchase technology that will allow access for all students to updated curriculum and research-based intervention programs. The school will purchase subscriptions for online learning programs that will provide individualized instruction based on a screening assessment. Additionally, Ashley Schools will hire additional staff that will allow for more small group and individualized instruction.

4. 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.

Ashley Community Schools is a small rural low socioeconomic district. This creates a challenge as many families would like extra after school individualized support for their student(s) but struggle with transportation. In order to assist identified families funds will be used to purchase a 10 person passenger van to assist with transportation needs. Additionally, additional staff will be hired to support the needs of students and families. These individuals will provide support to those students having difficulties socially, emotionally and academically to prevent dropouts, and promote student and family engagement. Furthermore, the social and emotional needs of both staff and students is a focus in our school district. Funding will support the MTSS work throughout the school district.

American Rescue Plan 2021

Athens Area Schools - 13050

1. 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:

We are reserving a small portion of the first allocation of ESSER III funds and will use a more substantial portion (majority of it) of our second allocation to upgrade heating and air conditioning units at East Leroy Elementary. The current system is old and not designed up to current codes to promote a healthy building. The new units will allow fresh air to be drawn into the building and exhaust the stagnate air out of the building. The result is to increase overall health in the building and reduce disease transmission. This follows the CDC guidelines of improving air quality and reduces the amount of airborne transmission which is the primary method of spread of the virus. As an added bonus the new units also monitor room CO2 levels and inject fresh air so students will be more alert and therefore benefit from instruction.

2. 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:

By replacing the 1950s technology radio bridge that is used to provide internet access to the elementary with fiber optic cable we can increase the bandwidth available at the school. The increased bandwidth will afford a broader use of internet based diagnostic testing software to document student areas of weakness due to learning loss. The increased bandwidth will also eliminate the slow downs associated with heavy use when we are using software purchased with MI Connect funds to provide individualize remediation instruction from learning loss during the pandemic. We will also use additional funds to buy wireless access on school grounds using wireless access points that will be available for students to get internet access outside the building making the building basically an internet park, in an area that has little internet access, for student use after hours since wireless providers like Verizon, Sprint, or T-Mobile are not readily available in this rural area.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Because of the available resources we already had our priority and identified need in the area of training did not warrant spending ESSERIII funds on staff training for sanitation. We have a school nurse that is a former employee of the Calhoun County Public Health Department that has handle all of our training for staff. There are weekly meeting between the health department and the school as a means of communicating current conditions in the county and state. As new information is available from the county, State, or the CDC the information is relayed and appropriate adjustments are made to protocols, operating plans, or training for staff.

4. 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.

As stated previously by replacing the 1950s technology radio bridge that is used to provide internet access to the elementary with fiber optic cable we can increase the bandwidth available at the school. The increased bandwidth will afford a broader use of internet based diagnostic testing software to document student areas of weakness due to learning loss. The increased bandwidth will also eliminate the slow downs associated with heavy use when we are using software purchased with MI Connect funds to provide individualize remediation instruction from learning loss during the pandemic. We will also use additional funds to buy wireless access on school grounds using wireless access points that will be available for students to get internet access outside the building making the building basically an internet park, in an area that has little internet access, for student use after hours.

To address the academic, social, emotional, and academic needs we will Create a position called an Outreach Coordinator. The primary responsibilities will be: engage in intentional outreach to families and students to increase student academic success in the school, work with student to transition back into traditional in-person learning, support student wellness based on experiences brought about the recent events that have interrupted education, work with families to address the emotional ramifications of inconstant in person learning, and help student receive needed mental health services.

American Rescue Plan 2021

Atherton Community Schools - 25130

1. 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:

For the elementary school, we will be expanding the playground to allow for social distancing.

Furniture for AVA and AJSHS to accommodate social distancing in multiple areas in the building such as but not limited to the lunchroom, entryway, library, etc.

Personal protective equipment for all buildings as well as cleaning supplies to prevent the spread of Covid. New HVAC systems for identified areas to promote proper air ventilation at AES, AVA, and AJSHS.

2. 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:

Summer school will be offered for students in K-8 and credit recovery will be offered in 9-12 for the summers of 2022 and 2023. Interventionists will be provided at the K-6 in math and ELA to help with lost instructional time. Also, reading intervention will be provided for 7-12. Resources will be purchased and used for reading and math for K-12 that will support students in accessing resources in an equitable manner such as but not limited to Learning Ally, Newsela, Heggerty, Literacy Footprints.

Technology such as but not limited to Chromebooks, headphones, and calculators will be purchased to support students in their learning. Monitoring of academic progress will be used through NWEA, ESGI, Heggerty and Lexia.

Monitoring of academic progress will be used through NWEA and ESGI.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Intervention will be provided at the elementary in the areas of math and reading. Materials and resources will be purchased K-12 for student intervention in the area of reading. Technology for online communication with students and learning for students will be provided. This includes but is not limited to programs, laptops, projectors, headphones, speakers, microphones, etc.

A social worker at the AJSHS to support the social and emotional needs of students. Safety advocates are utilized at AJSHS.

Boilers and HVAC systems are being updated in buildings to respond to the health and well being of students and staff.

4. 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.

Teachers will receive training through professional development to support the social-emotional needs of all students, including

using lessons from a district-approved curriculum. A Tier 1 curriculum for social-emotional support will be implemented K-12 such as Leader in Me, RULER, or Second Step. These are reviewed and supported by CASEL for SEL learning.

American Rescue Plan 2021

Atlanta Community Schools - 60010

1. 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:

The district was able to hire additional staff to avoid having split classes and provide smaller class sizes. ESSER funds have been used to purchase furniture to equip the new classrooms. Additional cafeteria tables were purchased in order to spread students out and create more distance between them.

2. 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:

The district was able to hire a full-time school success worker to support students that are struggling with attendance and behavior. This program connects with the families to help remove any barriers they have in getting their student to school and works with the student on behavior issues. The district also hired a full-time reading teacher to identify and work with K-5 students that are behind in grade level reading and writing skills using research based interventions. All core 6th-12th grade teachers (8) will spend 30 minutes daily addressing learning loss through research-based interventions to remediate identified skill deficits in all students and to implement a social emotional curriculum.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will purchase technology that will allow access to for all students to updated curriculum and research based intervention programs. Purchase subscription for an online program that provides individualized instruction based on a screening assessment. Hire additional staff that will allow for smaller class sizes and teacher to student ratio and allow more individualized small group instruction in the K-5 classrooms.

4. 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 in K-8 are administered a baseline assessment three times a year. Students in K-5 are assessed and put into small group reading instruction that is progressed monitored every 4-6 weeks. K-8 students all have access to a math intervention program that is individualized based on need and is monitored by the title I math teacher and paraprofessional. All students have access to the school success program through self-referral, parent or teacher referral. The district has a full-time behavior specialist in the building that students have access to as well.

American Rescue Plan 2021

Au Gres-Sims School District - 06020

1. 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 upgrade restrooms and drinking fountains to provide touchless sinks and toilet fixtures, as well as the replacement of drinking fountains to include water bottle filling stations. We are also continuing the position of an additional custodian who is dedicated to sanitizing surfaces to prevent the spread of the virus.

2. 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:

We have purchased the ExactPath intervention platform to assist with providing intervention to all students K-12, in the effort to fill specific gaps as identified by the NWEA assessment. Funds will also be used to provide opportunities for students to recover lost credits that were not earned last year during the pandemic. This also includes summer credit recovery.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are working closely with the health department to do full contact tracing for any positive case in our buildings to identify students who need to quarantine. We have also implemented a serial test-out option to allow students to safely attend school each day during their quarantine period, as long as they have a negative test each morning and follow other precautionary measures during the school day. A "Safe System" will be purchased with these funds to allow for video recording and live streaming of classrooms to prevent missed instruction for students who choose to stay home for their quarantine. Teachers will also be provided with updated Chromebooks to be able to post and facilitate distance learning lessons for those students.

4. 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.

The district will continue to follow our MTSS district plan to provide tiered intervention support to all of our students who have been identified as needing additional support. This includes our daily scheduled intervention/seminar times which are designed to provide dedicated support times to students based on NWEA data and other screening and diagnostic assessments. Progress monitoring takes place as a part of this process and intervention groups are adjusted throughout the school year as new data is collected. Additional 31N mental health support has been added to our district through a 31N grant within our ISD, and a half-time counselor has been adjusted to a full-time position to aid with student support.

American Rescue Plan 2021

AuTrain-Onota Public Schools - 02010

1. 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 open school to in-person learning and maintain all school activities in a safe and sustainable manner. ESSER III Funds will be used to retain high quality teachers during a time of reduced student population when under normal circumstances cutting staff may be considered. The ability to retain our quality staff during this time allows us to keep a very low student to teacher ratio in each of our classrooms, which maximizes our ability to help students overcome gaps in learning due to the pandemic. Smaller class sizes also allows for Social distancing practices established by the school to remain in place reducing the exposure for students and staff, which allows us to maintain in-person instruction.

2. 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:

Summer Learning and comprehensive after school programs are planned to specifically address needs for all students with emphasis on at risk and underrepresented populations.

3. 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 necessary operation and staffing of the school at a minimum of pre-pandemic levels. Safely opening the school building fully staffed with high quality educators for in-person instruction helps ensure and equitable education for all students despite socio-economic differences. This will allow the school to meet the social, emotional and academic needs of a diverse student body.

4. 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 are assessed by NWEA 3 times per year and annually by the state of Michigan M-step test to ensure all interventions are responding to student needs.

American Rescue Plan 2021

Avondale School District - 63070

1. 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:

With our return to in-person learning as of March 2021, funds will be used for HVAC upgrades and replacements, such as upgraded air filters and units to improve air quality. Personal Protective Equipment and other COVID related equipment for students and staff will be purchased as needed to mitigate the spread of the virus. Additional deep cleaning services will be contracted as necessary to allow for additional disinfecting procedures. Health aides and nurses will be contracted to support COVID reporting, contact tracing, as well as educating our community on various health and wellness topics. We plan to hire additional staff to support lower class sizes and the cohorting of students, which will allow for social distancing. Additional teaching supplies will be purchased to limit sharing of student materials. Subscriptions to virtual meeting platforms and live streaming equipment will be purchased to allow for virtual meetings that will aid in social distancing.

2. 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:

To address the impact of lost instructional time, we plan to hire teachers and staff that will target evidence-based interventions in reading, math, and behavior/restorative practices. We will also utilize various software to address these evidence-based interventions. Additional social work, coordinator and counseling supports will be provided to general and special education students who need additional instructional support. An extended summer learning opportunity will be provided to all students that focuses on summer learning, credit recovery and credit forward. After school math camps and other extended learning opportunities will be provided to address lost instructional time. All costs associated with these extended learning opportunities, such as staff costs, materials, software licenses and professional development, will be funded with these monies.

3. 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 current staffing levels for programs that have seen a decrease in participation. We will purchase necessary program materials and resources to support an increase in participation in the various programs throughout our district. Purchases will be made for supplies to support building administrators with the resources necessary to maintain their normal operations. Replacement chromebooks will be purchased as current ones are damaged or no longer function as needed to support regular educational interaction. To accommodate students that wish to pursue educational opportunities in an online environment, funds will be used to purchase the necessary software and to employ the required staff to monitor those students.

4. 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.

Avondale School District plans to apply an internal Title I methodology to allocate funding to each school. Schools will be funded proportionally to their at-risk populations. Students will be prioritized for extended learning and intervention programs through MTSS screening processes to identify students experiencing learning loss, in need of reading or math intervention, and social emotional needs.

American Rescue Plan 2021

Bad Axe Public Schools - 32010

1. 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:

The district is planning on hiring personnel to address the increased workload. The district has added additional hours and custodial staff to ensure that facilities remain as sanitized as possible to prevent the spread of the COVID-19 virus. The tracking of student and adult illness has caused a need for personnel resulting in the addition of office personnel to help with student contract tracing protocols and nursing services.

These funds will also be used to improved air quality within our buildings including but not limited to cleaning of the ducts and coils of HVAC systems and additions of A/C units for good air flow and temperature control for summer programs and extended school year for future years and assist in the prevention of COVID-19 transmission. The district will also address our aging windows and/or doors within the buildings to also assist with ventilation issues.

The districts will use funding to print new signage promoting prevention strategies aimed at decreasing the transmission of the COVID-19 virus as well as personal protection/health equipment and cleaning supplies will be purchased to prevent the transmission of the COVID-19 virus and maintain a healthy school environment. District facilities will need additional equipment to maintain a healthy school environment and prevent the spread of the COVID-19 virus. Additional trash cans, heavy-duty cleaning equipment and floor machines will be acquired to support the custodial staff duties.

2. 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:

A significant portion of funding will be used to support the personnel needed by the district to address the impact created by the COVID-19 pandemic. The district is providing students with the opportunity to receive their academic services through online learning platforms such as Edgenuity/Odysseyware and Edmentum. The district is planning on an extensive summer school during the grant period and will be paying for teachers, paraprofessionals, and other staff to support students in credit recovery and credit advancement. In addition, funds will be used to address learning loss with providing additional programs to existing curriculum needs focused especially on reading, writing, and mathematics.

A portion of the funding will be used to provide returning staff with a retention stipend each year of the grant. For the current school year, the school board has established a 1.5% stipend for all returning staff. This cost is in support of maintaining staffing at needed levels and ensuring high quality services to meet students needs. Funds are being reserved for subsequent years should the board decide to continue this practice. Summer school classroom supplies must be acquired annually to replenish those materials in addition to potentially using funding for transportation costs for summer school activities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will look to recoup the costs associated with successful implementation of the ESSER III grant project. This would include expenditures such as ancillary support personnel, electricity, phones, Internet access etc. In addition, to assist with social distancing the district will pursue the purchase of equipment, machines, or other aspects to help keep student safe and socially distant to the extent possible within our classrooms, cafeterias, and playgrounds areas.

4. 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.

The district will be investing in additional social and emotional training and professional development that addresses differentiated instruction to help with any potential learning loss for all students. Funding may also be used to add additional staffing needs such as social workers and/or counselors to help address those personal social emotional needs of students that has arisen during the Covid-19 pandemic.

American Rescue Plan 2021

Baldwin Community Schools - 43040

1. 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:

In an effort to reduce COVID-19 transmission to increase The district will utilize a small portion of the allocation to purchase masks for students, as the district is still requiring that masks be worn by all staff and students when not eating or drinking. The district purchased most of its PPE using dollars from prior iterations of ESSER funding.

2. 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:

As indicated by our stakeholder survey, the district will use funds to implement reading interventions for students 6-8 to address learning loss. READ 180 is the reading intervention program that will be utilized. The district will hire an instructional specialist to provide interventions in core academic areas to students K-12 who are identified as below grade level. The Instructional Specialist will utilize NWEA data to identify students who need additional interventions, such as one-to-one support and/or summer school, and monitor student progress. Interventions will be monitored and adjusted if expected student outcomes are not being met. The district will also hire an additional elementary teacher to provide small class instruction to students identified an below grade level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will pay salaries and benefits for teachers in the district between March 20, 2020 and September 30, 2024 to maintain stability in the workforce during the corona virus pandemic. Only teachers who were paid with general operating dollars will be paid will ESSER III funds.

4. 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.

The district will utilize benchmarking assessments, formative progress assessments, and monitoring assessments, and adjust tiered intervention in six week intervals when necessary, to ensure that the needs of all students are being met. Baldwin Community Schools will also utilize SEL Web assessments to address the social, emotional, and mental health needs of all students.

Bangor Public Schools (Van Buren) - 80020

1. 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:

CDC-recommended strategies outlined in our in-person instruction plan include; Limiting classroom sizes to support safe distancing and reduce exposure and transmission risks, Cleaning frequently used surfaces (such as door handles, handrails and bathrooms) and cleaning each classroom every night. In addition, we are reorganizing and structuring building use to maximize space to ensure appropriate distancing, updating school buildings to improve air quality, windows, roof updates, updating indoor and exterior doors and updating unused spaces to allow for smaller class sizes and to spread staff out that are sharing close office spaces. We are purchasing interactive technologies that will support instruction all while providing for safety, care and well-being of all students.

2. 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:

We are guided by educational priorities for our students, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based extended learning time programming. We have worked with key stakeholder groups who have voiced support and need to use funds to provide for summer learning opportunities, extended day, comprehensive after school programs, or extended school year. We will provide summer learning, summer enrichment and comprehensive after school programs in reading and math. A summer enrichment program will be offered in the district and will extend reading and mathematics software licenses.

We will look for programs that have a proven track record of raising student outcomes and successfully addressing learning loss, particularly for communities that are disproportionately affected by the pandemic. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II & Tier III, small-group interventions. We will use software programs in addition to highly qualified teachers with evidence based interventions that target their learning needs. We will also develop and build our research, evidence based curriculum materials, and staff development. We will review common assessments and benchmark data.

We will also use funds to retain and develop highly qualified teachers that are skilled and trained in interventions.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II, Tier III interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic. We will use target data-driven interventions to support their academic success. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each student throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted by COVID-related learning loss: maximized learning time on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of scholars with deficits and those that need challenged beyond on-grade level including additional, Tier II, Tier III, small-group tutoring; research-based and standards aligned curricula.

We will provide updated technology systems within the schools that will allow for better sound quality, voice amplification, interactive projectors, and cameras that will allow for opportunities for teachers to provide distance learning should the need arise. There will be professional development opportunities to support students academically and socially. We provide supports to hire highly qualified individuals that can support students.

American Rescue Plan 2021

Bangor Township Schools - 09030

1. 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 utilized to design and upgrade HVAC and ventilation (Chillers, Cooling Towers, Boilers, Unit Vents, Rooftop Units, etc) in the buildings to allow for additional outside air and allow for the air to be cleaned/turned over more rapidly than existing systems.

2. 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:

Installing cameras and audio systems in all classrooms across the district to allow for video recording and live streaming of instruction for students who are absent or need to review at a later point in time. Students will be able to participate remotely in real time as well as have a video library of lessons for future review, remediation, or async learning.

District will purchase new chromebooks for students and staff ensuring connectivity and continuity of learning outside of the school day. New chromebooks will allow access for up to 5 years post purchase.

Certified staff will be paid for extending the school day to provide enrichment and remediation to students across the district. This option will be available for all K-12 students across the district.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional seating and learning apparatus (i.e. whiteboards, etc) for common spaces to create new and inviting learning spaces that will allow for the dedensification of classrooms and utilization of previously unused learning areas of our buildings.

Teacher Salaries/Benefits

Professional Development on poverty/equity for all staff

Purchase of up to date 6-12 ELA resource

Purchase of other curricular and student supply materials

4. 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 interventions and upgrades via ESSER III would be available and encouraged to be utilized by all students across the district. Staff would encourage and advertise to those specifically at risk these opportunities above and beyond general district communications.

Barack Obama Leadership Academy - 82933

1. 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 are used to continue to follow the state and CDC guidelines for re-engaging in person learning by cleaning and disinfecting classrooms/common areas daily, having masks readily available for staff and students; encouraging proper mask wearing and hand wash techniques for staff and students, readily having hand sanitizer available for staff and students, and enforcing strict social distancing guidelines in accordance with the CDC and state for all staff and students.

2. 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:

At least 40% of the funds will be reserved to measure and identify the impact of academic instructional time that was lost on all students due to Coronavirus, through the development and implementation of evidence-based interventions. The Multi-Tiered System of Support (MTSS) Instructional Framework focuses on students throughout the tiered system for remedial support. Tier III students are pull-out services for students who are in the 30th percentile of performance. Tier II students are in the 49th percentile of performance. Students identified as intermediate (bubble students) receive additional support in moving the academic needle and the expectation is for the students to be placed in Tier I.

The Academy has implemented the Fountas and Pinnell (F&P) Leveled Literacy Program which is a researched based intervention program for students struggling in reading. Intervention blocks are scheduled throughout the master schedule for implementation of F&P. Interventions for MTSS and F&P are implemented for after school programs, tutoring, and athletics. The LEA ensures that such interventions are equitable and accessible to all students' academic, social, emotional, and mental health needs and address the impact of the COVID-19 for groups of students disproportionately impacted by the pandemic. Tutors will be provided for struggling students and those not at their appropriate grade level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LEA used the remaining ARP ESSER funds to maintain the health and safety of students and school staff as they returned to in-person instruction (developing protocols and policies consistent with guidance on reopening schools from the Centers for Disease Control and Prevention ("CDC") this includes using correct methods of wearing masks; modifying facilities to allow for social distancing; proper handwashing and respiratory techniques; cleaning and maintaining healthy facilities, including improved ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with.

4. 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.

The LEA ensures all programs focus on and address the academic, social, emotional, and mental health needs of all students especially those highly impacted by COVID-19, such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory families. The LEA consistently reinforces implementation of strategies to improve learning and academic success. Through PD opportunities the LEA has made improvements in teaching that will lead to longevity in improvements for learning. Through surveys and assessments, the LEA has identified students at high risk of these learning barriers such as low-income families, students of color, children with disabilities, students experiencing homelessness, children in foster care, and migratory families to ensure they have equitable access to the same resources as all other students.

The LEA partnered with a local mental health agency to provide school-based services to support low-income students and families with social, emotional, and mental health needs using a School Success Initiative (SSI). The initiative utilizes evidence-based practices to deliver prevention-based services to children using a 3 Tiered Universal Health Screening questionnaire. The assessment will show attributes like emotional symptoms, conduct problems, hyperactivity, peer relationship problems and prosocial behavior.

American Rescue Plan 2021

Baraga Area Schools - 07020

1. 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:

We will continue to strive to maintain a safe mitigation strategies, which will be in alignment and following the current recommendations from the CDC. We will continue with our current cleaning and disinfection procedures of all areas in the building and our busing. We will continue to utilize our touchless hand sanitizing system along with soap dispensing. We will continue to supply masks for those who choose to wear them. For those students and staff members who would like to be tested we will continue to offer the testing. Custodial staff will continue with their routines of sanitation and deep cleanings.

2. 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:

Baraga schools will use the funds to offer in-school summer school and credit recovery along with summer tutoring. We will offer summer reading programs for elementary students. We will also set funds aside to offer after school tutoring for all students throughout the year. The district will also work with the unions to move towards a school calendar that will better provide students with better class schedules and tutoring times for all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The ESSER funds will be used to close any learning gaps that have happened due to COVID for all students PK-12th grades. The school will invest in training for the staff in SEL. The school will also offer training to the staff on the mitigation of COVID, along with the school continuing to purchase mitigation supplies. The school will also look at purchasing and training the staff on new progress monitoring tools. The school will also add to our technology to insure that all students are reached.

4. 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.

Baraga schools staff will support all students that have been identified with learning loss due to COVID. We will provide training for teachers for SEL. We will add extra supports if needed with Social Workers and extra tutoring services. We will review our data and focus on those students that are more likely to be disadvantaged whether it is low-income, students of color, Special Education, English Learners, students in Foster care, McKinney Vento students, etc., but all students will get the help that is needed for any learning gap that has been fostered by the COVID pandemic.

American Rescue Plan 2021

Bark River-Harris School District - 21090

1. 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:

In order to keep students as socially distanced as possible, the district has increased teaching staff to lower class sizes and purchased a bus to lower the size of bus routes. In order to improve the school's ventilation system the district is purchasing new windows. The district has increased cleaning by hiring an additional custodian. The district is also educating members of the community on CDC recommendations and vaccinations.

2. 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:

The district is addressing the lost instructional time by increasing teaching staff in particular low scoring classrooms, by hiring lunchroom monitors in order to allow more instructional time from our paraprofessional staff, having one of our high school teachers spend half of her day monitoring student progress, and purchasing a new software system in order to better track student progress.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All of the district's ARP ESSER funds will be spent on addressing the lost instructional time, addressing CDC guidelines for social distancing and cleanliness.

4. 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.

The district has hired a new position this year, a student success coordinator, that will respond to academic, social, emotional, and mental health needs of all students district wide. The position will coordinate will all district staff to ensure students needs are being met. The district has children with disabilities, students experiencing homelessness, deaf students and children in foster care. All of these students are in need of extra support and this position will work closely with these students.

American Rescue Plan 2021

Bath Community Schools - 19100

1. 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:

Bath Community Schools requires masks and has taken measures to keep our students safe. We have purchased many types of PPE including masks, gloves, cleaners, foggers, air filters. We have also hired staff to reduce class sizes in order to social distance students to the greatest extent possible. The ESSER III funds will allow us to continue these practices, including the hiring of staff to reduce class sizes. We will also use ESSER III funds to pay for individuals to maintain and expand our "tests to stay" process which has allowed us to keep many students in school and off of quarantine.

2. 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:

Bath Community Schools will utilize the ESSER III funds to continue to provide extended interventions during the school day. We will be able to continue to offer extended hours for our interventionists. We have engaged our community and are planning on offering a summer school program for our K - 8 student population based on staffing availability and parent interest. Bath Community High School has also offered, and will continue to offer after school help for students struggling in math due to the prolonged pandemic. Social and emotional learning training is also being provided to staff at all levels and is key to helping students be able to focus on material and make gains in the curriculum provided.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER III funds will be utilized to provide training, curriculum, staffing in order to properly run Bath Community Schools. We will focus on students with the greatest needs such as those with IEPs and 504 plans as well those that are economically disadvantaged. The remaining funds may also be used to purchase additional PPE or equipment to help mitigate the spread of new variants as they are identified.

4. 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.

Interventions offered at Bath Community Schools will be monitored on a regular basis and adjusted as needed. Student achievement data in NWEA, AimsWeb+, PSAT, SAT, Local Assessments and other. Students are also surveyed on their mental health on a regular basis using Mental Health Screeners at all levels. Student Intervention Teams will also use data collected to help identify struggling students both academically and behaviorally.

American Rescue Plan 2021

Battle Creek Area Learning Center - 13904

1. 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:

The office manager is spending extra time contact tracing, testing students, tracking quarantine timelines, and communicating with parents and the health department in order to continuously and safely open and operate schools for in-person learning. Technology is needed to maintain curriculum standards and provide learning opportunities for all students, including those in-person and in quarantine. Air quality monitoring systems will be purchased in order to maintain appropriate air quality standards.

2. 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:

A graduation coach and an additional English teacher have been hired to provide guidance and increase learning opportunities for those students who may have experienced learning loss in the past 2 years. Online curriculum licenses will be purchased to assist those students for the purpose of credit recovery due to learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of the funds will be used to pay for the guidance counselor/social worker to assist students who are struggling academically and/or emotionally. Training will be incorporated for all staff and parents. Substance use disorders have increased and caregivers will work with professionals for help for themselves and their family. Students will have access to substance use counselor(s) if they are experiencing issues around substance use. Some students are struggling to maintain appropriate attendance due to health issues. We are expanding our virtual option to provide resources that are being implemented for in-person learners, to virtual learners. These resources include SEL, substance use, homelessness, and community resources. All staff will be attending a conference that specifically addresses the needs of at-risk students and provides options to traditional learning. Students are still struggling with feeling safe, therefore, some money will be used to increase security measures within the building. Funds will also be used to pay for the increased requirements of the accounting firm.

4. 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 of our students are considered at-risk or disproportionately impacted by the COVID-19 pandemic. Every student will have the availability of substance use professionals, access to the 2 licensed counselors in our employment, community resources, and SEL programs within the building. The graduation coach will communicate with all 11th and 12th graders to monitor progress and address struggles they are experiencing. The guidance counselor and crisis counselor will work with all students to ensure appropriate needs are being met at school and assisting in locating resources outside of school. Where issues of truancy, the counselors will be making home visits to determine any barriers that hinder attending school.

American Rescue Plan 2021

Battle Creek Montessori Academy - 13900

1. 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:

We will add two additional staff members to provide interventions for students who fall below the 40th percentile on NWEA, along with an instructional coach to support teachers in the areas of literacy and instruction.. This intervention will consist of working with Aides in the classroom, Interventionists outside of the classroom, before and after school tutoring, and summer school services. The instructional coach will work to ensure that Tier I teaching in the classroom is aligned to meet the individual needs of each student through the use of Individualized intervention plans, a cornerstone of the Montessori Curriculum

2. 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:

We will hold an eight week summer learning program, open to all students. The program will be Monday through Friday from 9am to 2pm, transportation will be provided along with breakfast and lunch. Students will focus on fundamental skills along with skills that will support them in the fall. Weekly field trips will be included to allow students to make real life connections to their learning. A minimum of four teachers and classroom interventionist will be required, along with a bus driver and nutrition supervisor.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to purchase online learning programs that will support students through scaffolding and acceleration, new classroom materials that encourage hands learning, and outdoor play equipment to connect students to nature and provide opportunities for exploration.

4. 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.

Students who are designated as Tier 2 & 3 students will receive additional support from classroom interventionist, building interventionist, and an instructional coach will support teachers with creating and monitoring student achievement. This work will be designed during PLC times, where the focus will be on data, and implemented before, after, and during school.

American Rescue Plan 2021

Battle Creek Public Schools - 13020

1. 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:

ESSER III funds will be used to replace the heating, ventilation, and air conditioning (HVAC) system in our oldest building in the district to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration. Funds will also be used to update school buildings to improve air quality throughout buildings including updating windows, roof updates, and updating indoor and exterior doors. Additionally, funds will be used to provide supplies for filtration systems to continuously improve air quality; and the purchase of cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean.

2. 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:

Since March 2020, the Covid-19 pandemic has created significant barriers for students to consistently learn in-person from highly qualified instructors. Students have experienced regular disruptions to their learning in the form of shut-downs, hybrid learning, and quarantines. Learning gaps have been created due to students having inconsistent access to a structured learning environment. This coupled with staff shortages and the inability to hire qualified staff in key instructional and social-emotional support positions, have made it difficult for many of our students to fully engage in their learning. The pandemic has also created unprecedented social-emotional stresses that have further added to students' academic challenges. To address the academic impact of lost and disrupted instructional time, Battle Creek Public Schools will use ESSER-III funds to hire staff to implement evidence-based intervention programs and strategies in core academic areas and to support students' social-emotional needs. Summer intervention materials will also be provided to students. In addition, intervention programs and materials and monitoring systems will be purchased to help identify students needing the most support and to ensure Tier II and Tier III structures are implemented with fidelity. To build the capacity of all staff and to provide them with the tools and knowledge needed to support each student's individual needs, significant funds will be invested in professional development.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Battle Creek Public Schools will address indoor air quality in the following buildings: LaMora Park, Dudley STEM, Fremont International Academy, Verona and WK Kellogg Prep. The HVAC system will be upgraded including unit ventilators, air handlers and rooftop units in order to allow for better air circulation and filtration as a result of Covid-19. BCPS will determine what type of air scrubber technology (UV light or bipolar ionization) will be best for each individual project.

4. 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.

Our district completes three cycle reviews each school year. These cycle reviews occur directly after benchmark assessments are completed and building walk-throughs are completed. During build-walk-throughs, data is collected on classrooms implementing expected evidence-based instructional practices, on student engagement levels, and on the levels of rigor. Following the assessments and walk-throughs, each principal presents their school's attendance, behavior, and attendance data to the district's leadership team. Data is presented in an aggregated format as well as disaggregated by subgroups. In their presentation, principals compare their results to their Theory Of Action and to their Short Cycle plan. Principals identify areas where their schools are doing well and areas where they are not meeting their goals and expectations. Principals also present a plan for what they will continue to do and shifts they will make in their own leadership and in their school's instructional practices, interventions, systems, and processes.

American Rescue Plan 2021

Bay City Academy - 09903

1. 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:

Bay City Academy is committed to providing safe, in-person learning for our students. We have been able to safely remain open for in-person learning unless we have been mandated to shut down since September of 2020. We have accomplished this by hiring additional janitorial support, providing PPE, sanitization systems, hiring extra support personnel to provide intervention services and COVID testing support, giving raises to support teacher retention, and supplying all the necessary resources to make sure we are compliant with local, state and federal COVID-19 mandates.

2. 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:

Bay City Academy will provide intervention support in the area of early literacy to our K-3 students by providing highly qualified push-in support as well as small group pull-out interventions using research-based intervention curriculum. We will provide math and literacy interventions to our 3-6 grade students by providing highly qualified interventionists in the classroom and in small group pull-outs. Certified teachers will provide language arts and math intervention at the Secondary level. We will hire high qualified behavior-interventionists to work with our students and help them navigate the many traumas they are facing and have faced during the COVID-19 pandemic. Research shows that if students are not mentally or emotionally stable their learning will be impeded. In order to address learning loss, we must first address our students' mental and emotional health. Summer school and summer credit recovery will be offered to our students at Bay City Academy in order to recover high school credits and help students fill in the gaps that pandemic learning loss created.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Bay City Academy will use the remaining funds to provide continuity of learning by hiring, paying and retaining high caliber, highly qualified teachers to provide instruction to our students. Now more than ever before it is necessary to retain educators by paying them well. Educators are leaving the field in droves, we will use our funds to retain the teachers we have and to recruit other highly qualified educators to our schools.

4. 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.

Students at Bay City Academy will be assessed 3 times during the 2021-22 school year to determine the academic impact of lost instructional time due to COVID-19. Based on these assessments students will receive push-in and small group intervention services. Students will also be asked to attend after-school tutoring and summer school in order to address learning loss. BCA will make sure those students that were 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 will receive these services. In order to address our students' social, emotional and mental health needs we have hired 2 Behavior Intervention Specialists to provide services to students who are dealing with trauma and other loss.

American Rescue Plan 2021

Bay City School District - 09010

1. 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:

In order to comply with CDC guidance and our local health department quarantine guidelines, funding will be allocated to hire additional nurses. These healthcare workers will work with students, support the Test to Stay program, and serve as a liaison with the health department, families, and school. In addition, funding will be allocated to technology that eliminates access inequities for our students. Students facing extensive quarantines shall have a device, and wifi provided (if needed) along with software that will allow them to continue to engage in learning from home.

2. 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:

Our district will address the academic impact of lost instructional time through district-wide summer learning opportunities. Each school within our district will offer a summer learning opportunity or credit recovery at the high school level. Additionally, we are providing extended day opportunities at each level that support recovery learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will add additional counseling services to support the social and emotional needs of our students. The addition of Recovery Learning Specialists will assist with struggling students that are transitioning back to unperson instruction. School design efforts are increasing to engage students in project based learning. Funding allocated to the investigation of PBL, implementation, teacher development, and school design are a priority to support our students mostly impacted by Covid.

The District will continue to utilize the input gathered from the Community Input Survey and School Design Taskforce to allocate funding towards projects, interventions, and initiatives that align with our District Strategic Plan and Continuous Improvement Goals.

4. 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.

Each Covid response project or program will need to complete a proposal process that includes a thorough investigation through a needs assessment, data analysis, and gap identification. Program evaluation will occur through the completion of the Strategy Implementation Guide that will identify Critical Components, Gold Standards for Implementation, Acceptable Variations, and Unacceptable Variations.

American Rescue Plan 2021

Bay-Arenac Community High School - 09901

1. 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:

We are working to improve virtual and in-person communication capabilities, address air & water quality, access to technology in the event of remote learning, use of technology. Mitigate the lack of reliable student transportation, as public transportation is shut down at times due to the COVID-19 pandemic, which prevents students from being able to access their education. Furthermore, we are addressing building repairs & upgrades that are necessary to allow for adequate social distancing, as well as address loss of learning for the entire student population.

2. 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:

At this time we are working to improve loss of learning with the purchase of technology, such as Chromebooks so all students have access to education outside of the school building using google classroom and recorded teacher lectures. We are also working to get students back in the school building through other means of transportation besides the City Bus System that many students are still uncomfortable using. We hope that with the addition of a school van we can start transporting students to and from school, community resources, and public events/activities. We offer an after school tutoring program, as well as an evening virtual program for students who may have been absent due to the COVID-19 pandemic. We are also developing innovative Summer Enrichment programming to address the individual unique needs of our at-risk students and their credit deficiency due to the loss of learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are working to find creative and innovative ways to spend the rest of our funds. We are looking into further building upgrades to promote better air quality and social distancing. We are working to make sure all students have the technology that they need in order to be able to be successful from home during a quarantine period. We are working to provide students with interventions and innovative programs to address learning loss.

4. 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.

Interventions are addressed on a tiered system through our MTSS plan using data from our district assessments to determine students who have suffered learning loss. Our program is not new to learning loss. Due to the nature of our program for at-risk students we have been battling learning loss every year. We have incorporated a learning loss plan in our MTSS plan and also address this in our MICIP plan with our reading comprehension goals, strategies and activities. We have also recently added a Mental Health Counselor to our staff due to the issues that are resulting from the pandemic in our students. All students are able to see the counselor. He runs 1 on 1 sessions, group sessions, and our Calm Room. We also provide all services to all students, unless it is a Tier 2/3 intervention in which data is the determining factor in who receives those services.

American Rescue Plan 2021

Beal City Public Schools - 37040

1. 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:

Air Filtration in the whole building in all HVAC units, AC throughout the building, updating HVAC control units in the 1997 wing. Water bottle fill stations throughout the building, Plexiglass in all public offices and Café, Fans for each classroom. Window and Door repair and replacement throughout the building where needed. Hot water recirculation line in elementary wing, .75 FTE day time custodian to make sure sanitation is going on throughout the school day. We will purchase sanitation and cleaning equipment and supplies to ensure sanitation and cleaning are going on daily as well as every night.

2. 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:

Summer School, Credit recovery, remedial classes 6 thru 12 grade, Math and reading interventions and coaching k thru 5 grade, IXL online individual learning system. Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction. Implementing evidence-based activities to meet the comprehensive needs of students. Providing information and assistance to parents and families on ways to support students. use of PowerSchool and Google classroom on tracking student performance and engagement in either f2f or distance learning environments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Purchasing educational technology which is hardware, software and connectivity. Chromebook One to One computer intuitive, web cameras and Clevertouch or Newline interactive displays for each classroom to help the LEA that aids in regular, substantive educational interaction between students and educators, both in person and remote, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment. The District has also purchased a therapy dog for the elementary and has had good success with students emotional issues being calmed by the therapy dogs. Because of the success of the first dog, the District would like to purchase a second therapy dog to help more in the secondary building.

4. 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.

Social Worker or third counselor, EL para pro and .5 teacher. SEL curriculum and interventions, student check in and checkout system f2f or virtually. These positions will help us ensure the students are using the summer school and credit recovery and technology and making adequate progress. The counselor and or social worker will help the students and staff with the social emotional issues that have developed since the start of the pandemic. The principals will work with the teachers using IXL and NWEA test results throughout the year to make sure the academic impact of the lost time is being addressed. The counselors will continue to utilize "second steps" to help with the emotional impacts of the pandemic. The District will use the At Risk indicators to make sure students disproportionately impacted by covid 19 are getting their needs met.

American Rescue Plan 2021

Bear Lake Schools - 51020

1. 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:

Bear Lake Schools has returned to face-to-face learning and we are committed to following the requirements set forth by the CDC, Health Department, and the State to provide consistent and equitable, best practice teaching and learning strategies for all students. Our district is cleaned and disinfected daily by custodial staff, and they are present throughout the school day to clean restrooms, the cafeteria, classrooms, as well as other areas of use. Funds will be needed to continue to purchase PPE supplies for students, staff, and visitors, as well as cleaning/disinfecting machinery and equipment. Air purification machines will be purchased to improve the overall air quality in classrooms, offices, and other high traffic areas.

2. 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:

To address the academic impact of lost instructional time the district has hired a "Covid Learning Recovery Teacher." The district would like to continue to employ this position utilizing ESSER III funding, as well as hire additional elementary classroom teachers as well as specials teachers (PE, art, music) to help reduce class sizes. This would allow for more one-on-one and small group instruction in core subject areas. At the middle and high school level, the district would like to hire additional teachers in all areas to reduce class sizes, allowing for additional individual and small group support. The district would like to use ESSER III funding to update our K-12th grade curriculum to ensure current state standards are implemented, an SEL component is embedded, and differentiated instruction is embedded to allow for interventions. The district will expand its summer school and credit recovery opportunities, and hire staff to support before and after school tutoring throughout the school year. Special Education resources and curriculum will be updated to offer targeted Tier II and III interventions, which align to current academic standards.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER funds will be used in a number of ways to increase student achievement, retain/recruit teachers and staff, and supply our classrooms with the resources needed to provide quality instructional programs. Examples include...

- Purchasing classroom books, novels, and classroom library sets.
- Purchasing art supplies and resources, physical education equipment, and band/music supplies necessary for successful classroom experiences and instruction.
- Increase the individual teacher classroom budgets by up to \$100 each to allow for the purchase of daily supplies that are needed for students, especially our low income families, homeless, and students foster care.
- Purchase online programs that align with our benchmark assessments, offering intervention and advancement in core subject areas.
- Purchase technology; such as smart projectors, TVs, video recording equipment and devices, and other technology to promote student engagement.
- Purchase HotSpot/WiFi devices for low income families to continue their studies within their homes.
- Offer sign-on bonuses to new staff and retention bonuses for those already employed to encourage them to stick with the profession.

4. 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.

The district will ensure that interventions implemented are research based, embedded within the new curriculum, and have a SEL component embedded as well. Students impacted by Covid, socio-economic status, disability, ethnicity, homelessness, etc. will all have the opportunity to be involved in the SEL components of the curriculum, and by purchasing hotspots for these families, they can continue their studies outside of the walls of the district. Transportation is often a barrier to many of these families and the district would utilize ESSER funding to provide transportation opportunities.

American Rescue Plan 2021

Beaverton Schools - 26010

1. 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:

Students benefit from in-person learning, and safely continuing to offer in-person instruction in the fall 2021 is our #1 priority.

The funds will be used primarily to pay salaries/benefits/educational supplies of staff in support of the LEA Plan. Below are additional planned expenditures: Beaverton Schools has continued to have increased cleaning protocols to help prevent and mitigate any transmission of the virus. Beaverton Schools has converted all cleaning supplies and dispensers to a new company that offers a stronger and safer product to help mitigate any transmission. The district will purchase all new bathroom structures to move towards a completely touchless environment. Beaverton Schools offered several vaccination clinics on campus for all staff and students. Also, we promoted many other regional vaccination clinics. Beaverton Schools makes every effort to maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk. Beaverton Schools monitors community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies. Beaverton Schools partnered with the Clare Gladwin RESD to enhance our evidence-based summer learning and enrichment programs and Beaverton Schools will begin to partner with Mid Michigan Community Action Agency to open up additional offerings in our preschool and developmental kindergarten programs.

2. 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:

- Implement COVID-19 prevention strategies to safely reopen schools and maximize in-person instruction and that align with public health guidance, including upgrading school facilities for healthy learning environments. District has purchased the services of a digital curriculum to assist with learning loss, after school tutoring, offering Free and appropriate Public Education to suspended kids and funding for the CMH counselor for students, to name a few.
- Connect K-12 students to high-quality home internet and/or devices; (Purchase of all new technology needs Chromebooks)
- Stabilize, diversify and recruit the educator workforce and rebuild the educator pipeline (Pay competitive salaries/benefits of all staff and increased workforce to address the needs of all students.)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will address the academic impact of lost instructional time among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including 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 an alternative education program. Tracking student attendance and improving student engagement in distance education. The district will also support other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

4. 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.

The Beaverton School District curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies, they will use these following guidelines to help them: Design new, or best utilize existing, pre-assessments to plan for differentiation of content. Use results from pre-assessments to inform instruction. Purchase of appropriate infrastructure improvements district wide to support continuity of education during the pandemic. Implement instructional approaches to meet the range of student needs as they return to school. Identify assessment ideas that allow students to demonstrate understanding in a variety of ways. Assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments. Incorporate well-being and SEL/trauma-informed practices into instruction to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and teachers will work collaboratively to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

American Rescue Plan 2021

Bedford Public Schools - 58030

1. 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:

Bedford Public Schools will use the funds to implement prevention and mitigation strategies to the greatest extent practicable by adding additional nursing time to oversee the comprehensive approach to mitigation strategies, train and equip teachers to carry out the strategies, purchase the PPE and cleaning supplies necessary, and add additional bus drivers to spread out students.

2. 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:

Bedford Public Schools will address the academic impact of lost instructional time through the implementation of evidence-based interventions through providing expert reading specialists and an ESL Teacher during the day, as well as after school and summer school intervention programs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Bedford Public Schools will spend its remaining ARP ESSER funds in order to purchase and administer high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction and by purchasing and implementing the evidence-based platform IXL, which assists students in practicing skills and meeting standards.

4. 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.

Bedford Public Schools plan to address the academic impact of lost instructional time is designed to meet the needs of all students, and in particular our low income students, English learners, and student with disabilities by providing targeted instruction and intervention during the day while still giving those students access to core instruction, as well as by identifying after school and summer school intervention programs for the students who most need them and providing transportation to and from those programs, if needed.

American Rescue Plan 2021

Beecher Community School District - 25240

1. 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:

The ESSER funding will be spent to ensure we are making building repairs to reduce the risk of virus transmission. All updates, improvements, and additional items focus on prevention, preparedness, and response to the Coronavirus. Improvements in the classroom focus on moveable seating and technology upgrades will allow for spacing opportunities. Additional teachers will be hired to reduce the number of students in a classroom and provide more targeted intervention due to learning loss. Stipends will be offered to staff to ensure we are supporting steady, constant and consistent student interaction, supporting the social emotional environment. Building improvements focus on furniture, doors, windows, HVAC, air conditioning and quality, contracted services for building renovations, and staff to oversee the process of updating.

2. 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:

Students will be offered additional instructional time through a multitude of programs, including:

- * After School
- * Intersession instruction
- * Saturday School
- * Summer school
- * During the day targeted support

We will be adding additional staff to reduce the staff to student ratio within classrooms, including adding alternative education teachers to support students that have not made academic gains and are in danger of not obtaining a high school diploma due to not earning credits toward graduation.

These programs will be taught our staff and outsourced companies to offer as many opportunities to our families as possible.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All ESSER funding will be spent within the allowable areas. Budget details are added that will ensure the health and well being of our students and community due to the COVID pandemic. The intentions of this funding will be to:

- * add additional instructional support (through additional staff, additional learn time - after, summer, and intersession learning
- * add SEL support for our students (Social Worker support and additional staff reducing staff to student ratio)
- * upgrade building facilities to decrease risk of virus transmission
- * provide training and support of our parents and teachers
- * add additional technology
- * ensure buildings are cleaned and sanitized
- * add additional classroom needs to reduce the risk of transmission (seating, spacing, storage)
- * offering a stipend to ensure we maintain consistency with staffing, having less disruption in the learning process and helping to maintain a continued healthy social emotional environment

4. 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.

Our students received virtual learning through the entire 2020/2021 year. Over student population is over 90% from low-income African American families. The entire student body is in need of academic, social emotional support, and interventions. Data reviewed shows the need for growth in both Math and ELA, so intervention support will focus on these core areas wrapped into all contents. Adding additional time and staff will allow for extra learning time and provide a smaller staff / student ratio. Reviewing the behavior disruptions from students, we notice an increased need for social emotional and mental health needs. Our social workers and parent facilitators are helping to bring in trainings, set up group support, and meet the needs of our community.

Every intervention will be offered to all students while targeting those with the highest needs based upon student data, staff referrals, and parent requests. Out of school academic support (after school, Saturday school, intersession, and summer learning) will have sign up opportunities for all families and invitations through building administrators or point person.

With the learning loss that occurred as a result of the pandemic, additional instructional time will be offered through after school programs (taught by staff and contracted companies), intersession instruction (again taught with our staff and contracted companies), summer learning (taught with our staff and contracted companies).

American Rescue Plan 2021

Belding Area School District - 34080

1. 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:

By adding additional staff and adding staff to support our fully online students, we have thus reduced the number of students we have in each classroom. This us allows us to spread our students out and lessen the chance of spreading Covid-19. We have added 10 total staffing positions (for a two year period). Four covid loss interventionists, two online covid instructors, one elementary covid counselor, two online student covid support staff, and one covid loss coordinator to make sure they are progressing students as they should and evaluating the work of the staff.

2. 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:

We have added after school support for our students at our high school for the purpose of credit recovery. We will be adding after school staffing for our k-8 students and provide both small group instruction and tutoring. We will also offer summer school for all K-12 students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any remaining funds will go towards adding more staffing and/or adding technology enhancements to support student learning.

4. 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.

We have added counselors at our elementary and secondary schools. These new counselors are focusing on the mental health needs of our most at risk learners. This often includes students of color, students from lower income families (50% of our students come from low income households), children with disabilities and migrant students. We will also add academic supports for all of these high needs students.

American Rescue Plan 2021

Bellaire Public Schools - 05040

1. 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:

Bellaire Public Schools is working closely with the local health department to implement prevention and mitigation strategies. We are using general fund dollars to provide masks and other COVID-19 mitigation and prevention.

2. 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:

Bellaire Public Schools will implement after school tutoring and a summer school program for K-12 learners (Credit recovery at the high school level). K-8 students for tutoring and summer school will be selected using NWEA and MSTEP data along with teacher perception data, parent perception data, student classroom performance and academic performance. 9-12 learners will be selected based on their need to recover credits. The district will give students already receiving Title 1 and At-Risk support the first opportunities to fill the tutoring and summer school seats.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Bellaire Public Schools plans to hire a full time math support interventionist at the elementary and secondary levels for a total of two math interventionists. The rest of the funds will be spent to ensure highly qualified staff are able to be retained and committed to classrooms in Bellaire Public Schools.

4. 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.

Bellaire Public Schools will utilize student management systems that has a gradebook, test data, teacher perception data, parent perception data, student classroom performance and academic performance. Students are identified by school homeless liaison, other counseling staff, special education coordinator, and school administration to ensure that students in need, or high risk are served by the district.

American Rescue Plan 2021

Bellevue Community Schools - 23010

1. 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:

Bellevue Community Schools went through an air quality audit at the onset of the pandemic. We learned that our elementary school has inadequate ventilation, allowing a build-up of suspended small respiratory droplets and particles, which allows for a higher likelihood of transmission. The addition of HVAC systems in this building will provide for better ventilation and filtration, which can reduce the airborne concentration of SARS-CoV-2 and thus the risk of transmission through the air.

2. 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:

During the 2020-21 school year, our district experienced significant learning loss for our students. The academic gap has widened more than any other year for the majority of our students. In order to address this, we will hire an Instructional Coach with deep understandings of using data to drive instruction. This Coach will work directly with principals to establish building-level goals, with teachers to understand and use formative data, and with parents to learn strategies for at-home supports.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Bellevue Community Schools will hire a mental health expert to support the trauma our students have, and continue to experience, living in the midst of a global pandemic.

4. 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.

Bellevue Community Schools will hire a mental health expert to support the trauma our students have, and continue to experience, living in the midst of a global pandemic.

American Rescue Plan 2021

Bendle Public Schools - 25060

1. 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:

We anticipate between 5 to 7% of our grant funding to be used in this area. Use of funds will continue to provide facility use in accordance with CDC and local health department guidance. This includes use of strategies to mitigate the spread of disease. The purchase of necessary signage, personal hygiene supplies (masks, sanitizer, wipes), thermometers, support staff to help monitor spread and quarantine situations, additional staff to help ensure proper social distancing, additional staffing to support small group sizes, and security to assist in the adherence to local health department guidelines. The district will employ two part-time nurses to assist in the delivery of educational and prevention strategies associated with the pandemic and other childhood diseases. This includes the administration of various vaccinations for students.

2. 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:

Funding will be applied to academic and social emotional support for students. The district will provide additional learning opportunities through tutoring both in and outside regular school hours. Contractual staff will be encouraged through stipends to provide additional hours of service and continue to stay in the field of teaching. Additional staff will be hired to assist students during regular school hours, as well as after the traditional school day. After-school programming will be made available to all buildings throughout the school year and summer months. In order to address learning loss due to the pandemic, additional support through social work and counseling services will also be initiated. This may involve additional hire of support staff to allow for more time with students by certified staff. The district will continue to provide opportunities for credit recovery through in-person, as well as online learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will continue to use funds in order to retain and recruit qualified staff to assist in the delivery of student services. This includes the social/emotional aspects, as well as academic learning loss. Contingent upon availability, supply lines, and work schedules, air quality within facilities may be addressed in order to provide a healthier and more comfortable learning environment, especially during summer months. Upgrades to outdoor playground areas and other outdoor facilities will allow for increased opportunities for children to be outdoors and regain physical stamina possibly lost during periods of infection and quarantine. The hire of additional security will be considered in order to provide a stable learning environment away from distractions of those dissatisfied with district pandemic protocols.

4. 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.

Bendle Public Schools is considered an at-risk, high poverty school district. There are currently several safeguards in place to guarantee all students receive equal access to available programs and resources. The district maintains compliance with all guidelines regarding Special Education, Homeless, and English Language Learners. Students and families are routinely encouraged to participate in programming that provides additional information and resources for successful experiences in schools. School social workers, counselors and administrators are consistently working with staff to identify students and families in need of additional services and resources. The district employs parent-liaisons to assist in the recognition of needs among district families.

American Rescue Plan 2021

Bentley Community School District - 25230

1. 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:

A majority of our funds will be used to improve air quality and ventilation in our facilities. Improving air quality is consistent with CDC recommendations of a layered approach to reduce exposures to airborne viruses, including SARS-CoV-S. Improving ventilation reduces the spread of disease and lowers the risk of exposure to everyone in the buildings. The ventilation system upgrades include adding ventilation units, upgraded exhaust systems, replacing of exhaust fans and increasing ventilation and filtration of air. Doing these upgrades will increase the delivery of clean air and dilute potential contaminants, providing a healthy, code-compliant indoor air quality for students and staff.

2. 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:

With the reserved funds, a new math curriculum will be purchased, which will include an aligned, evidence-based intervention program. The programming will be chosen based on appropriateness and accessibility to ALL students, including students from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth. Working with a consultant, staff will select materials on an equity-based approach. Additionally, online components will be a priority to allow seamless transition to an online environment during the event of short or long term closure. Aligned materials will allow teachers to monitor student progress on a measured scale to identify learning loss and provide appropriate and aligned access to the intervention programming necessary to meet these needs. This programming will allow for additional time to be built into the schedule for math intervention, as well as instructional materials for after school tutoring, and summer school curriculums.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Consistent with the ARP Act, the remaining funds will be used to support student learning and maintain our continuity of educational services. Educational technology will be purchased to aid students in regular and substantive educational interaction between students and teachers. In order to enhance this interaction between students, teachers, and the instructional materials, the elementary school will be receiving projectors to enhance the learning environment. Additional devices will also be purchased to support remote learning, especially for our low-income families and students with disabilities. Chromebooks and laptops will be used by students and staff, respectively, to ensure learning is accessible to ALL students, both in the classroom and from home, especially in the event of a short or long term shutdown

4. 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 resources purchased with the ARP funds will be used to support students in recovering lost learning and priorities are set on supporting the needs of all of our students, focusing on students who have been disproportionately impacted by COVID-19 -- students from low-income families, students with disabilities, English learners, racial and ethnic minorities, and homeless or foster care students. With the purchase of new instructional materials with interventions, we can provide an equitable playing field in the classroom--materials will provide diverse, appropriate learning experiences for students and meet their individual needs. The technology purchases will continue to level the playing field for students as it reduces accessibility issues that are affecting our underrepresented student subgroups. By leveraging the ARP funding with other federal and state grants-- allocated for social workers, SEL supports, and interventionists-- we will ensure that students have access to interventions for both academics and socio-emotional needs.

American Rescue Plan 2021

Benton Harbor Area Schools - 11010

1. 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:

One planned Covid mitigation strategy is to provide small group tutoring. This can reduce the number of persons occupying most classrooms. Tutoring sessions will be adapted in two ways: one-to-one and small group tutoring sessions. In the one-to-one sessions, tutors will work with only one student, making mitigation strategies and distancing easier to achieve. This will also help lower the number of students in a classroom, depending on the number of tutors available. In the small group tutoring sessions, 3-5 students would be able to work with each tutor, which would significantly lower the number of students in the classroom, making the environment safer. Students will be identified based on performance and difficulty finding success during the remote learning environments experienced during Covid. Each teacher would have 1-2 tutors attached to their classroom, allowing class sizes to drop from roughly 20-25 to 10-15. Distancing would still be an easy task with such low numbers, further mitigating Covid risk.

2. 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:

The district will use some ESSER III funds to provide tutors during the school day and during the summer. Additional supports and interventions are necessary to help students and staff implement best practices and improve student reading/writing and achievement in all core subject areas, as they were impacted by Covid-related learning loss. This is possible through the creation of a district level Academic Success Center. This ASC will operate after school and will be staffed by qualified educators in core areas. This support will help improve and strengthen writing and reading across the disciplines, provide individual intervention for those who need it, and improve test scores. The ASC will operate as a tutoring center modeled after a writing center design where students can receive one-on-one or small group help on a variety of topics in all core subject areas. Also, tutorials on good student habits, applications to various extracurricular programs or colleges, and other relevant social and academic related resources will be available. The program will run after school daily and operate during summer school to provide further enrichment and support to students. The center will operate two hours after school, Monday-Friday, and will be available in-person or virtually.

The proposed budget also includes funds for teacher recruitment incentives. This incentive is intended to help recruit teachers to fill several vacant positions, thereby improving instructional quality.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

This application includes funds for teacher salaries/benefits, paraprofessionals' wages/benefits, teaching supplies, sub teachers, speech services, computers/tablets, roof replacement costs, asbestos abatement, one building demolition, boiler replacement, employee recruitment incentives, Covid vaccine incentive costs, principals' and administrative assistants' salaries/benefits, copiers, professional development, technology clerical services and supplies, security staffing, school bus purchases, and more that are intended to do the following:

- (1) Address unique needs of students with low-income and/or with disabilities, and from racial and ethnic minorities
- (2) Develop/implement procedures/systems to improve the (security) preparedness and response efforts of district
- (3) Professional development for staff
- (4) Purchasing supplies to sanitize and clean school facilities
- (5) Provide mental health services and supports
- (6) Plan/implement summer learning and supplemental afterschool programs
- (7) Address learning loss among students
- (8) Implement evidence-based activities to meet the comprehensive needs of students
- (9) School facility repairs and improvements to reduce the spread of Covid
- (10) Maintenance/repair/upgrading facilities to improve indoor air quality
- (11) 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.

4. 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.

Because the vast majority of our students are from low-income families, and because we have a sizable set of students with disabilities, our interventions are, by definition, targeted to address lost instructional time. Tutors taking part in instructional interventions, as well as regular staff, will go through trauma training, SEL, and Community Resiliency Model (CRM) training. These trainings will focus on social emotional and mental health, in response to the high need of support in our community.

Benton Harbor Charter School Academy - 11903

1. 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:

As the Academy's building is a former Kmart department store built in the early 1960's it was not designed with airflow in mind and is largely bereft of windows except for some windows that were installed when the building was first repurposed. In an effort to increase the interior space students are learning in to spread them out more, including dedicating new spaces including lunchrooms and restrooms for the students in grades 7 through 9. This work requires us to upgrade the HVAC to provide airflow and to replace units that are underperforming and reducing airflow in older areas of the building. Since COVID, the academy no longer allows parents to pick up/drop off their students inside the building, and when weather allows teachers are eager to move students outside for learning. The Academy has a very large parking lot, most of which is never used and is cracked and can resemble a western prairie between mowing's (yes, it is so cracked we need to mow the parking lot). With these funds we will develop outdoor spaces for play and for learning that will include a playground, open spaces for large play and learning, and meet the needs for after school athletics, clubs and events. We will also reseal and repaint the parking lot to facilitate better flow in the parking lot for parent pick up and drop off to decrease crowding in areas while we evaluate students for entry.

2. 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:

The primary need is making sure that students have trained, certified teachers in front of them, we will offer a monthly retention stipend intended to reduce teacher turnover. More time on task with trained staff is shown to improve student learning; therefore hiring aides and student supervision to work one-on-one, in small groups or assisting students as they work on-line or independently is a need we intend to fill with funds. Capacity is expanded by hiring staff who can lead grade level teams in this work, continue our system of daily teacher observations with feedback, align curriculum, and implement the MTSS process effectively. The plan includes the purchase of materials in ELA and Math to support learning. We are ordering more technology to enable students to work with online learning support. To address social-emotional learning, the school is recruiting staff to do after school tutoring and provide "specials." To address the needs of students with exceptional learning the Academy is purchasing and providing training in Great Leaps to increase math fluency and Step up to Writing, to improve students written expression. The school has the opportunity to have a GSRP program, but like K-12 instruction, capable staff are hard to find; therefore, the Academy will also provide a stipend for teachers and aides.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will simply extend the funds to maintain staff and programs identified in round one.

4. 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.

The students at BHCSA have been disproportionately affected by the pandemic. Our year-to-year NWEA data is heartbreaking to view. What we know about these results is how important it is for the Academy to provide services that cover all the needs of the student and neither blame nor expect our families to have the time or expertise to support their scholar. Therefore, we know we need to have our students in school as often and as long as possible. The Academy's plan, using ARP funds as well as other grant dollars, focuses majorly on staffing as in order to meet this need we have to have qualified adults in the building. We are addressing the whole child by focusing on extracurricular and enrichment activities, both during the school day and after school. We are also expanding our staff to be able to meet the emotional needs of students and families with social work and student advocates, and are building a robust PBIS system as part of the MTSS process. We are purchasing programs and training teachers in interventions based on students particular needs, we have schoolwide expectations and goals around instruction that include management techniques, and in rigor, that is modeled on a gradual release program where the cognitive load gets shifted to students over time. Our attention to this, and the time we are providing to staff to learn this instructional approach is expected to not only increase student learning but increase teacher retention as they experience success.

American Rescue Plan 2021

Benzie County Central Schools - 10015

1. 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:

The District preserves the ability to enact protocols based on the situation at hand in cooperation with the local health department. Local data will drive levels of protocols and may be as specific as an individual classroom, teams, organizations, grade levels, or school-wide data. Students and staff are required to wear face coverings on all busses. Until otherwise approved by the Board of Education, face coverings will be worn over the nose and mouth while in school buildings by all K-12 students, staff, and visitors. All buildings will practice social distancing when possible. Recommended classroom distance is three feet and six feet for all other indoor spaces. Should an outbreak occur, contact tracing will take place and involved individuals will isolate until they are symptom free or provide a negative COVID-19 test.

The District will use enhanced cleaning protocols in all facilities and busses. All classrooms and busses will be cleaned and sanitized. Sanitizing stations will be set up for students and staff. The District will model appropriate hand washing. The District will encourage parents to monitor the health of their children and keep them home if any ill like symptoms are present. Online learning will be made available to students who must isolate for an extended period of time. Face to Face is the preferred method of learning, however in the event a student is unable to attend face to face, supplementary resources will be made available to students.

2. 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:

The District will address instructional loss time, students who missed due to quarantine or other sickness by providing summer learning and enrichment opportunities that will include onsite learning, intervention, before or after school tutoring, paraprofessional help, and supplementary software programs. Programs or licenses will be purchased for students to aid with learning and process tracking that includes Edgenuity (PathBlazer K-5), RazKids, STAR Reader/Accelerated Reader, AIMS web, & NWEA. A combination of these resources will be used to provide student/staff resources and help staff monitor student progress. Plans for summer program offerings will be 5 hours a day, 4 days a week, for 8 weeks. The District wants to use additional paraprofessional and teaching staff when possible for intervention opportunities with students who show the greatest needs. Paraprofessional may be contracted as short or long term, depending on students needs. Additional teaching staff for intervention and smaller groups will be contracted, long-term employees as the District recognizes possible staff shortages and staff retirements occurring in the near future.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will be allocating funds to cover the ongoing costs of staff who implement, coordinate preparedness and response efforts with local, state, and tribal health departments to prevent, prepare, and respond to COVID19 including Principals and Custodial staff. Sanitation equipment and supplies will be purchased to clean facilities and busses. Training and professional development opportunities will be provided to staff for best sanitation practices related to the purchased equipment and products used to clean the facilities and busses. The District plans to investment in air disinfection and filtration system to reduce the transmission of viruses. The District would look at the possibility of hiring an additional counselor to support students who are currently taking virtual classes which would include mental and educational support. Additional time would be spent working with small groups of students on campus. As safety protocols or requirements are updated with local, state, and federal health officials, the district will continue to update our face to face learning plan to ensure safety of all students and staff.

The district is looking to make repairs to the District's auditorium to improve air quality. The district will be working to make upgrades and improvements on the HVAC systems in many of the school buildings, as well as upgrade educational security system with a functional paging system throughout the District.

4. 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.

Data review is an ongoing activity within the District. The District is exploring the option to bring in contracted, designated paraprofessionals to work with students who have ongoing needs, support students who have sudden needs, and those who may be impacted directly by the COVID-19 pandemic. The District recognizes the additional supports needed and has hired an additional counselor to support these students. The additional staff will help identify and support students who show any needs throughout the year. Addition teaching staff may serve in a co-teaching capacity which will be an opportunity to present materials in different delivery methods to meet the needs of more students. Areas of greatest needs will be recognized and additional teaching staff will be brought on to address those areas. The District anticipates many of it's seasoned teachers to retire in the next few years making this option a great way to transition new teachers in to fill upcoming vacant positions.

American Rescue Plan 2021

Berkley School District - 63050

1. 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:

Berkley schools will use funds to purchase needed PPE. We will also provide COVID testing, in accordance with MDHHS guidelines, to allow students and staff to remain in person, if they are vaccinated, yet considered a close contact to a positive case, or if they are unvaccinated and have been deemed a close contact. Stipends will be provided to staff that are uniquely qualified and have been trained to administer the BinaxNOW COVID-19 Antigen Rapid Test. Funding will also be provided to continue our cleaning, disinfection and hand hygiene in schools, as recommended by the CDC. Purchasing cleaning products and promoting hand hygiene, by hand washing with soap in addition to having hand sanitizer available in all classrooms and common spaces, are important everyday actions schools can take to slow the spread of COVID-19 and other infectious diseases and protect students and staff. Lastly, funding will also be used to purchase the software for the Clear To Go application. Clear To Go is a reporting system for families to utilize to show that they've checked their student for potential COVID symptoms before entering school grounds. This application also ensures that our staff follow up on students who fail their daily health screening and oftentimes initiates contact tracing, which when done with fidelity can reduce the risk of spread.

2. 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:

To address the academic impact of lost instructional time while learning remotely from March 2020 through February 2021, the Berkley School District will provide summer learning, summer enrichment and comprehensive after school programs. Summer school will be provided to students in the area of Reading and Mathematics for an 8 week duration. We will use software, in addition to in-person access to highly qualified teachers, to provide students with evidence based interventions that target their learning needs. Learning needs will be determined on the review of common assessments and benchmark data with building principals and Learning Specialists. A summer enrichment program will also be offered in the district and will include extending Reading and Mathematics software licenses; Lexia and Dreambox respectively, to allow students to "power up" during the summer months and accelerate their learning. In addition, a 2 week STEM summer enrichment option will also be available to district participants. After school evidence based programs, such as one-on-one tutoring, will be employed at all levels, in addition to after school small group tutoring options in the area of Reading and Mathematics. Funds will be allocated to staff our summer school initiative, summer enrichment and after school programs, as well as needed summer curriculum materials, software licenses and staff professional development.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ARP ESSER funds consistent with section 2001 (e) include funding Accelerate Education and the Virtual Learning Academy Consortium to provide online learning to students not able to return to in-person learning; purchasing educational technology that aids in substantive educational interaction between students and their teachers, purchasing additional science materials for student use to reduce the need to share materials, therefore reducing the risk of contracting virus from commonly used materials; all remaining funds will be used towards other activities that are necessary to maintain the operation of and continuity of services and continue to employ existing staff.

4. 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.

To respond to the academic impact of lost instructional time on particularly students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students Berkley Schools will use demographic data to identify above subgroups of students, and as we do with all of our students, progress monitor academic progress and mental health/social-emotional needs. Academic needs of the above subgroups will be determined by reviewing data with building principals and Learning Specialists as each building. We include a child's race, gender, disability, age, and free/reduced lunch status to help ensure we are not disproportionate in our services. In addition to academic data, or school social workers will collaborate with our teaching staff to ensure that the Student Risk Screening Scale (SRSS) is designed to detect students with initial signs of internalizing (e.g., extremely shy, anxious, and/or social withdrawn) and externalizing (e.g., noncompliant, aggressive, and/or defiant) behavior patterns. These data are used to plan positive instructional experiences, moving away from previous wait-to-fail approaches. Both academic and social emotional data will be used to provide appropriate accommodations ensuring our learners' needs are met.

Berlin Township S/D #3 - 34140

1. 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:

Berlin Township has worked closely with the Ionia County ISD and the Ionia County health department to ensure a safe reopening and operation of school facilities throughout the pandemic. The school system has a layered approach to prevention and mitigation strategies and will continue to do so in consultation with state and local health officials, and informed by CDC guidelines. Berlin township will continue to provide enhanced cleaning protocols, hand washing, and social distancing whenever feasible inside the classroom. Staff continues to partner with The Ionia County Health department to communicate vaccination clinic and will continue to track the vaccination rate of students and staff. Additionally, Berlin Township has trained staff members to administer Rapid COVID-19 tests and will continue to implement CDC recommended isolation and quarantine guidelines.

2. 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:

Berlin Township will utilize the implementation of evidence-based interventions along with summer learning extensions to address the impact of lost instructional time. A six-week summer learning and enrichment program will be offered to all students. ESSER funds will be utilized to pay for staffing, student learning materials. Prior to the start of summer school, Berlin township will host a summer learning kick-off event to create family engagement. ESSER funds will be utilized to support the implementation of this event. At the summer learning kick-off, students will receive individualized summer reading and math materials to support independent hands-on learning through the summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of the ESSER funds will be prioritized based on the data collected through meaningful consultation with stakeholders and analysis of state and local assessment data. Items in order of priority of include:

Ensure all students receive high-quality instructional materials.:Funds will be utilized to purchase high-quality student material, online programming, intervention programs for math and reading, and staff training on those programs.

Engage families (attendance, support, classes, resources, other activities): Funds will be utilized to support family learning events.

Implement key components of Reading, Language Arts, and Math: Funds will be used to update both core math and reading programs and provide high-quality assessment tools to track student progress.

Deliver Interventions for struggling students and provide small-group instruction: Funds will be used for wages and benefits for staffing small group instruction and along with materials to implement daily small groups.

Provide Social-emotional learning opportunities such as counseling, mental health & wellness resources for students, staff, and families.: Funds will be used to purchase a social-emotional curriculum. implement health and wellness through art and music.

4. 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.

Berlin township will address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic by identifying students disproportionately impacted through family survey data, and local assessment data. Once students are identified those learners will be prioritized for small-group instruction with research-based intervention programs. Through our partnership with the Ionia County ISD, Community Mental Health, Berlin Township assure that students are being identified in a timely manner. Progress monitoring will be utilized to ensure adequate progress.

Berrien Springs Public Schools - 11240

1. 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:

Berrien Springs Public Schools will employ a school nurse that will oversee the district's compliance to all federal, state, and local rules and regulations including CDC guidance to safely open and operate our schools for in-person learning. The district's Return to Learn plan is in compliance with CDC guidance and be found at <https://www.homeoftheshamrocks.org/return-to-learn/>. This plan details how the district will utilize funds to implement prevention and mitigation strategies.

2. 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:

Berrien Springs Public Schools will employ 2 interventionists at each the middle school and high school to address learning loss through the use of evidence-based interventions. Interventionists will focus on common core standards that have not been mastered. Sylvester Elementary will also employ 2 additional third grade teachers. This will allow third grade class sizes to be reduced in order for teachers to specifically address learning loss especially to prepare students to meet the criteria for the Read by Grade 3 law. Third grade classrooms utilize Reader's and Writer's Workshop as well as Orton-Gillingham. We will also employ a technology assistant at the elementary level to assist in implementing a one to one device program that will allow teachers to individualize learning for students. There will also be a dean of student at Sylvester Elementary and a behavior specialist at the high school to implement a positive behavior intervention and support program that will provide structure in the midst of a pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Berrien Springs Public Schools will use the remaining ARP ESSER funds to administer high quality assessments so that we can evaluate if our efforts to address learning loss are trending in the positive direction. This will also allow us to modify our curriculum, if needed, to best meet the needs of our students. The district will use NWEA to benchmark students three times per year. The district will also use IXL regularly in classrooms so that teachers may monitor student progress and utilize the data in professional learning communities to increase student achievement.

4. 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.

Berrien Springs Public Schools will provide a multi-tiered system of support to all students that includes specific provisions for students disproportionately impacted by the Covid-19 pandemic. This includes intervention and support for academics and behavior. Berrien Springs strives to create a personalized learning approach for all students including those disproportionately affected by the pandemic. For our intervention, students are selected by assessment scores. This subgroup of students, often falls into the category that would qualify them for intervention. Our teachers build strong relationships with students to help each student succeed to the best of the ability. Our district has a full time liaison for all of these subgroups and oversees the federal and state programs that ensure these students receive the services they need.

American Rescue Plan 2021

Bessemer Area School District - 27010

1. 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:

The Bessemer Area School District has, with meaningful consultation, put together a solid list of how funds will be used to implement prevention and mitigation strategies consistent with the most recent CDC guidance on reopening schools in order to safely stay open and operate virtually, if needed. These items include an additional special education/compensatory education teacher for one year to help get students back up to speed, a part time custodian (continued from ESSER II) for additional cleaning duties, food service help to keep up extremely high sanitation practices, window and sash replacement for windows that are not currently operational for ventilation purposes and other ventilation projects, purchasing a bus off our lease to have enough busses to now get all of these students to school (additional needs due to social distancing), bathroom updates to reduce the risk of virus transmission, programs such as: G Suite, School Messenger, bus routing software, Odysseyware, additional chromebook chargers and a new website to ensure proper communication/covid protocols with parents, staff, and students. Finally items such as add'l technology, additional Chromebook chargers (to ensure successful online learning) and Raz Plus (to monitor academic performance). These items will greatly impact the BASD in a positive way and ensure that our staff, admin, students, parents, unions, etc. all have the necessary resources they need to continue to deal with the COVID-19 pandemic.

2. 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:

In our \$506,451 allocation, \$101,290.20 is to be spent on learning loss. We feel that learning loss is one of the biggest issues we, as a District, have to focus on during the COVID-19 pandemic. We have budgeted \$101,497.74 of this allocation to address that need. These items include hiring an additional special education/compensatory education teacher for the 2022-23 school year, Renaissance Learning and Raz Plus that will be used to monitor academic performance, a two year subscription of G Suite (Google Enterprise) to connect staff, students, admin, parents, and more on a daily basis (this is also integral when we need to switch to virtual schooling), tech for our elementary teachers so that they are all up to par to provide online learning and be able to utilize tech in the classroom (includes 6 smart tvs, tv mounts, 9 doc cams, and a computer monitor), a one year Odysseyware subscription (this is used for compensatory education for any students that are behind) and instructional materials for some of our teaching staff (this is so all students are 1:1 with having textbooks, so they can bring them home as needed when we transition to virtual learning or for in-person learning). This funding will greatly reduce the impact that COVID-19 had/has on the Bessemer Area School District.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Bessemer Area School District has, with meaningful consultation, put together a solid list of how funds will be used. The district and stakeholders took careful consideration on each item and chose items based on CDC guidance, immediate needs and learning loss, so most items fit into both of the categories above. Our budget items include: one additional special education/compensatory education teacher for one year to help get students back up to speed, a part time custodian for additional cleaning duties, food service help to keep up extremely high sanitation practices, window and sash replacement for windows that are not currently operational for ventilation purposes and other ventilation projects, purchasing a bus off our lease to have enough busses to now get all of these students to school (additional needs due to social distancing), bathroom updates to reduce the risk of virus transmission, programs such as: G Suite, School Messenger, bus routing software, Odysseyware, additional chromebook chargers and a new website to ensure proper communication/covid protocols with parents, staff, and students. Finally items such as add'l technology, additional Chromebook chargers (to ensure successful online learning) and Raz Plus (to monitor academic performance). These items will greatly impact the BASD in a positive way and ensure that our staff, admin, students, parents, unions, etc. all have the necessary resources they need to continue to deal with the COVID-19 pandemic.

4. 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.

The Bessemer Area School District has budgeted about \$70k of this allocation to hire an additional special education/compensatory education teacher. This choice was directly related to ensure that the interventions we implement will directly and quickly 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. This new hire will work with staff, current special education teachers, admin, paraprofessionals and more to ensure that the students who are behind or need extra help get the help that they need. We have a strong special education department that goes above and beyond to make sure our students, especially students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students, have the resources they need to be successful, starting with having proper resources at home. This hire and the interventions planned will just increase the great job our special education staff is already doing and will surely make a positive impact on our district.

American Rescue Plan 2021

Big Bay De Noc School District - 21065

1. 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:

The school will use all available to prioritize keeping students in school whenever safely possible. These funds would allow the school to provide smaller groupings to mitigate spread through more transportation options, more available staffing, more available supplies, and improved cleaning practices.

2. 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:

With more instruction support through increased staffing, learning losses realized through the pandemic will be addressed through increased targeted intervention opportunities based on demonstrated need as determined by benchmark and interim assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Since our school district is so very rural, transportation becomes problematic. Decreasing the density on school buses and increasing transportation opportunities will allow for more in-person learning opportunities and increased safety during the pandemic.

4. 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 are assessed through a schoolwide Title-I program to assess academic needs using nationally-normed interim and benchmark assessments. Identified academic needs then assigned targeted interventions and assessed for growth with progress monitoring.

The school employed a special education and a general education social worker to monitor and assess the social, emotional, and mental health care needs of all students.

Additionally, the school works in conjunction with the local health department to provide training directly to students on social, emotional, and mental health specifically geared toward appropriate age and grade level.

American Rescue Plan 2021

Big Jackson School District - 62470

1. 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:

Big Jackson is a rural district of 104 square miles with a high percentage of poverty. The school becomes a social service agency to support the children. This requires the school to be able to get to students' homes to help them. Through previous ESSER's funds we have updated HVAC and purchased cleaning equipment. ESSER (Elementary and Secondary School Emergency Relief) III will focus on the learn loss and lack of access for remote instruction. The school has had to move to virtual instruction for about two weeks this year due to COVID.

2. 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:

Big Jackson will offer literacy coaching/support for all its teachers through the Newaygo County RESA (regional education service agency). New leveled literacy books will be purchased to support literacy coaching and center-based instruction. Math intervention programs will be purchased to align with the Everyday Math Series.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

During the COVID shut down the staff learned how important it was to visit students' houses to provide services. This included academic work, basic learning supplies, technology, etc... The only transportation available is the school bus. Big Jackson will use ESSER's funds to purchase a van so they can have easier access to their students. For example, broadband is not available for almost all the students, so any work needs to be dropped off at home. Chromebooks and Wi-Fi hotspots need to be purchased so students can have internet access, even though some houses do not get a cellular signal. At least having access at school allows these students, from a remote area of Michigan, to get connected to resources students have around the world. Interactive whiteboards or interactive TV's need to be purchased for the classroom to use the technology. Security system items will need to be purchased to keep students safe while in attendance.

4. 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.

Big Jackson staff will be using ESSER's funds to service students in the school building and at students' homes. There is no community center or social service agency in Big Jackson. The school must double as the social service agency. Using the van to bring items to students' homes allows their basic needs to be met so they are ready to learn when coming to school. Once they are in school, access to technology and updates literacy resources will assist in closing the learning gap. These items above service all students in the district.

American Rescue Plan 2021

Big Rapids Public Schools - 54010

1. 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 update/upgrade buildings to improve air quality. This includes, outside/inside doors, roofs, air handler Unit/Controls, expanded learning of the essential student space and portable units to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs. The purchase of added outdoor playground structures, portables, classroom dividers, furniture and creative classroom organization and space will allow for a safe physical distancing and result in more students being in school for in-person learning. Additional staff will be utilized to assist in the facilities department to ensure improvements and updates are completed. District Security Enhancements will be utilized to ensure a safe environment in order to stay in-person and to continue to operate our schools. A bus routing system will be purchased to ensure social distancing on the bus routes. This software allows the routes to be expanded at a moment's notice to accomplish this task of social distancing.

2. 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:

BRPS will use funds to address the academic impact of lost instructional time by adding key staff to assist with learning loss. Instructional Coaches, Literacy and Math coaches will be provided for all buildings to implement MTSS system of supports for all Tiers. Stakeholders feel that continued supports in evidence based interventions and programs are viable strategies to improve the academic loss due to COVID 19. Funds will be provided to continue alternative on line instruction method as some families indicated this would be best to maintain. Additional staff will be added at all levels for smaller class sizes and improved teacher to student ratio, which will help with the implementation of new evidenced based curriculum. Benchmark Assessments will continue to be implemented to drive instruction and to indicate specific standards students need to master to improve learning loss. The district will provide after school and summer programming in person and online learning, where additional staff will emphasize reading and math improvement strategies and will focus on all students, including low-income, students with disabilities, English learners, students experiencing homelessness, and children in foster care.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In order to have substantive educational interaction with all students and staff, BRPS will use funds to purchase educational technology for one-to-one use, lab use and will have the need to upgrade wireless network, fiber and district server for continued communication to operate in-person learning. Additional technology staff will be needed to provide continued services of the above technology necessities.

4. 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.

BRPS will focus on Special Education, MTSS, behavioral needs, student and staff mental health and overall health wellness. BRPS will maintain staff as well as hire new staff to provide interventions and address the academic impact of lost instructional time for Special Education, MTSS, Behavioral Needs, mental health and overall health wellness. Mental Health support for both students and staff will be provided to all buildings. A special education director will assist the district on focusing on our students with disabilities and special populations, as well as, truancy. Behavior supports will include specialists in the district to assist with students whose behaviors impact their learning and learning loss. MTSS interventions will be implemented with instructional, literacy and math coaches.

Birch Run Area Schools - 73170

1. 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:

Our safe return to in-person instruction plan directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes the proper use of masks, supporting our scholar, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. Some examples of specific, CDC-recommended strategies outlined in our in-person instruction plan include: Implement social distancing when feasible to reduce exposure and transmission risks - Maximizing the utilization of as-yet unused classrooms to accommodate all scholars and support appropriate social distancing - Spacing school desks six feet apart when feasible and facing the same direction in all classrooms - Clearly marking hallways for one-way traffic flow in order to alleviate congestion or any cross traffic - Recess breaks and specials taking place in home rooms to minimize cross contamination - Closing off all public water fountains to reduce the risk of transmission - Cleaning frequently used surfaces (such as door handles, handrails and bathrooms) three to four times a day and deep cleaning each classroom every night with the support of our incredible custodian staff - Cleaning all scholar desks and chairs used in rotational groups prior to each rotation In addition to the above CDC-recommended mitigation strategies,

2. 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:

Working with key stakeholder groups, and guided by educational priorities for our scholars, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based extended learning time programming. We will look for programs that have a proven track record of raising student outcomes and successfully addressing learning loss, particularly for communities that are disproportionately affected by the pandemic. This potentially includes summer and afterschool programs. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II small-group tutoring. Summer school will be available for all K-12 students. Transportation is provided as necessary. Before and after school programs are available for all K-12 students. Reading Plus and Math with Aleks are being utilized 5-12 to provide during the day intervention opportunities. Lexia and ST Math are being used K-4 to provide intervention opportunities during the day. Math textbooks K-12 are available online and all students are provided with a Chromebook or Ipad. The middle school textbook series has also been available online for students to access.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All staff will be participate in workplace safety training before the start of the school year. This training is sponsored through SET SEG. We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

This will be accomplished by aligning District Goals and objectives around the four central themes:

- 1) Addressing the impact of lost instructional time by providing an evidenced based programming targeting our students, particularly those students disproportionately impacted by the COVID Pandemic.
- 2) Addressing the impact of lost instructional time by expanding and increasing educational interactions between students and teachers using technology.
- 3) Respond to social, emotional and mental health needs of all students.
- 4) Implement preventative strategies aligned to the latest CDC guidance on reopening schools and to improve indoor air quality.

The district and each individual school building will be sure to collect and analyze data from subgroups disproportionately impacted by the COVID Pandemic. Students in one or more of these targeted subgroups showing documented learning loss will be provided the opportunity to receive academic support and access to programming directly funded through this grant. Teachers with students from these target subgroups will also be given first priority for professional development under the Instructional Coaches (SEL & Technology Integration) funded under this grant.

American Rescue Plan 2021

Birmingham Public Schools - 63010

1. 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:

The district is in good standing with an inventory of PPE and sanitizing equipment. We have been following all mitigation strategies recommended by the CDC and Oakland County Health Department. Thus far, we have remained open for in-person learning for the entirety of the 2021-22 school year. One of the greatest threats to keeping our schools operational for in-person learning is staffing all classrooms and overall moral of educators and staff. As a result, the district is allocating a portion of the funds (\$628,127) to teacher retention bonuses and (220,272) to bonuses to other staff required to keep our schools open for in person learning. These bonuses are designed to support teachers who have been asked to continue teaching in person and to live stream quarantined students into their classroom to ensure continuous and safe learning, as well as, non instructional staff that have been extending their work to support activities such as case tracking, quarantine notification, increase sanitizing and cleaning. Remaining fully staffed is essential to keeping our instructional staff in the classroom, our buildings clean and safe and students in classrooms learning.

2. 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:

On-site intervention opportunities for students during the school day are a priority for BPS (Birmingham Public Schools). Reading specialists are working at each school K-8 school and based on need/data some schools have more than 1 full time reading specialist. These educators provide tier 3 interventions directly to students. All reading specialists have completed the Orton Gillingham 30-hour professional learning course and deliver intervention to students daily. This strategy supports those students most deeply impacted by the lost instructional time. Our budget outlines dedicating 20% (212,099) of our funds to support salary and benefits for 2 reading specialists.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

After retention bonuses and funding of reading specialists for student interventions there are no remaining funds.

4. 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.

Students are placed in intervention groups with reading specialists based on data analysis. The data analysis ensures that the reading specialists work with those students that are demonstrating the most need in the school including those that are disproportionately impacted by the Covid-19 pandemic. We will continue to review assessment data, including mid-year benchmark data, to ensure the interventions have an impact and accelerate student learning. Based on continuous data analysis, adjustments will be made to students identified for support as well as to the types of interventions students receive.

American Rescue Plan 2021

Black River Public School - 70904

1. 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 update school buildings to improve air quality throughout our main building that was built in the 1930s including updating windows that will open to provide fresh air. Current windows do not open and some leak. Also a new roof will be purchased and installed on our Main Building along with replacing some exterior doors. Both of these items are in need of replacement.

Funds will be used to create a new accessible entrance to our main building to reduce current crowding and provide distancing for our students, staff and guests. Currently, the school has a single, accessible entrance for students and guests to our Main Building. This new entrance will improve access and reduce the bottleneck of students and guests in that single space.

Outdoor learning spaces will be added between the buildings on our campus along with furniture appropriate for outdoor usage for our students and teachers. These campus upgrades will allow for distancing and fresh air to reduce spread of the virus.

Black River will continue to contract services for cleaning and sanitization as well as provide PPE as necessary to reduce the spread of the virus as well.

2. 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:

Black River will offer summer programming to students to remediate learning loss as well as enrich student learning. The program will use the evidence based strategies already in place at our school including Evidence Based Literacy Instruction (EBLI) and the Connected Mathematics Project (CMP). Benchmark assessment data from STAR Math, STAR Reading and NWEA MAP testing will help to determine needs of students and to target their learning needs. This programming will include large group, small group and individual instruction as determined by skills and needs.

Credit recovery for our high school students will also be offered to students who have struggled because of the pandemic. Programs through Michigan Virtual Academy will be provided for students and their particular credit recovery needs as well as offerings of our own programming as necessary. This Black River programming may include CMP and Integrated Mathematics, which are consistent with our regular school year programs.

Classroom and school libraries will be expanded by our Literacy Coach to meet the needs of all levels of readers based on reading assessment.

A guidance counselor will be hired to assist our newly hired interventionist with addressing the impact of learning loss. Curricular leadership will also be a use of these funds with new roles defined for understanding changes to curriculum if necessary along with leadership and professional development for staff.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Maintaining the current staffing to maintain our small class sizes will help the district continue to implement CDC recommended prevention strategies to protect students, teachers, staff, visitors, and other members of their households. In addition, technology to support our staff and students will continue to be expanded to ensure equity and access for our students in case of future virtual learning scenarios. Along with this, a task force of teachers will continue to explore best practices for remote learning for future needs most likely through the Google platform and in conjunction with new website and communication strategies to make sure that all students and families are well informed of the offerings for their children and have accessible resources. Accessibility and equity will be the focus for both technological and campus changes.

4. 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.

Black River teachers and staff will continue to assess students with benchmark assessments to measure both proficiency at the beginning of testing as well as growth throughout the year. This will be with STAR Math and STAR Reading in the elementary grades. NWEA MAP testing will be used in our middle school grades with attention to PSAT and SAT scores being the tool for our older students.

Review of data will be ongoing with attention to raising students up and removing learning gaps between students and student groups. Interventions and extra learning time and extra instruction will be delivered by Black River staff to accommodate learners and help them academically.

With the help of new counseling staff and our current social workers on staff, we will work to address the mental health needs of students and staff. Partnerships with local mental health agencies are also being sought to implement new resources as well as grow the programs we already offer. These include the BeNice. program as well as Peer Interventions and Positive Behavior Intervention Support.

Blended Learning Academies Credit Recovery High School - 33915

1. 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:

Blended Learning Academies will continue to implement and require the use of mask and social distancing, plexiglas barrier, air purifiers, daily entrance temp checks and daily symptom screening. COVID Ag CARD rapid tests are available to students and staff. Staff are required to submit a daily health screener. Students and staff are equipped with devices and access to internet. This accessibility allows for students to quarantine or isolate if needed based upon CDC guidelines. This accessibility also allows for the building to seamlessly move to a distance learning platform if prevention and mitigation strategies are unsuccessful for short periods of time to keep staff and students safe. Blended learning academies will continue to communicate to students and families the importance of vaccines, mask wearing, social distancing and other mitigating strategies.

2. 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:

Blended Learning Academies is currently in the process of surveying all stakeholders and identifying the top areas of interest and focus. We are currently outlining our additional needs and once our priorities are focused and streamlined to meet the needs and goals of our student population and we have gathered data to support the need we will then identify how to spend remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Blended Learning Academies surveyed all stakeholders and identified the top areas of interest and focus. Including 1. Deliver Interventions for struggling students and provide small group instruction, 2. Provide Social Emotional Learning opportunities such as counseling, mental health & wellness resources for students, staff, and families and 3. Implement key components of Reading, Language Arts and Math

We are currently outlining our additional needs without stakeholder input to ensure use of funds are streamlined to meet the needs and goals of our student population. We have gathered data to support the need we will then identify how to spend remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

4. 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.

Blended Learning academies will ensure the interventions we implement directly impact the student needs and the loss of services that occurred during the COVID pandemic by on going survey communications, benchmark assessment testing through the use of NWEA 3 times per year and an evaluation of credits earned toward graduation on an individual student bases. Graduation Audits will be performed for each student at least twice a year to identify gaps, credit recovery opportunities and interventions to ensure all students are on-track or reengaging to become on-track for graduation.

Blissfield Community Schools - 46040

1. 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:

Blissfield Community Schools will return to pre-pandemic mitigation strategies. Should health conditions shift or stakeholder feedback necessitate, the district will review conditions and mitigation strategies and offer necessary revisions. The District has budgeted a portion of ARP ESSER funding to be used for cleaning/sanitization supplies and for additional capital improvements/purchases to support the safe continuation of in-person learning. District plans for mitigation strategies also include physical distancing (including use of cohorts or "podding") when recommended, handwashing and respiratory etiquette emphasized throughout the school day, use of hand sanitizer stations in each classroom and throughout the buildings, and cough and sneeze etiquette will be taught, monitored, and reinforced. We will also be cleaning and maintaining our facilities. We will also conduct contact tracing in combination with isolation and quarantine in collaboration with the Lenawee County Health Department guidance for all highly infectious diseases. We will continue to have diagnostic testing and screening supplies at all buildings, and the district will strategically utilize test kits for COVID concerns in order to keep students safely in school. The District will also make the appropriate accommodations for children with disabilities with respect to our health and safety policies.

2. 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:

The district plans to implement summer enrichment programs for all students in grades K-8, after school programs for all students in grades 6-12 to address the academic impact of lost instructional time. All students have had the opportunity to participate in summer learning opportunities. Students in grades 6-12 participated in summer school (credit recovery) to advance and/or regain credit. Students in grades DK-5 participated in our Summer Enrichment program which provided opportunities for students to re-engage with peers and teachers in a positive, interest-based summer camp experience. The summer enrichment sessions were offered at no cost to families and were located at the district to ensure easy access for students. Sessions were facilitated by Blissfield faculty members. The District may elect to continue with a similar program in the subsequent year using a portion of ARP ESSER funding. In addition, we will be expanding the summer enrichment program to be made available to all students in grades K-8.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In response to both surveys conducted with stakeholders and engaging a facilities study for all instructional buildings within the district, the remaining funds will be used to for improvements to ventilation, installation of the highest MERV-rated filters within district buildings, repairing or replacing air handling units to better manage air flow and outdoor air intake for improved ventilation.

4. 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.

The District will use a portion of ARP ESSER funding to assist students demonstrating challenges with self-regulation and will be supported with additional goals and strategies by teachers and school counselors. Social workers and school counselors will further support teachers with self-regulation techniques. Students will work collaboratively around high interest topics that promote joy, peer interaction, and immerse students in the school setting through PBIS programs. Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. School counselors will work in partnership with classroom teachers to observe students within the Blissfield Community School District in the returning setting for signs of social, emotional, or mental stress, with a focus on those students more likely to be disproportionately impacted by the pandemic. School counselors will continue to review the mental health concerns identified by students, families, and their teachers. Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family support.

American Rescue Plan 2021

Bloomfield Hills Schools - 63080

1. 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:

To support classroom in-person instruction within CDC guidelines, elementary classroom populations were decreased from previous pre-COVID levels to provide as much space between students as possible while in-person. Additionally, the school district provided a virtual school option to reduce in-school population. Both of these measures required the hiring of additional elementary teachers.

2. 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:

The district provides summer learning opportunities to all K-12 students. These experiences include credit recovery for high school students, summer course advancement for high school students, and specific academic support in English Language Arts and Mathematics to all students in grades K-8. The summer support is provided either in-person or virtual to meet the needs of families during the summer. Students with IEPs also receive additional support identified within their IEP if they register for a summer support class.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

BHS intends to monitor student outcomes along with staying engaged with meaningful consultation with our stakeholders. Any remaining funds will be used for ARP ESSER programming enhancements or to further expand capacity in these areas as described in our application based on continued feedback as it relates to the needs for mental health, restorative practices, supporting student behavior, etc.

4. 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.

The district has identified that additional social, emotional, and academic supports are needed at all levels and in all buildings. The district utilized the funds to support additional administrative, academic, and instructional supports as needed at each level. These positions include but are not limited to:

Middle School administrative support, additional special education positions and instructional coaches aligned with 11t restriction, additional teaching staff for additional classrooms to lower class size in the elementary grades, additional teaching staff to provide elementary virtual instruction to lower in-person class size and assist students unwilling or unable to come to school during COVID, increase in alternative education teachers to allow for a full-time administrator to meet the acute needs of students in the alternative high school, the purchase of READ 180 to meet the academic English Language Arts needs of middle school students with 11t monies, and therapy dogs in school buildings on a daily basis to support students' social and emotional needs.

Bloomington Public School District - 80090

1. 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:

Gathering input from our stakeholders using a survey and creating an ESSER III committee we were able to gather input from all stakeholders including parents, teachers, students, and the community. Using this information, we determined that in order to meet the most recent CDC guidelines to safely open schools for in-person learning we had several priorities to meet the needs of our students including providing additional staffing/classes, providing PPE, and adding air conditioning in our buildings to assist with adequate ventilation and airflow.

1. Adding additional staffing/classes will allow for smaller class sizes and will assist with addressing student learning loss. It also allows for the additional social distancing of students.
2. Additional PPE would include purchasing face masks, cleaning supplies, etc. to provide a safe learning environment for our students.
- 3 Adding Air Conditioning to our classrooms that currently do not have air conditioning limits the current airflow in the classrooms.

2. 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:

Again, gathering input from our stakeholders and researching best practices. The district determined it was best to use evidence-based strategies to address academic learning loss. Accelerating learning through instructional approaches provides opportunities for students to learn at grade level building on what students already know. Using this approach, all schools have built-in time during the school day. In addition, the district added additional staff to reduce class sizes, provide additional specials/elective classes, and additional interventions during the school day for students. Summer school was also offered to those students identified as needing remediation.

1. Adding additional staffing/classes will allow for smaller class sizes and will assist with addressing student learning loss.
2. 8 week Summer School addressed learning-loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional funds will be used to support the salaries and benefits for the additional staff that was hired for the 22-23 and 23-24 school years to allow us to continue to reduce class sizes and add additional supports to at-risk students.

4. 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.

Our district seeks to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students 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 a multitude of ways including contracting with VBISD. These contracted individuals will assist teachers, students, and administrators on how to respond to the academic, social, and emotional needs of all students. They will assist with building MTSS supports, mental health services, and referrals. They will provide assessments evaluations, and services to meet student needs. They will provide individual and group counseling. They will also provide and assist with training regarding trauma and behavior. In addition, we have hired additional staff members including an ELL teacher. All staff members will use strategies learned to provide social and emotional support to our students.

American Rescue Plan 2021

Blue Water Middle College - 74914

1. 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:

The Blue Water Middle College (BWMC) will continue to follow the CDC's guidance, in conjunction with our partner school, St. Clair County Community College. As we are located on the college campus, our protocols and procedures directly correlate with the CDC's guidelines. The BWMC will follow the U.S. Center for Disease Controls' scale for COVID-19 Community Spread Assessment Level for St. Clair County, which will guide both the college, and our, action steps. This policy is reflected on the BWMC website. A major recommendation among COVID prevention strategies is personal protective equipment and general sanitation, so the BWMC will ensure students have access to the tools they need to prevent COVID infection and spread, including masks and other necessary PPE, sanitation stations, and disinfectant/sanitation supplies.

2. 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:

The LEA will establish and implement an early warning indicator (EWI) system that will use targeted engagement strategies and recovery planning at the student level. This will give the LEA the ability to provide specific and timely evidence-based interventions. The EWI system will also assist the LEA in identifying students with the greatest needs. The EWI system will also directly support in-school acceleration, specifically in recruiting and supporting early college students. The LEA will ensure that well-designed, scaffolded supports ensure an equitable experience and outcome for all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will strive to provide technology for online learning to all students, which will include purchasing educational hardware, software, and connectivity devices which will aid in regular and substantive educational interaction between students and LEA staff and college classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

4. 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.

The LEA will collect and analyze data from subgroups disproportionately impacted by the COVID Pandemic. The established EWI will have the ability to identify any students in one or more of these targeted subgroups showing documented learning loss. These students will be provided the opportunity to receive additional academic supports.

American Rescue Plan 2021

Boyne City Public Schools - 15020

1. 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:

BCPS is fully compliant with the mitigation strategies designed to prevent the spread of COVID-19. To be compliant, funds are used to purchase items that assist in the cleaning of the facilities and buses. The district also role-models and instructs students on healthy practices such as handwashing, hand sanitizing, wearing appropriate masks correctly, and social distancing. In some situations, the district has added plexiglass barriers. All of these practices are supported by the CDC and MDHHS.

2. 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:

BCPS will use funds to support the academic growth of students during the COVID pandemic. On a daily basis, students who are fully virtual k-12 experience a strong curriculum supported by district purchased software, devices, and connectivity. Multiple staff members directly support these students and families through phone calls, texts, and email. Indirectly, principals and counselors support these students with scheduling, problem-solving and academic counseling. Virtual students are eligible for special education services and social work services when appropriate.

At times, in-person students are placed into 7-10 day quarantine situations due to being exposed to a positive COVID individual. During this time, traditional teachers use technology to communicate with students with their school-issued devices at home. Depending on the curricular and student needs, instruction is either synchronous or asynchronous. Synchronous instruction is made possible through the Swivel technology for interaction at home for students. Asynchronous instruction is possible through teacher use of Google Classroom grades 4-12 and SeeSaw k-3.

The district did offer summer school last year as well as credit recovery programs for 9-12 grade students. The district does run an alternative high school that is credit recovery based. As a result of COVID, our numbers have increased significantly in this area.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will continue these services: mental health and social worker, virtual offerings and technology support, PPE equipment and cleaning, bus social distancing, student assessment tools to monitor student growth.

4. 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.

BCPS plans for and expects all programs and supports currently in place to support COVID-affected students over the past two years to continue on into the 2022/23 school year at approximately the same cost and level of support. The use of technology and staff interventions, if applied consistently and progressively, should assist students in making gains in academic growth. Technology application is coached/directed by the district's Instructional Technology Director through professional development.

To ensure the fidelity of the supports, BCPS uses NWEA and other growth model assessments grades k-8. PSAT and SAT data will also be used to monitor academic achievement. Each building uses data in conjunction with daily observations of students, and their grades in class to determine if a student is demonstrating growth in all subject areas. This process, called Student Success Teams (SST) is used at all levels for all students. Students receiving Tier 2 or 3 supports garner extra review of data by the appropriate staff. SST also monitors students' social and emotional needs through direct student feedback, parent feedback, and staff feedback. The SST is comprised of teachers, special education staff, administration, counselors, homeless liaison, and Title 1 coordinator. Outside agencies are involved as is appropriate. Meetings/conferences with parents are sometimes an important part of helping these students.

American Rescue Plan 2021

Boyne Falls Public School District - 15030

1. 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:

Our school district is open and will continue to be open for in-person learning. We have been able to remain face-to-face since the first scheduled day of the 2021-2022 school year, due to the following mitigation procedures: students are distanced three to six feet apart, there is a handwashing schedule for each grade level, universal masking is applied across the district and it is strictly enforced, and we have additional cleaning and sanitizing of highly touched surfaces twice during the school day.

2. 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:

The LEA will address learning loss through the implementation of the following: 1. We will be adding an additional paraprofessional for our middle school and high school students to address the gaps in learning. 2. We will purchase new math manipulatives to solidify concepts and to encourage hands on learning and improve number sense. 3. We will add after-school tutoring two to three times per week to assist struggling students and provide a safe and quiet space to complete work. 4. We will provide high quality, intentional instruction during the summer to prevent summer slide and address learning gaps. 5. We will purchase eight high-interest, self selected books for our kindergarten through 5th grade students. Books will be delivered directly to their homes using the "Kids Read Now" program to ensure access to books over the summer months and to encourage reading year-round.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be allocated in the following ways: 1. We will employ several certified teachers to provide high quality, direct instruction during the summer months. This instruction will be delivered in small groups & will address literacy & math skills. High school students will have an opportunity to recover missed high school credits toward graduation. To eliminate the transportation hurdle, bussing will be provided daily for this summer enrichment program. Supplies and resources, such as books, learning games, manipulatives, and field trips, will be purchased to supplement the learning. 2. The LEA will employ a full-time substitute teacher who will be present to assist in multiple roles, including the classroom, the office, and support students as needed. 3. Covid-19 has led to students feeling isolated, withdrawn and has ultimately resulted in poor mental health. Students have expressed a desire for additional engaging speakers, activities and trips to enhance the learning, provide inspirational messages, and encourage a positive culture. 4. Students will have an opportunity to gain school-to-work experiences. 5. Finally, to engage students and families outside of the traditional school day, after school enrichment activities and family nights will be scheduled regularly. This is designed to engage students in high-interest activities which will improve their mental health, encourage social interactions, and build relationships with peers and staff.

4. 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 of the planned expenditures will respond to the academic, social, emotional and mental health needs of all students in our district. Students indicated through the student survey that they have been negatively impacted by Covid-19 and offered input on strategies and activities they believe would help alleviate the stress, isolation, and other harmful effects of the pandemic. In response, the LEA has designed extension and enrichment activities to reengage students and families. The majority of our students are identified as at-risk and low-income families. They greatly benefit from exposure to student and family-centered events, which provide a positive and impactful learning experience that they can replicate at home. These activities will be inclusive for all students, including children with disabilities, foster students and those who are experiencing homelessness.

American Rescue Plan 2021

Bradford Academy - 63917

1. 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:

Bradford Academy will continue to incorporate mitigation strategies recommended by the CDC as well as continue to work with our local health department in Oakland County, and our school nurse, to ensure we are safely operating for in-person learning. This includes;

Daily fogging

Frequent deep cleans of the building

If needed, continued distribution of masks for students and staff

In-house building substitute teachers to ensure continued learning when staff are absent

Frequent cleaning of high-touch surfaces such as; railings, door knobs, light switches, bathrooms, tables, chairs etc. by custodians and an outside cleaning company

Use of a daily health check-in (Crisis Go)

Hand sanitizing stations throughout the building

Continuing to employ a full time Nurse

Bus aides

Continuing to take the temperature of the students and staff at the door in the morning

Nurse advocate

Security camera to help monitor masks, visitors, and social distancing

Campus safety personnel

Student

Intervention staff

2. 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:

Bradford Academy will use at least 20% of its ESSER III funds to address learning loss as described below.

Virtual learning supplemental interventions-Raz-Kids

Summer slide packets

Summer school

Teaching Assistants

High leverage interventions for special education

High school math curriculum and training for staff

Behavior interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any funds not used to address learning loss or safety will be used to:

Purchase/replace educational technology for students and staff

Professional development opportunities

Teacher retention in response to COVID to pay for teachers and other school personnel, including custodians

High School furniture

Bus aides

4. 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.

Bradford Academy recognizes the huge necessity to address the needs of students who have been disproportionately impacted by the pandemic. The ARP ESSER funds will be utilized to address significant learning loss and the increasing need for social-emotional support. Bradford Academy will assess the needs of the students through local and state assessment data to identify at-risk students and to develop interventions/instructional supports to meet their academic, social-emotion, and mental health needs. This includes:

one on one/small group tutoring

Additional social workers

summer school programs

developing partnerships with community organizations to assist students/families -ongoing professional development for teachers on how to use data to drive instruction

American Rescue Plan 2021

Branch Line School - 82705

1. 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:

Branch Line School will provide physical distancing with new classroom space being added to the facility. This will help spread students and staff out more and give better distancing opportunities along with consistent mask wearing. The building will also host 8 new office spaces for special education and MTTS staff in order to spread out student to teacher on one work time. We will also implement new ERV units in two new classrooms to increase air flow and circulation.

2. 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:

Evidence based interventions will be provided by our certified reading specialist with Multi-Tiered System of Supports strategies for students identified with academic, social and emotional learning loss. Students will benefit from continuous improvement with one on one, dedicated time with our reading specialist as well as additional speech and language attention as identified from teacher observation as well as NWEA data.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Branch Line School will spend the remaining of funds on much needed facility concerns regarding physical distancing and air circulation in order to alleviate close contact between students, staff, etc. We will also address air flow and minor mold remediation in our older facility, in which healthy air circulation has been an issue.

4. 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.

The culture of our school and staff lend itself well to identifying and working on social, emotional and mental needs of our students. We are a small school and this helps staff to keep a close eye on our students. More aiding staff this year lend itself to increased awareness and observation of our students' emotional needs, which help provide reports and observation notes to our MTTS lead. This in turn provides her more clues to student supports that will be useful in her time with each student. There is a relatedness to our low income families and students with low performing academics and our classroom teachers keep a close eye on those students, providing additional supports in the classroom, as well as working with the MTTS lead to support her one on one student work.

Brandon School District in the Counties of Oakland and Lapeer - 63180

1. 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:

The ESSER III funds will be used to replace the MERV-13 filters that we are currently using, and have used previous grant funds to purchase, throughout all of our buildings across the district. At the beginning of the pandemic we purchased individual air purifying units for each classroom in the school district using grant funds. ESSER III funds will be used to purchased replacement filters for these devices over a period of the next two schools years.

Feedback provided by our stakeholders indicates that air quality and the need for quality air filtration is important to our community.

2. 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:

Although opportunities for summer enrichment, summer learning and afterschool programs are available to our students, ESSER III funds will not be used to support summer learning or summer enrichment, extended day, comprehensive afterschool programs or extended year programs as we are utilizing other grant funds to provide these supports to students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ESSER III funds will be used to implement in-school academic math and ELA interventions at our middle school for the next two years. Stakeholder feedback indicated a need for additional staffing and program to support struggling learners. Students that are serviced through these in-school programs will be identified by reviewing students local (NWEA and classroom data), state data and teacher recommendation. We are using the guidance from math and ELA consultants from our local ISD to support our design/use of a high yield, evidence based intervention program such as AARI or Math Recovery for students in most need of support.

Funds will be utilized to purchase instructional materials/technology (software and hardware) to provide individualized students a pathway for support. Through the direct supervision of a certified teacher, students will be provided individual instruction from benchmark assessment data delivered electronically to students. Additional technology devices will be purchased as replacements to damaged or outdated devices currently being utilized by students. Funds will be also be utilized to support the continued education of students on a virtual platform for the 2022-2023 school year.

Lastly, funds will be used to provide counseling and mental health support to our students for a high school counselor. This role specifically focuses on our virtual and at-risk students providing mentorship, support and connections to additional resources as necessary.

4. 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.

A variety of data points will be used to ensure we are providing equitable support to all students across the district. A data report has been created and generated in IlluminateDNA (in partnership with our local ISD) to help us gather information from local and state assessments, attendance, and behavior to help us ensure we are focusing on the student in most need of support. Our 31a identification process is another tool to help ensure we are supporting our at-risk learners. Our district MTSS process is continuing to strengthen with meetings occurring at the building and district level throughout the school year and coordinates with our mental health team to either provide individual, small group or whole class/grade lessons and interventions for students.

Brandywine Community Schools - 11210

1. 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:

A large part of the usage of ESSER III funds at Brandywine Community Schools will be to implement a new Air Conditioning system at the MS/HS. Brandywine MS/HS is the largest building and houses the largest population of students. One of the CDC's prevention strategies is Ventilation. Brandywine Community Schools already implements the others (Promoting Vaccination, Consistent and correct makes use, Physical distancing, Contact tracing, in combination with isolation and quarantine, and cleaning and disinfection. We follow the Berrien County Health Department, and our return to learn plan. The Air Conditioning project will be the one strategy we have not been able to implement at our MS/HS building.

The addition of a new Air Conditioning system at Brandywine MS/HS will be a major prevention and mitigation force at our district. It will also directly impact and mitigate our Learning loss, exacerbated by Covid 19.

2. 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:

Our allotment was \$1,668,000. That results in \$333,600 reserved for specifically mitigating Covid-19 related loss of instructional time. We intend to address this through:

Summer School - the Air Conditioning project at the MS/HS building will be the bulk of the funds \$1,334,400 we will assign \$266,880 of this money toward building a functional space for students to learn during the summer with climate control. This will enable students to participate actively and attend our summer programs. Further it will serve the entire district's child population.

Interventionist - hiring a reading interventionist and a school counselor will utilize at least the remaining \$66,720. These two positions will directly address loss of instructional time through the implementation of evidence-based interventions. These two positions will directly impact and respond to students' social, emotional, mental health and academic needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our allotment was \$1,668,000. That results in \$333,600 reserved for specifically mitigating Covid-19 related loss of instructional time.

Brandywine Community Schools will utilize the 80% not directly reserved under section 2001(e)(1) \$1,334,400 on the air conditioning program exclusively.

The air conditioning program will provide a learning environment, consistent with all the other building's in the district, will address the CDC's recommendations on mitigating the effects of Covid 19, and will provide a safe and comfortable environment for our students.

4. 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.

Brandywine Community Schools will hire two positions with these funds, a temporary counselor, and a Reading interventionist. These positions will directly aid in providing supportive and specific feedback to encourage skill growth across all of our schools. The Counselor and Reading Interventionist will provide support to students directly and establish building level wellness by directly interacting with the students who need their help the most. These positions will be able to provide regular check-ins, work directly with our Director of curriculum to implement restorative circles, and most importantly provide more opportunities for student voices to be represented in classroom and school decision making.

American Rescue Plan 2021

Breckenridge Community Schools - 29040

1. 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 are used for mitigation resources like masks, sanitizer, and cleaning products. Staffing to assist in cleaning as well as academic and behavioral supports for students returning to school. Staffing to keep class sizes smaller to allow for better support as well as social distancing. Funds are used to improve virtual instruction for when school closures and/or student isolation/quarantine are needed. This includes online resources, chromebooks, and other tech to make virtual instruction more effective.

2. 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:

BCS will use funds to add staffing for academic and behavioral support. Academic supports include additional push in/ pull out supports for at risk students, after school tutoring, instructional staff for credit recovery at the secondary level, additional staff for summer school for PK-5 with an academic focus.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Through stakeholder input, the four highest areas of need that are identified are Additional Learning Time (Summer School, After School Programs), Staff to reduce learning gaps, technology updates, infrastructure and connectivity, and Cleaner indoor air quality (AC/filtering).

4. 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.

Additional staffing will be added to provide students with success coaches. One staff member will be provided to focus on the behavioral, mental health and attendance of students. Another staff member will focus on the academic success of students. Both coaches will work with identified at risk students as identified by Section 31 a and special education students.

Breitung Township School District - 22030

1. 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:

The CDC has publicly commented that children benefit from in-person learning and should return to in-person instruction in the Fall. BTS returned to in-person learning for the 2021-2022 school year. It is BTS' mission to provide a safe and continuous place for its students to learn. As such, for FY 2021-22, BTS has established strategies to ensure safety of its students and staff to mitigate the risk of COVID-19 through routine classroom cleaning, extra duty hours for nursing staff to perform testing and notifications, provide paid sick leave for staff under certain conditions related to COVID, additional nursing staff, additional substitute teachers and paraprofessionals, provisioning of free masks and hand sanitizer to anyone requesting them. ARP funds will be used to cover costs associated with these types of activities. Additionally, ARP funds will also be used to purchase cleaning equipment such as all-purpose surface cleaning machines, air purification equipment, technology upgrades, HVAC/Heating repairs to improve air quality through replacement of a boiler, staffing salaries and emotional health programs to facilitate safe and continuous in-person learning.

2. 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:

It is the LEA's plan to utilize ARP funds to address learning loss and the impact of lost instructional time by offering summer school programs for grades K-12. It is BTS' plan to offer summer school sessions for each of its schools (Elementary, Middle and High Schools) as well as offer summer school transportation to students. The LEA will offer tutorials, remediation and/or accelerated instruction during and outside of the normal school hours. The LEA will hire additional instructional staff and/or retain current staff, purchase student learning materials and purchase technology. The LEA will also use ARP funds for staff professional development and implement IXL supplemental learning programs. The LEA will continue to utilize assessments such as NWEA and DIBELS to monitor learning progress and provide early intervention where needed. The LEA will also continue offer virtual instructional programs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will allocate the majority of the remaining funds from ARP for staff salaries and benefits to retain qualified, certified faculty as well as attract new talent when required. This will help ensure the LEA can keep reasonable class sizes and offer quality educational programs and services to its students. The LEA will also use ARP funds to continue funding its virtual learning program.

4. 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.

The LEA will address learning loss and needs across its entire universe of students, including low-income, racial and ethnic minorities, students experiencing homelessness and/or in foster care, etc. through regularly scheduled assessments and benchmarking through out the school year across all schools in the district. Each school building, within the district, will continue to utilize and implement a Student Assistants Team process to address the academic, social, emotional and mental health needs of all students. With the increased need for these services, the LEA will also provide professional development opportunities to its instructional and support staff to improve instructional strategies & practices, coaching and mentoring services to these groups.

Bridge Academy - 82983

1. 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:

Bridge Academy (BA) will use these funds to ensure the building is clean and sanitized prior to the return of students as well as when student/staff are back in the building for in person learning. BA will also provide all staff, students and families face masks, sanitizer, and other items needed. This could include hiring additional staff, and cleaning supplies and other materials. Academic supplies, everyday materials that students would often share will be purchased so each student has their own materials and curriculum that will make it safe to in-person learning.

BA works closely with Wayne Resa the ISD to ensure that all protocols from the CDC, MDE, and the state legislature are followed. The admin. attends all training sessions and meetings provided by Wayne RESA to keep current on what changes that are made by any governmental agency. BA ESP will also provide guidance for both virtual learning as well as in-person learning.

2. 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:

Bridge Academy (BA) will use the ESSER funding for both summer school program and after school programs: all students will be invited to participate but priority would go to the identified tier II and tier III students. Summer school program will be a minimum of 6 weeks: 4 hours @ day 4 days @ week. Afterschool programing during the schoolyear 2-3 days @ week for 1hour a day to address strategies that students are struggling with. Purchase supplemental materials to be used by staff for addressing learning loss. The current curriculum will be reviewed to ensure that it meets the needs of the students who are struggling academically. Additional curriculum may need to be purchased: teacher materials student workbooks that go along with the curriculum, hands on materials and reading supplemental materials. Hire additional staffing: teaching staff to ensure smaller classrooms, teachers to work with small groups of students struggling, support staff including but not limited to Paraprofessionals and Interventionists. Social Workers and Behaviorist to support students who are struggling academically as well as emotionally which is influencing their academic loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Bridge Academy (BA) will use the ESSER funding for both summer school program and after school programs: all students will be invited to participate but priority would go to the identified tier II and tier III students. Summer school program will be a minimum of 6 weeks: 4 hours @ day 4 days @ week. Afterschool programing during the schoolyear 2-3 days @ week for 1hour a day to address strategies that students are struggling with. Purchase supplemental materials to be used by staff for addressing learning loss. The current curriculum will be reviewed to ensure that it meets the needs of the students who are struggling academically. Additional curriculum may need to be purchased: teacher materials student workbooks that go along with the curriculum, hands on materials and reading supplemental materials. Hire additional staffing: teaching staff to ensure smaller classrooms, teachers to work with small groups of students struggling, support staff including but not limited to Paraprofessionals and Interventionists. Social Workers and Behaviorist to support students who are struggling academically as well as emotionally which is influencing their academic loss.

4. 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.

Bridge Academy (BA) progress monitors all students using the MTSS screener. The screener collects data for all students: academic, behavioral, attendance, social emotional, and demographic. The Data teams meet and reviews the data on all students. Students who are identified as needing additional help based off the data on the screener the team discusses strategies so to teachers and support staff can work with the students. All assessment data is disaggregated to ensure that each individual student, regardless their demographic or circumstance, is monitored and instructional interventions modified as the data requires. If any of the students do not improve using the identified strategies, they move to Tier II and again to Tier III if needed. The funding provides for staffing, supplemental materials, and programing for the identified students.

Bridgeport-Spaulling Community School District - 73180

1. 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:

ADD HVAC and enhanced Air Exchange systems to Bridgeport High School, Atkins Elementary & Middle School, and Thomas White Elementary Schools enabling the safe extension of the school year to provide additional learning supports, Replace dilapidated exterior doors district wide with new doors and entry systems that include fewer touchpoints, foot grabs, NightLock or similar security, and magnetic locks. Continued purchase of up-to-date cleaning and PPE supplies, replace current fluorescent lighting with spectral safe integrated lighting with variable lumens and touchless controls, reducing carpeting in heavily trafficked areas to VCT flooring to assist in cleaning and disinfection, upgrading security controls to include temperature tracking and monitoring areas where large groups may gather in order to adjust schedules to reduce crowd interaction, expand the cafeteria space and create optional spacing both indoors and outdoors to increase social distancing and reduce gathering time in lines to get meals, renovate life skills spaces to support student social emotional health and physical well-being through learned practices, and increase social emotional supports for students experiencing difficulties as a result of the pandemic and its impact on their home environment and academic/social outcomes.

2. 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:

The district's MiCIP process, as led by and analyzed by our District Leadership Team (DTN) and Building Leadership Teams (BTN) identified our Tier 2 and Tier 3 students through comprehensive and ongoing data analysis. In nearly every case, our Tier 2 and Tier 3 students are the same students who are disproportionately impacted by the loss of instructional time. The district will use these funds to address the needs of our Tier 2 and Tier 3 students with the Fresh Start Mornings (FSM), At-School Mentoring (ASM) and an After School Enhancement Program (ASEP), along with the Bearcat Academy After-School Tutoring program, renovated Life Skills classrooms at BHS and Atkins School, increase small group field trips, add online learning environment classrooms that include appropriate video conferencing technology, and the summer school program and credit recovery programs in the summers of 2022, 2023, and 2024. The district would add up to four social workers, renovate twelve classrooms into STEAM classes, and upgrade our playgrounds and entrances (to include water fountains) to accommodate activities taking place during the summer heat. The district has identified a need to increase staff members to address specific subgroups, specifically our at-risk economically disadvantaged students and special education populations in order to reduce class sizes and maximize support. Our goal is to offer comprehensive opportunities that extend learning for students K-12 in subsequent years.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

(1) Purchasing educational technology, which would include hardware, software, and connectivity for students served by the school district that aides in regular, broad location, substantive educational interaction between students and educators, including low-income students and students with disabilities; (2) Purchasing supplies to sanitize and clean facilities; (3) Other activities necessary to maintain the operation and continuity of services and continuing to employ existing staff, while adding staff to support continuity; (4) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs especially in high-traffic areas including bathrooms; (5) Purchase and implement the use of security technology that includes body temperature monitoring, monitoring for social distancing in high-traffic areas and spaces where individuals congregate; (6) Addressing parking lot pickup and drop-off congestion and congregation to mitigate spread; (7) Reduce standing water and sinking drainage in parking lots and reduce exposure to environmental health hazards; (8) Redesign, expand, and reconfigure high school cafeteria to increase distancing; (9) Renovate and upgrade Life Skills classrooms at middle and high schools; (10) Renovate twelve classrooms district wide into STEAM/Robotics classrooms.

4. 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.

The district will use funds consistent with section 2001(e)(1) to address 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 as follows: (1) Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction; (2) Implementing evidence-based activities to meet the comprehensive needs of students; (3) Providing information and assistance to parents and families on ways to support students, including the implementation of building level Student Ambassadors; (4) Providing mental health services and supports; (5) Providing school-based health care services; (5) Providing Life Skills training, curriculum and course materials to grades 6-12 staff; (6) Purchase and maintain three social emotional support animals for students in grades 2-12.

American Rescue Plan 2021

Bridgman Public Schools - 11340

1. 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:

Bridgman Public Schools will continue to implement prevention and mitigation strategies from the Center for Disease Control (CDC), the Michigan Department of Health and Human Services and the Berrien County Health Department (BCHD). The District's 2021-2022 Return to Learn Plan will be updated with current information for our staff, students, parents and community stakeholders to help guide and prevent the spread of COVID-19. The mitigation strategies outlined in the District's Return to Learn Plan will allow us to continue face-to-face instruction. The District's Return to Learn Plan was created in collaboration with other Berrien County School Superintendents and in consultation with the Berrien County Health Department. Allocated funds will cover costs of purchasing PPE, cleaning and sanitizing materials, testing equipment, air purifiers, emergency supplies, and custodial services for improved sanitation conditions in line with CDC recommendations. These allocations will provide for healthier and safer schools by reducing risk of virus transmission and exposure to health hazards and improve the health of students and faculty.

2. 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:

Bridgman Public School will plan, implement, and/or purchase evidence-based instruction/practices, activities, materials, and trainings, including summer learning and supplemental afterschool programs, that serve to address learning loss among students; target social emotional learning/supports and trauma informed / restorative practices; assist in the administration and use of high-quality assessments, and help in monitoring students' academic progress and implementing differentiated instruction.

Bridgman Public Schools will hire additional staff members to ensure that the learning goals of ALL students are met. Bridgman Public Schools will purchase devices for students to extend the classroom beyond the traditional day and increase the District's technology infrastructure to meet these needs, while delivering high-quality education to ALL students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Purchasing PPE, testing equipment, cleaning and sanitizing materials, emergency supplies, and custodial services for improved sanitation and mitigation which will provide for healthier school environment by reducing risk of transmission/exposure.

The District will use the remaining funds to continue to support their mission by providing ALL students evidence-based instruction, implementing high-quality assessments, and to monitor student progress. The District will continue to address learning loss among students, specifically low-income students, children with disabilities, English learners, racial/ethnic minorities, students experiencing homelessness, and children in foster care.

The District will also use funds to support employment of current and additional staff members as well as upgrading our technology infrastructure to meet the current and future needs of all stakeholders within Bridgman Public Schools.

4. 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.

The District utilizes multidisciplinary teams at the elementary and secondary levels to ensure that students needs are met with evidence-based interventions using a Multi-Tiered System of Supports (MTSS). This framework is calibrated to ensure that decisions are based on student needs, interventions are evidence-based and measurable, and all students are equitably supported. Every general education teacher is empowered to raise questions and participate in this process, but also duty-bound to identify students whose needs require additional safeguards and attention. These processes involve the continual review of local benchmark assessments; state testing data; classroom pre/post-assessments; behavior data and student, staff and parent surveys, to ensure that students with needs are identified, supported at the appropriate level, and monitored until the need has been addressed. These processes are integrated into continuous improvement models to ensure a systems-based approach sustains this work. The processes and corresponding outcomes, including equity data, are carefully monitored to ensure that staffing levels are appropriate, training is adequate, and deficiencies are addressed. These collective efforts will ensure that impacts from the pandemic will be addressed especially for those students who have been disproportionately impacted by COVID-19.

American Rescue Plan 2021

Brighton Area Schools - 47010

1. 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:

In the district's preliminary plan, it will use approximately \$198,275 of the funds for Heating Ventilation Air Conditioning (HVAC) upgrades, consistent with the most recent CDC guidance that indicates "Screening testing, ventilation, handwashing, and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe." This will ensure that the ventilation systems operate correctly and provide acceptable indoor air quality to provide safe-in-person learning.

2. 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:

In the district's preliminary plan, it will use approximately \$167,819 of funds to implement summer learning programs that meet the social and emotional needs of students and provide them with engaging and enriching experiences. Funds will be used to provide additional staff such as instructional coaches and paraprofessionals to support teachers in implementing evidence-based interventions for students to address the academic impact of lost instructional time. To increase access to the programs, the district will provide flexibility and offer various types of courses such as in-person credit recovery, Summer kickstart camps, and online virtual learning through Michigan Virtual.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In the district's preliminary plan, it will use approximately \$198,000 of the funds to support distance education and promote long-term improvements in technology infrastructure and operations and their effective use. The district will purchase mobile technology devices such as Chromebooks and laptops to support the continuity of learning and provide online learning to all students, including students with disabilities, English learners, students experiencing homelessness, and students in foster care.

The district will use approximately \$275,000 of funds to support school-based mental health. This will include professionals, such as counselors, social workers, and psychologists that help provide additional and more intensive support to students with the most urgent needs that have been caused or exacerbated by the pandemic.

4. 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.

For funds reserved under section 2001(e)(1) of the ARP Act, the LEA will ensure that social-emotional learning plans and multitier system of supports (MTSS) framework will be used to provide additional and more intensive support to students with the most urgent needs that have been caused or exacerbated by the pandemic. This will include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA will ensure that all students will have access to the continuity of education by providing various types of summer learning experiences. They will provide technology devices to support distance education, particularly to those students disproportionately impacted by the COVID-19 pandemic.

American Rescue Plan 2021

Brimley Area Schools - 17140

1. 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:

The school district has had a mask mandate in place for the entire school year. The district continues to social distance by cohorting classrooms in elementary. Specific hand washing times have been implemented. PPE is available to all staff and students at specified areas. Separated eating facilities by grade also facilitate in social distancing. Antigen testing is provided as necessary. A test to stay program for school exposures has also been implemented..

2. 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:

The district is offering a robust summer school (K-8) and credit recovery (9-12) program for the next two years using highly qualified and certified faculty and staff. These programs will help mitigate the learning loss due to the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school needs newer busses for the regular school year, summer school (K-8) and credit recovery for students (9-12). Due to the wide geographic area served by the district, bussing is an important element in the districts' plan to address continuity of learning and learning loss. To keep class sizes low, a highly qualified teacher is also included in the grant.

4. 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.

The combination of Summer School, Credit Recovery and providing transportation will reduce the impact of lost instructional time along with academic, social, emotional and mental health needs of all the students. There has also been an increase in contracted time for the school social worker to address individual student needs. K-6 SEL is using "Zones of emotional control". 7-12 Trails- Tracking Adolescents Individual Lives Survey . Social emotional learning program has also been implemented to take place at the end of the school day.

American Rescue Plan 2021

Britton Deerfield Schools - 46050

1. 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:

Britton Deerfield Schools remains committed to providing a quality education to all students during this unprecedented time. These funds will be used in a number of ways to ensure student success with the reopening of schools. In our small, rural community, our schools are the focal point. Our plan is to implement prevention and mitigation strategies that include the addition of internet accessibility, technology devices for continual access, and curriculum that incorporates a cross-curricular approach to teaching and learning. Additionally, we will continue to invest in heating and cooling system upgrades, hospital grade approved disinfectants, PPE for staff and student use, and mental health supports for children and families in need.

2. 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:

The pandemic has created learning gaps that must be addressed early on. Our focus will be the continual implementation of summer learning and summer literacy pop-up camps, interventions carried out by certified teachers who serve students in the capacity of school success coaches, State mandated Literacy Coach who works with teachers to implement the Essential Practices and research-based curriculum, new curriculum that is based on current pedagogy, upgrades to our facilities with new heating and cooling upgrades and air barrier cleanliness, and the use of a Learning Center. This area houses all district curriculum and materials, updated technology devices, and certified teachers to assist students with academic achievement and tier 2 supports. The School Success program and the summer programs are comprehensive in nature, and are based on needs identified through district assessments and NWEA data.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be used for additional district technology devices and access to improved internet access. Our hope is to be able to provide students within our rural community the opportunity to access learning from anywhere--at anytime. We are also planning to provide students with ELA resources and to continue providing data to staff from multiple measures. Britton Deerfield Schools has implemented NWEA to better evaluate student growth. We are planning to incorporate additional resources and curriculum in the content area of ELA and to increase air quality with new systems and controls.

4. 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.

Britton Deerfield Schools has taken on additional staff to help meet the needs of our students because of the loss of learning. We have implemented a social emotional curriculum that is being provided for all students in grades K-12. Our district counselors are collaborating with LISD staff and outside contracted mental health supports to meet the needs of our students who are at risk. Our bottom 30% and our 31a students are the largest proportion of impacted students. We will continue to work on achievement gaps and to work through the MTSS process as a district. Interventions are provided to these students through small group instruction, literacy groups, peer mentoring groups, after school tutoring and academic intervention days with certified staff.

Bronson Community School District - 12020

1. 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:

In the fall of 2021, we moved to 100% in-person instruction. In order to continue to offer this option safely for our families, we will upgrade air ventilation systems in all of our buildings. We will also improve air quality and access to safe drinking water. Funds will be utilized to purchase cleaning supplies, testing supplies, personal protective equipment, and masks for those who wish to wear them and for them to be available to students and staff where masks are required (buses, etc.). Individual lockers will be purchased to replace shared lockers at Anderson Elementary to allow for more physical distancing between students and their belongings. In our maintenance department, we will have an industrial-sized washer and dryer to launder reusable cleaning supplies - saving us the cost of disposable materials. We also will purchase hands-free bathroom fixtures for all bathrooms.

2. 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:

To address the academic impact of lost instructional time, we will plan and implement summer and before/after school programming. We will utilize funds to purchase research-based curriculum resources in addition to tier 1, 2, and 3 intervention/extension software and resources to help with addressing demonstrated needs across multi-tiered systems of support. We will offer professional development activities for staff to be trained in research based best-practices. If PD is offered outside of the contracted day, teachers will be offered a stipend. Assessment and progress monitoring tools will be utilized to track student progress in core academic areas. We also plan to utilize funds to expand classroom, building, and leveled libraries to ensure students have access to various print/texts at their level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

To address the needs/expanded supports in place due to the COVID-19 pandemic, we will use funds to upgrade and keep our technology infrastructure, hardware, software, and subscriptions up to date and accessible to our students. We will continue to utilize Learning Management Systems to students, so they can readily access content, assignments, and announcements no matter their method of instruction (in-person or virtual due to illness/quarantine). We will use funds to maintain and invest in our current staff that have continued to be employed with us since March 13, 2020 by offering them hazard pay bonuses for their continued dedication to the students of Bronson. We will continue to align our pacing guides with current State and National standards and will purchase research-based, current curricular resources to help us meet the expectations of these standards. Professional development opportunities will be offered to staff to increase their skill set in utilizing best practices in engaging instruction. Furniture will be updated to meet the needs of students utilizing various materials and resources in class and to promote physical distancing in classrooms. Additional buses and playground equipment will be purchased to promote physical distancing in these areas, as well.

4. 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.

To address the needs of all learners, but specifically those in at-risk populations, the district will implement and evaluate social-emotional supports that are/will be available to students and put additional supports in place as needed, based on demonstrated need. We will utilize funds to create a clothing/food assistance program for families that were directly impacted by COVID-19 and the financial burden it has placed on them. Hotspot access points will be purchased and subscription costs will be covered by the district for families in need to ensure equitable access to online instructional software/Learning Management Systems when students are away from the school for any reason. Professional development will be offered to staff to learn strategies to best support students in our at-risk populations with academics and social-emotional health. Interventions and support programs will be implemented, evaluated, and monitored for all students - while paying special attention to our subgroup data provided from benchmark and progress monitoring assessments.

American Rescue Plan 2021

Brown City Community Schools - 76060

1. 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:

Some of the uses of funds which address CDC guidance include our HVAC project, which will address air quality concerns, and sanitation supplies, which are used to maintain and clean learning environment.

2. 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:

This will be addressed through utilizing student testing data to identify areas of need, paying for additional staff to work with students in need of assistance, and purchasing literacy and other curriculum programs to provide resources needed to address learning loss in students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to fund staff who have taken on additional duties relating to pandemic caused issues, student and staff mental health and wellness supports, virtual learning platforms, student technology and connectivity devices, and substitutes to maintain staffing levels needed to continue in person learning.

4. 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.

Assessments administered by district are monitored for all students, including those disproportionately impacted by the pandemic. Additionally, district already has services in place which are targeted toward at-risk students, funded by other sources such as 31a and Title grants. Mental health effects are monitored through psychological evaluations and through the efforts of school counselors.

American Rescue Plan 2021

Buchanan Community Schools - 11310

1. 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:

Buchanan Community Schools will utilize the ESSER III funds in order to maintain in-person learning for students as much as possible while following the CDC guidelines. Investments will be made in air quality, cleaning supplies, cleaning staffing, and mitigation supplies. Air quality expenses will focus on air cooling, control systems, humidity issues, hot water heaters, filters, boilers, pumps and ionization. Funds will also be used for custodial and maintenance staffing as well as COVID specific mitigation supplies for cleaning and health safety.

2. 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:

Intentionally addressing learning loss and the loss of instructional time is imperative for the success of student achievement. At least 20% of total funds received will focus on learning loss initiatives. Buchanan Community Schools will provide evidence-based activities during the summer of 2022 for students who are most at risk. The focus will be on closing the achievement gap and instruction will be based on individual student needs in core content areas. This opportunity will be provided for students in kindergarten through 12th grade. Funds will be used for materials, staffing and transportation. In addition, learning loss can also be addressed through effective and sustainable professional development for staff, especially in the areas of using high-quality assessments and identifying student academic needs through professional learning communities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Buchanan Community Schools will continue to provide educational opportunities consistent with federal state and local requirements. One initiative proven effective in the instructional process is the continuation of one-to-one computing for students. This initiative provides both teachers and students with additional opportunities for individualized instruction based on student needs. Buchanan will replace outdated Chromebooks and continue with its replacement cycle. In addition, Buchanan will utilize funds to evaluate the current curriculum and in turn modify, enhance, or replace current curriculum components. The outcome after completion will be having an improved guaranteed and viable curriculum which ensures that all students have an equal opportunity to learn. Funds will be used to evaluate and address any current curricular needs, while ensuring its equitability for all.

4. 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.

Buchanan Community Schools believes that it is important to address not only the academic needs of students but also the social and emotional concerns which have become more evident during the recent Global pandemic. The District is committed to continuing to and expanding services for all students that address their mental health and their identified needs. In determining the needs of the District and to assist in identifying ESSER fund uses, Buchanan implemented several different strategies to gather the data. A survey was published for administrators, teachers, support staff, parents and students to provide leadership the feedback needed to create this plan. The survey results were published and available for discussion. The superintendent holds Buck Parent Conversations which are open to the public. In addition, student meetings with the Superintendent were held at both the high school and the middle schools. A staff conversation at the high school was also held. These meetings provided opportunities for two-way dialogue between the district and stakeholders to ensure that the highest needs of students were addressed with ESSER III funds.

American Rescue Plan 2021

Buckley Community Schools - 28035

1. 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:

Buckley Community Schools is paying staff to implement prevention and mitigation strategies from general funds. The district is working closely with the local health departments.

2. 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:

Buckley Community Schools will implement summer school programs (looking for a 6 week program if we can staff it) in order to address learning loss. We also have staff that work with students to address learning loss with interventions and remediation. Some interventions are done during the day with students, and some interventions and remediation will be after school. Transportation will be offered for summer school to all students who need it.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Buckley Community Schools will use the 20% of funding for summer school programming for K-8 intervention and remediation and 9-12 credit recovery. The other 80% will be used for retaining highly qualified teachers in the Buckley Community Schools classrooms.

4. 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 given the opportunity to attend the summer schooling. The students who are disadvantaged will be given first priority for these programs. Transportation will be provided for all students that need it.

American Rescue Plan 2021

Bullock Creek School District - 56020

1. 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:

Bullock Creeks Schools is committed to implementing procedures that will help mitigate the spread of COVID-19 within our schools. We are working closely with the Midland County Health Department to monitor/react to COVID-19 within our community. With their partnership, we have promoted and provided vaccination clinics at the school buildings. In addition, we use their guidance in contact tracing, recommending to students and staff to stay home if they feel sick, and implementing mask mandates when positive cases rise. The ESSER funds will be used by the school district to purchase items and hire staff to help our efforts to continuously and safely operate in-person learning. These items include but are not limited to cleaning equipment, masks, gloves, hand-sanitizing stations, desk shields, and classroom furniture and supplies that promote social distancing. In addition, we have increased the frequency of cleaning in all buildings and hired additional staff to help in our cleaning efforts. The funds will also be used in making adjustments for in-person events to aid in social distancing, such as homecoming and graduation both being held outdoors.

2. 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:

As a school district we are committed to monitoring and planning for the academic success of all of our K-12 students. The last two years have had a negative impact on a large portion of our students both emotionally and academically. To help our students be successful and address any learning loss, we will be using the ESSER funds to support the following: Using benchmark assessment data to guide intervention strategies, to support the use of math lab, to support the use of literacy and math coaches, to support literacy meetings and the next steps of guided instruction and MAISA units, to help support the individual reading instructional plans (IRIPS) and implementing before school reading groups. In addition, regularly scheduled curriculum meetings will be held to identify gaps in learning and make proper adjustments such as the ability to reteach standards from the prior year that the students did not master.

This planning will also help with the ability to teach the students the same lesson in class and remotely, in case of a COVID-19 shutdown or COVID 19 quarantine. In addition, the district will need to purchase curricular supplies to support all of the above interventions/ topics. The district has moved to reimplement the Curriculum Director position, to help guide this work.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district has hired additional custodial and paraprofessionals to aid in the cleaning of the buildings. Additional teachers have been hired at certain grade levels to keep the classes sizes to a minimum and aid in social distancing. We have also purchased additional PPE to help with reducing the transmission of the virus while the students are attending classes in-person, such as masks, additional desks, desk shields, face shields, gloves, cleaning tools, and sanitizers for our buses. We purchased individual classroom supplies so that students would not need to share with each other. We have purchased needed supplies to make adjustments to in-person events.

4. 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.

Bullock Creek Schools will conduct benchmark assessments at least 3 times per year in ELA and Math in grades K-12. Assessments such as K-2 Early Literacy, AimsWeb Plus, Teacher-created Short Cycle Assessments, and district Pre/Post tests will be used in identifying the academic needs of our students. The district also completed a social and emotional survey, for both students (Panorama) and staff (PERMAH), and will re-survey in the springtime, to ensure that the implemented tools have reached their intended audience. We are tracking demographic data with both benchmark testing and the SEL surveys in order to respond with appropriate evidence-based activities to those disproportionately impacted by the COVID-19 pandemic. The district school improvement plan (MICIP) will also address a plan of action in response to this data.

Burr Oak Community School District - 75020

1. 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:

The administration of Burr Oak Community Schools will continue to communicate with the local health department and work with them to prevent the spread of all communicable illnesses and to monitor illness types through Covid testing, vaccinations, local data updates, etc.

The LEA will continue to ensure the proper cleaning supplies, replace HEPA filters regularly throughout the building, ensure maintenance and janitorial have the proper schedule to clean based on human capacity and different times/days of week.

The LEA will encourage and support teachers to utilize outdoor learning opportunities often when weather permits

The LEA will use the donated HEPA filter/fan devices in the classrooms; these are already in place and were donated by Ford

The LEA will ensure that each room has individual heat/air units installed utilizing outdoor air intake and HEPA filtration systems.

2. 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:

Credit recovery for HS students will take place during the summer months. All instruction will be provided either on campus with a certified teacher or online with a certified teacher. Students and parents will have a voice in how they want instruction to be provided to best suit their individual needs.

Summer school will take place in June to address learning loss of MS students (5-8) in all core subject areas; in addition, this will be coordinated with the summer rec program to provide enrichment opportunities. Instruction and progress will be implemented by a certified teacher.

Summer school for elementary students K-4 will take place at a minimum of 2 extra weeks prior to the beginning of the next school year and possibly 2 weeks immediately after the end of each year. The timeline will depend on our ability to staff the positions.

Tutoring will be provided each year for one-on-one assistance for tier 3 children (those who struggle most) during the school day as applicable or in an after-school setting.

Additional academic services will be provided in grades K-8 with the addition of 2 more paraprofessionals. This will provide targeted supports for struggling learners using evidence based interventions and will be directed by certified teachers.

Services may include additional resources to support special education teachers and students, including additional hours for paraprofessionals; will also be provided as needed for individual or small group supports

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All staff at Burr Oak Community Schools have worked tirelessly to keep the doors open during the pandemic. It has been a team effort between certified and non certified to engage with students during and after hours to keep them emotionally stable and on track academically. It is very important that we retain all of our teachers and support staff and plan to provide them with financial compensation in the form of a small bonus. Currently, our salary schedule is non competitive in comparison to other districts in the county. A bonus will be a boost to keep them in our district, which was determined through stay interviews.

Improve air filtration by ensuring installation of heating/air units that use outdoor air and HEPA filters in all classrooms, the cafeteria and the gymnasium.

Purchase educational technology - iPads for grades K-2. This will replace our current stock, which can no longer be updated due to age and new apps not being compatible.

Improve curriculum to ensure learning can be done remotely when needed.

4. 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.

Students from low-income families; survey results showed a need for mental health supports to include behavioral prevention that address illicit drug use, suicide prevention, eating disorders, anxiety, etc. All students will benefit from having a certified intervention therapist which will provide support during the school day and will provide preventive programs to improve mental health of all students.

Special education students were disproportionately affected by the pandemic due to the need for in-person, one-on-one assistance. Extra paraprofessionals to assist the special education with special needs and tier 3 students are needed.

Summer education will be provided if it is deemed necessary or beneficial by the IEP team.

Both staff and students have felt the effects of the pandemic on their mental health. Based on survey results and meaningful conversations, we are in great need of a certified individual that can provide behavior and academic interventions to students to alleviate the burden that has been put on our teachers. Student surveys show a huge increase in mental health burdens which often results in negative behaviors. These emotional needs have impacted student learning in absences due to sickness and mental illness, anxiety, and stress. This position will also include the use of restorative practices, which will provide a liaison for family engagement to support positive attendance and communication.

Burt Township School District - 02020

1. 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:

We will use a portion of the funds to purchase personal protective equipment and HEPA air filters. This includes but is not limited to adult size face masks, child size face masks, and replaceable HEPA air filters for the air filtration devices we have in each of our school rooms. We were just quoted \$1.50/mask for a single N95, which the CDC says now is a must. The pandemic seems to be evolving at a faster rate now than it was at the beginning and as a result we must be able to have the necessary personal protective equipment when it is needed, not after.

2. 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:

We will use a portion of the funds to pay for our social emotional learning (SEL) program and to help pay for telehealth counseling and therapy. We currently use Joven Health for our telehealth counseling services to hire a licensed therapist for our students. Our therapist meets with our tier 1 students every week and provides them guidance and counseling. Our SEL program (Suite360) is currently being offered to us through a grant through the State of Michigan but will need to be paid for next year. We are also looking into TRAILS to wellness that is offered through our ISD and will need to pay for training our teachers. I am an absolutely believer in the value of SEL but also feel like each school needs to find what works best for them since there are such an array of programs and approaches. In fact, we currently do not offer an advisory period but plan to schedule in an advisory period for next year so that we can have a dedicated time in the day to devote to our SEL offerings. We utilize an xSEL screener for our data collection and reporting.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In accordance with the original ESSER allowable use areas, we will be using a portion of our ESSER III funds to help pay salaries of instructional staff. This will help us provide a more sustainable solution to our staffing shortages. By using the money to help pay the salaries of instructional staff, we retain them when they may otherwise leave the district. Their satisfaction is paramount to our success and if these people truly feel valued, they will be more likely to work harder for the kids in our classrooms. We utilize NWEA testing data for our analytical needs. We've set aside specific professional development days throughout the year to look at our NWEA test scores as well.

4. 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.

We are an isolated district in Upper Michigan with one of the smallest K-12 schools in the state (29 students total). Due to our remote nature it is extremely difficult for us to recruit and retain employees. In using the money to continue employing existing staff, we can be sure the work our employees are doing every day with our students is valuable, which in turn provides each and every one of our students with a rich educational experience no matter their background. A portion of our ESSER III money is going to make sure that all of our students have access to the highest quality faculty and staff possible that truly care about them.

American Rescue Plan 2021

Burton Glen Charter Academy - 25909

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Byron Area Schools - 78020

1. 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:

- Byron Area Schools will concentrate on student assessments to gauge learning loss and develop curriculum for students who need additional supports as a result of school closure during COVID-19.
- Other supportive measures will consist of replacement of exterior building doors to reduce congregating of groups near building entrances and improve air quality in school facilities.
- Replacement of Byron Elementary gym roof to promote and enhance air quality and allow for students to participate in physical and extracurricular activities indoors.
- Byron Area Schools will add two teachers (0.18 and 0.36 FTE) to provide additional supports to students in Middle School throughout the school day. These teachers will provide support in addressing the learning loss students encountered during the COVID-19 pandemic.
- Curriculum and support subscriptions will be utilized provide alternative learning opportunities for students who have been identified as needing additional support.

2. 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:

Byron Area Schools will offer 40 weeks of after school programming designed to provide additional supports to students in addressing learning loss encountered during the COVID-19 pandemic. This support will consist of six teachers, four days per week, providing two hours each day. The district will also offer four weeks of summer school programming designed to provide additional supports to students in addressing learning loss encountered during the COVID-19 pandemic. This will consist of six teachers, four days per week, three hours each day including supplies and materials for summer school programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ARP ESSER funds will be utilized to improve student and staff technology capabilities. This will include connectivity, which can be challenging considering the rural location. Distance learning will also be an option that will be considered.

4. 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.

- The district will provide supplies and materials for after school programming. Transportation will also be provided for students to attend after school programming during the school year. This will include two bus drivers, four days per week, for two hours each day.
- The district will replace interior building doors to reduce congregating of groups near building/room exits and improve air quality in school facilities.
- The district will install an air conditioning and filtration system in the elementary cafeteria to promote and enhance air quality which will allow students to use indoor dining facilities.
- Student assessments to gauge learning loss and develop curriculum for students who need additional supports as a result of school closure during COVID-19.
- Replacement of exterior building doors to reduce congregating of groups near building entrances and improve air quality in school facilities.
- Replacement of Byron Elementary gym roof to promote and enhance air quality and allow for students to participate in physical and extracurricular activities indoors.
- 2 Teachers (0.18 and 0.36 FTE) to provide additional supports to students in Middle School throughout the school day. These Teachers will support in a• 40 weeks of after school programming designed to provide additional supports to students in addressing learning loss encountered during the COVID-19 pandemic. 6 teachers, 4 days per week, 2 hours each day at \$26.48/hr. to address learning loss.

American Rescue Plan 2021

Byron Center Charter School - 41908

1. 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:

Provisions for Prevention and Mitigation strategies for COVID include funding for PPE resources (i.e. masks, rapid tests); resources for improved airflow, filtration and purification including replacement of a rooftop HVAC unit, HEPA filters and portable air purifiers; rental of facility for storage of excess classroom furniture to increase room for distancing in classrooms; zoom subscription for virtual BOE and related school/community group meetings and virtual communications with stakeholders; and ongoing technology support for staff, students and families to use digital resources for remote communication and learning purposes.

2. 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:

Provisions to address learning loss include implementation of Evidence-Based (EB) supplemental support services for skill building/remediation and/or enrichment/extension of student learning. Most EB programs are provided as extended day, year and summer. MS and HS summer EB programs are coordinated with Kent ISD and GRPS. Expenses include personnel costs, the necessary supplies, materials and resources for remediation and enrichment supplemental services (i.e. GRASP books, math manipulatives, educational software, and replace and repair musical instruments). Effective orchestration of remote learning and application of online/digital instructional resources is also an effective EB strategy to address the loss of face to face instruction. Provision to support effective use of remote instruction include K-5 staff extended day academic support of remote learners, purchase of digital/online licensing of curricula and instructional resources. Online/digital curricula is not constrained by time or having to be physically present and offer built-in assessments that provide instructional feedback monitor progress and is used to customize supplemental support services. ARP funding also is used for the necessary and ongoing Professional Development and training for effective implementation of the online/digital academic programs, tools and resources. Effective implementation also requires training of the Learning Management Systems for staff, students and parents.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

At this time the primary focus of the remaining funds will be retained for continuity of services and a result of an approximate 20% loss in FTE since the onset of the pandemic. This would include purchase services of personnel costs and reservation of funding for marketing and school promotional services. Other expenditures provide administration necessary resources for general maintenance and upkeep of the physical plant, and safety upgrades to include parking lot lighting, sidewalk repair and replacement, classroom door lock replacement, surveillance equipment, and the construction and printing of the updated School Safety Response Guides for each classroom. Other funding supports purchase of technology devices and equipment for serving students and to support remote learning, and use of online learning curricula, tools and resources. Using ARP funds for purchase of the Administrative Guidelines for BOE Policies is another resources deemed necessary by the school leader.

4. 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.

BCCS assures the interventions and E-B supplemental services supported through ARP funding are intended to address the academic impact of lost instructional time, and respond to the academic, social emotional and mental health needs of all students. BCCS uses a variety of methods to assess the needs within the school community including face to face meetings and surveys with stakeholder groups, and the use student formative, benchmark and summative assessment data. Specific attention and designation of funds that support disproportionately impacted students include language development software and related training for designated EL students, a differentiated literacy program for early-on and EL students who missed a substantial amount of school, assistive technologies for SWDs and ongoing trauma and wellness tools and resources and associated training for all staff. Demographic (attendance, student counts, mobility rates etc...), perceptual (surveys, meetings, opinion polls etc...) and disaggregation of performance data (MAP/MSTEP/MME etc...) will be used to monitor progress, measure effectiveness and make professional judgements to assure BCCS is meeting the needs of the students and families.

American Rescue Plan 2021

Byron Center Public Schools - 41040

1. 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:

BCPS will use the most recent CDC guidelines in order to continuously and safely operate each facility for in-person learning. Our COVID mitigation strategies are outlined in our COVID Prevention strategies document and in our Return to Learn Plan posted on our District website. ESSER III funds will be used to purchase HVAC filters and PPE supplies along with helping to fund additional cleaning services.

2. 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:

To address learning loss BCPS will use ESSER III funds for additional paraprofessional support for evidence-based intervention, summer school enrichment programming, and professional development opportunities for teachers to continue to develop strategies to accelerate learning due to loss of instructional time. Students for intervention and summer programming will be identified by data collected on a regular basis and analyzed by staff during their bimonthly PLC time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional ESSER III funds will be used to implement a social/emotional curricular resource K-12 to help support all students social and emotional needs. BCPS recognizes the needs of the whole child and feels that social/emotional support leads to increased academic performance and a better educational experience for students and families alike.

4. 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.

BCPS will monitor the implementation of intervention and the social/emotional learning through the continuous school improvement process. Building teams will meet monthly to review data and analyze student performance and needs. Bimonthly PLC meetings will ensure that all instructional staff is involved in the process of monitoring student progress and needs and will help BCPS continue to make adjustments needed based on data collected and observation. Instructional staff, behavioral staff, and administrators will collaborate to ensure students most impacted by COVID will have their needs met.

American Rescue Plan 2021

Cadillac Area Public Schools - 83010

1. 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:

In order 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 a portion of the funds Cadillac Area Public Schools receives through ESSER III will be used to provide HVAC upgrades improve air quality providing greater control for fresh air to mitigate the spread of COVID and other illnesses, better air filtration, and be more energy-efficient. This will work in conjunction with a previously installed electrostatic air ionizer. We will also be utilizing the funds to purchase PPE as needed, especially for supporting PPE on busses.

2. 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:

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 we have added additional staff in the classrooms. We have added Virtual Teaching support at the middle and high school levels. We have also added an attendance specialist to work with our at risk students and their families to reduce the barriers and improve student attendance, thereby increasing their instructional time. Intervention paraprofessionals were added to allow for small group and individualized instruction for students targeting those who have experienced learning loss and to provide acceleration in learning. We have also purchased a subscription for an online platform "Schoology" to allow students who are virtual or those who are quarantined due to COVID to have access to their learning digitally. We also have summer learning and enrichment programs including credit recover, remediation and an elementary STEM camp.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In order to meet the needs of our students and their families, we have planned replacement purchases for outdated Chromebooks in order to provide students access to their own Chromebook. Also included in our grant are hot spots that students and their families can check out to utilize if they do not have access to high-speed internet, which is a common problem in our rural northern district. To provide acceleration and to meet the needs of diverse learners, we have adapted schedules to include new STEAM classes at our elementary schools and a new Construction Trades course at our middle school. These will provide opportunities that our students had not experienced in the past, allowing for exploration and differentiation for each student.

4. 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.

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 aforementioned Attendance Specialist that we added, we will be providing social-emotional support through the addition of behavior specialists at the secondary level. We have also created a position for a "passroom" specialist at Mackinaw Trail Middle School to provide adult support to students experiencing issues in the classroom to keep them at school through providing individualized support and remediation. We are also adding a counseling position and a student success worker position to further support students' mental health needs and provide strategies and support for successful learning.

Caledonia Community Schools - 41050

1. 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:

Caledonia Community Schools has taken several precautionary steps to ensure that the district has maintained in-person learning throughout this school year. The district has implemented the guidance of the local County Health Departments in terms of school level or classroom-based measures such as, purchasing sanitizing wipes and gel, disinfecting sprays/solutions, disposable gloves, promoting vaccine within age limits, using physical distancing, and requiring appropriate masking mandates.

2. 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:

The district will implement programming in partnership with community agencies or other structured learning experiences in an effort to develop deeper Reading (ELA) and Math conceptual understanding for identified students in Kindergarten through Eighth grade. The services will be available as part of summer or extended day opportunities. Student participants will be identified by analysis of district data using a comprehensive data analytics platform. Certified staff will provide targeted instruction in small groups. Support staff will be utilized to facilitate additional practice and safety. Staff will participate in training to ensure effective implementation of evidence-based intervention programs. Counseling staff will be available to provide social-emotional interventions. Coordinators will organize programs and provide oversight with the assistance of administrative support staff.

Additionally, Caledonia High School will provide summer opportunities for students in grades 9-12 to recover credits for graduation. Instruction will be provided by highly qualified staff in person or online. Counseling staff and/or support staff will be available to provide social-emotional support, including the possibility of interventions. Coordinators will organize programs and provide oversight with the assistance of administrative support staff.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Stakeholder feedback (i.e., community/parents, staff, and student) indicated that academic and student support services or interventions for struggling learners was a high priority. To offset the learning loss and/or the learning gap between what was expected and what was learned, the district will implement research and evidence-based interventions and/or programs to all qualifying PK-12 students. Assessments and progress monitoring data will be used to identify struggling learners from either lens. The district will invest in an integrated academic data analysis program that determines learner needs based on demographic inputs. Staffing will be provided to facilitate targeted instruction or supports to students in a one-on-one or small group format. The district will add staff members to grade levels or departments where student data suggests an increased need, including social-emotional staffing. Staff members will include academic coaches, professional (certified, licensed) and/or non-certified staff, and up to two consultants. The consultants will help design district and school frameworks that will sustain board approved Tier 1, 2, and 3 interventions and resources. As the frameworks are created, the district will purchase evidence-based resources and programs, including technology-based programs. Professional development will be provided in accordance with the developed framework and purchased resources and assessments.

4. 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.

The district will inventory academic assessments and, with the help of coaches and/or consultants, determine the assessments that provide a clear view of how students are performing given Tier 1 instruction. Assessments will be considered through the lens of lesson and/or unit pacing, assessment type, and personnel administration. After inventorying the assessments, staff members will professionally collaborate to develop an instructional plan for struggling students, including students that were or are disproportionately impacted by lost instruction, such as students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Analysis programs and/or other resources will be used to generate data that provides clarity in terms of demographic factors (e.g., above referenced list), social or emotional needs, and academic performance.

While academic data is integral to supporting student growth, developing an understanding of social and/or emotional needs is important as well. In response, the district will create and implement surveys at a minimum of twice annually. The data will be analyzed through professional collaboration; interventions will be implemented accordingly. Based on perceived need, appropriate staff will support the students and/or families through evidence-based and targeted intervention or program development. Progress monitoring will be used to ascertain student progress.

American Rescue Plan 2021

Camden-Frontier School - 30010

1. 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:

Camden-Frontier is committed to the safety of our students and staff as well as keeping the district open to in-person instruction whenever it is safe to do so. Our mitigation strategies are aligned with the CDC, state of Michigan and local health department recommendations including robust contact tracing, mandatory quarantines and isolation of infected students and staff. Preventative measures include low class sizes made possible by expanded staffing, hourly sanitizing of desks and other high-touch surfaces, cohorting of students in grades K-5, 6-8 and 9-12. The district has invested significant resources to support public vaccination efforts by hosting clinics on campus repeatedly in conjunction with the health department. In addition, the district has incentivized vaccination monetarily and with additional paid time off for vaccination staff. The board and administration continue to address these critical issues on an ongoing basis.

2. 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:

The district adopted a strategic recovery plan to address learning loss resulting from the pandemic. The plan includes these components:

Administration of local assessment (NWEA) three times per year to identify students in need of remediation and learning loss
Significant investment in certified staffing to decrease class sizes
Significant multi-year investment in intervention strategies, staffing and multi-tiered systems of support including social/emotional support, math intervention, literacy intervention and recovery coordination.
To support students who engage in distance learning, the district has provided students and families with internet access points at no charge, 1:1 devices including Chromebooks and iPads, access to high quality, comprehensive online learning platforms and in-person support and tutoring when needed or when the district is closed.
Ongoing progress monitoring each week with layered interventions for students in need of academic assistance including after-school programming, lunch tutoring, credit recovery opportunities and summer school among other interventions.
Intensive literacy coordination and coaching has been focused on grades K-3 with augmented one-on-one and small group interventions.
The district has increased weekly engagement with parents and other stakeholders in the areas of literacy and social/emotional health.
Curriculum acquisitions to augment the above along with extensive professional development

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional initiatives using ARP resources will include continued activities to address the unique needs of low-income children and disabled children in the district including but not limited to technology resources, in-home internet access, one-on-one and small group remediation, additional supplemental acquisitions and layered remedial support services. Other initiatives will involve staff professional development to better serve these subgroups, planning and implementation of activities that support the social and emotional health of all students, additional extra learning opportunities including after-school programming and summer school. Some resources may also be dedicated to improve indoor air quality and ventilation.

4. 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.

The district adopted a strategic pandemic recovery plan designed to address learning loss resulting from the pandemic especially among members of our population disproportionately impacted by the pandemic including low-income families (94% of our population). The recovery plan includes the following components to specifically address those impacts:

- Universal screeners and high-quality local assessments to identify at-risk students both academically and socially/emotionally
- Significant investment in an expanded certified staff to decrease and/or maintain low class sizes and provide one-on-one and small group interventions
- Significant multi-year investment in intervention strategies and staffing and multi-tiered systems of support including social/emotional support, math intervention, literacy intervention and recovery coordination.
- Acquisition of remedial curricula and online learning platforms to support intervention staff
- Offering of lunch, after-school and summer instruction and skills building for students in grades K-12 including food service and limited transportation
- Professional development investments to heighten staff awareness of the impacts of poverty in combination with the impacts of the pandemic.

The district will continuously monitor and measure student growth for all populations and at-risk students in particular. Under the strategic recovery plan, resources can be redeployed or refocused to address emerging student needs over the period 2021-2024.

Caniff Liberty Academy - 82745

1. 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:

The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2021-2023 school years that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:

- o COVID-19 Cases or Positive COVID-19 tests
- o Hospitalizations due to COVID-19
- o Number of deaths resulting from COVID-19 over a 14-day period
- o COVID-19 cases for each day for each 1 million individuals
- o The percentage of positive COVID-19 tests over a 4-week period
- o Health capacity strength
- o Testing, tracing, and containment infrastructure with regard to COVID-19

2. 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:

The Academy is committed to assessing and evaluating the readiness levels of all the students in light of the Covid-19 closures. The Academy has been collecting data on what was taught fully and what was left out from the previous year's curriculum due to Spring closing and its shortcomings from CLP teaching initiatives. The skill-gap analysis will be essential to recover any loss of learning that may have occurred. The Academy faces the difficult challenge of recovering the skill gaps and still continue with the grade-level standards. To overcome this challenge, the Academy will incorporate the use of PowerStandards based approach to compacting the curriculum. PowerStandards are standards that are essential to students' success in the future grade level. These standards were selected based on their endurance, leverage and readiness of the students. Teachers have worked in PLCs to determine Powerstandards and essential objectives to help the students succeed in the Michigan Academic Standards. Finally, the Academy will continue to monitor students with interim assessments using local tools and standardized instruments such as Fountas and Pinnell, EasyCBM, common assessments and unit/chapter tests. The Academy has structured PLCs this year where teachers are coming together to have more conversations around data and monitoring practices to ensure students' mastery in the respective skills.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Consistent with section 2001(e)(2) of the ARP Act, the academy will utilize its ESSER III funding for activities designed to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities. In addition, the academy will plan and implement activities related to supplemental afterschool programs. Funds will be budgeted for 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. Other activities that are necessary to maintain the operation and continuity of services will be funded and funds will be earmarked to ensure the continued employment of highly qualified staff.

4. 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.

The academy is committed to providing equitable access to all educational programming whether in-person or remote. Here are some things that the Academy has done to ensure equitable access:

1. Parent surveys were conducted to determine the "needs" for devices and internet accessibility.
2. Ipads and Chromebooks were ordered from the CARES Grant.
3. Students who needed a device were loaned a device from the school.
4. Wifi routers were installed in the school parking lot that covers a quarter mile radius.
5. Low-cost and free internet options were shared with the parents.
6. School staff has been helping parents learn to use basic features of the Ipads/Chromebooks to help their children at home. Translators have been supporting parents remotely and one-one in the buildings on things related to internet and technology questions.
7. The Academy has created self-help Arabic tutorial for parents and students to access from home. The Bangla translated videos are in development.

The academy will continue to provide ELL services for the LEP students. ESL coaches and Paraeducators will continue to support students through push-in and pull-out services using remote platforms such as Zoom and phone conferences for remote learners and in-person for hybrid and face-to-face learners. Teachers will be using PearDeck in their lesson plans and embedding translation features using audio recordings from translators and/or Google translate/Slido platforms.

American Rescue Plan 2021

Canton Charter Academy - 82968

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Canton Preparatory High School - 82711

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Capac Community Schools - 74040

1. 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 implement prevention and mitigation strategies that are to the greatest extent practicable, consistent with up to date CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning through addressing several needs that have a direct impact on public health protocols within the school buildings and transportation. For example, funds will be used for building cleaning equipment, touchless plumbing, touchless towel & soap dispensers, touchless sensors, and also camera systems in the building and buses.

2. 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:

With the lead of our Curriculum Director, we will evaluate the impact of lost instructional time and implement strategies to address it through evidence-based interventions, such as after school, summer learning, and/or enrichment activities which are currently funded through other avenues and may need supplement from these funds depending on the evaluation of the need for our students and whether the programs require expansion.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use funds consistent with the ARP Act in other areas such as the purchasing of supplies to sanitize and clean our LEA as well as purchasing educational technology for students that aid in the regular and substantive educational interaction between our students and their classroom teachers, including children from low-income families and children with disabilities. We will evaluate and allocate funds where necessary to activities that are in line with maintaining the operation of and continuity of services, including employing existing or hiring new staff.

4. 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.

We will ensure that the interventions we implement within our district follow all guidelines set forth by section 2001(e)(1) of the ARP Act in order to address the academic impact of lost instructional time, responding to academic, emotional, social, 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 through using these funds to address our district as a whole for all students and staff. The interventions we will implement will be for the inclusion of all students who are shown through our evidence-based interventions to require the additional help and services made possible by the ARP funding to our LEA.

Capstone Academy Charter School (SDA) - 82752

1. 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:

The LEA plans to use funds to keep the facility as safe as possible through the use of regular disinfectant cleaning, social distancing, masks, and distributing information to students and families relative to health agency recommendations for mitigating the spread of infectious disease, including Covid-19.

The LEA has plans for instituting remote-learning whenever quarantining of the entire facility is needed and/or mandated by the host Agency.

The plans are included in the LEA's comprehensive Continuity of Learning Plan which has been approved by the Board of Directors and the LEA's Authorizer.

2. 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:

The LEA plans to use its funds to implement all components and strategies of its Continuity of Learning Plan, approved by the Board of Directors, in response to Covid-19, and updated as needed over the past two years to address off and on again shut-downs and other mitigating measures.

The LEA implements the following strategies:

- 1) Afterschool learning
- 2) Summer school learning, both remedial and advanced.
- 3) In-person one-on-one tutoring during extended school time and extended school days.
- 4) Remote, but live one-on-one tutoring between student and tutor, including when applicable, teachers, paraprofessionals and mentors.
- 5) Self-paced skill building for credit recovery.
- 6) Social work counseling to help students deal with the emotional and psychological impacts of restrictions on interactions with other students and academy personnel.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA plans to use remaining funds to assist with keeping the facility clean and disinfected between in-person school sessions on a daily, weekly and monthly basis. This will include deep cleaning whenever an outbreak might occur which requires the shut-down of the facility. In addition, improving the air quality through upgrades to the heating and cooling system will be actively explored, as well as using portable and more flexible air quality control equipment in key areas.

4. 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.

The LEA plans to use regular assessment monitoring throughout the year to measure the impacts of all teaching and learning strategies being implemented to assist all students. As a strict discipline academy, the LEA student population is 100% at-risk students who are already separated from their families and are classically under-served youth who have already experienced repeated failure in traditional school settings and/or are being assisted for behavioral and other significant learning barriers.

We measure success of each individual student using at least all of the following:

- 1) NWEA Math and ELA assessments
- 2) Student surveys regarding attitudes towards school and learning.
- 3) Credit recovery monitoring using credits attempted and credits recovered over various time periods.
- 4) Percent of students achieving graduation (although for our population, "on-time" graduation is not applicable).
- 5) Overall improvements in GPS in core subject areas, from year to year, for long-term cohort groups.

American Rescue Plan 2021

Carman-Ainsworth Community Schools - 25080

1. 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:

Staff Retention – The District is having a difficult time attracting and retaining quality staff with concerns over the COVID-19 pandemic. With these stipends, we hope employees will remain employed with the District. Stipends will be paid in the last pay period in December 2020 and 2021 and June 2020 and 2021, to ensure employees stay with the District throughout the entire school years. (Functions all)

2. 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:

On Line Facilitators – The District offers 100% remote learning for those parents and/or students who are not comfortable with in person learning at the District's instructional buildings. These On Line Facilitators are the remote instructors. (Functions 111,112,113)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Custodial Salaries & Purchased Services – Our custodians have the responsibility of cleanliness (air quality), distribution of supplies (hand sanitizer, spray bottles, masks, shields, gloves, hand soap, paper towel) and disinfecting each classroom, office and restroom. (Function 261) Vendors – Genesee Education Consulting Services, Inc. (GECS), Drinking Fountains – The District wants to ensure staff and students are not positioning themselves with their mouths in direct contact with our drinking fountains. The replacement drinking fountains will allow staff and students to use their own bottles to obtain filtered water from a different location on the fountain without having to use your mouth for drinking water. (Function 261) Vendors – Johnson & Wood installation and Technology Salaries & Purchased Services – Necessary to provide technology services and supplies that aids in the regular and substantive educational interaction between students and their classroom teachers. (Function 284) Vendor – Triple D,

Technology Supplies – These educational technology supplies would include monitors, chromebooks, connectivity upgrades, software, and other necessary supplies that aids in regular and substantive educational interaction between students and their classroom teachers. (Function 284) Vendors – Computer Discount Warehouse (CDW),

4. 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.

Social Emotional Learning (SEL) Coach – District has hired a SEL Coach with the following job purpose and focus: supporting District personnel and programs for students in Pre K- 12 grades regarding planning, monitoring and evaluation of SEL within a multi-tiered system of support. This will include assisting staff with interventions regarding District initiatives including PBIS, PPSC, SEED, Restorative Practices, and Trauma Informed Care. (Function 122)

Carney-Nadeau Public Schools - 55010

1. 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:

As a means to keep our students as socially distanced as possible, Carney-Nadeau Public School intends to purchase a new (or newer) school bus in order to facilitate our continued running of five separate bus routes rather than four as has been done in the past. Fewer kids on each bus means greater degree of spacing between passengers which not only reduces the likelihood of COVID transmission between students but also lessens our number of close-contact quarantines in the event that there is an outbreak. We have hired a daytime custodian to ensure that commonly touched surfaces are routinely cleaned during the school day. Those same surfaces are of course also then cleaned each evening by our nighttime custodial crew.

2. 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:

Carney-Nadeau Public School offered summer school learning recovery courses during the summer of 2020-21. These classes were well-attended by students and praised by parents, and, as such, it is our intention to offer these same classes during the summer of 2021-22. We have secured a separate grant to provide after school tutoring classes during this school year, and here, too, participation and parental response have exceeded our expectations, so this, too, is something we would like to see continued in the 2022-23 school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All of Carney-Nadeau Public School's ARP ESSER funds will be spent on addressing lost instructional time, learning recovery, student academic and social-emotional well being, and CDC guidelines for social distancing and cleanliness.

4. 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.

To help address students' heightened social, emotional, and mental health needs, CNPS has hired a part-time Student Services Coordinator for the 2021-22 school year. We will also be increasing our instructional aide offerings by some 12 hours per day to help address learning loss in elementary classrooms by dint of both pull-in and push-out supplemental instructional services in the core areas of both reading and math.

Caro Community Schools - 79020

1. 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:

Caro Community Schools plan on using the funds in multiple ways to implement prevention strategies that will combat the spread of COVID-19. The first mitigation is that CCS will continue to follow all CDC guidelines such as masking when possible and social distancing. Along with this, the district will use the funds to continue providing masks and PPE equipment to all staff and students. CCS believes that this will allow the district to remain open for the foreseeable future.

2. 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:

Caro Community Schools will use 20% of the allocated ESSER III funds to address learning loss in three specific ways. The first way the district will address learning loss is by hiring additional staff to support academic improvement. This includes interventionists to address learning loss in key academic areas. The key academic areas could, but are not limited to, math, English, science, and social studies. The second key to addressing learning loss is to implement well-documented academic recovery/improvement plans. This would involve after-school learning programs and summer school programs to help recover the educational time that was lost. The final way Caro Community Schools plans on addressing learning loss is through professional development with educators that are already employed within the district. Increasing the knowledge our current educators already have, will increase the rate at which our students will regain the essential instruction that was lost during COVID-19.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

After careful and thoughtful deliberation with the Caro Community Schools stakeholders, there were three areas that we decided to focus on with the remaining ESSER III money. The first and most important to the community was an increased focus on the student's emotional and social well-being. Throughout the COVID-19 pandemic, the community has noticed that our students have been through a lot of stress and not all of the students know how to properly handle the difficult situations they are in. Along with an increase in social and emotional needs, the Caro Community Schools stakeholders believe the district needs to focus more than 20% of the funds on learning loss. Due to this, we plan to spend more than the required amount on the learning loss items stated in the previous question. Our stakeholders believe that the number one priority of the school should be education; it only makes sense that the money is used for re-gaining the education that was lost due to the pandemic. The final point our stakeholders made was that the remaining ESSER III funds should be used to address additional ventilation problems around the district. With ESSER II we replaced air handling units in the Caro Middle School. Since then, the middle school has seen a change in air quality and we would like to use the funds to expand this good air quality to other places in the district.

4. 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.

Along with the items stated above, CCS does plan on using funds from ESSER III to address the academic, social, emotional, and mental health needs of all students. One of the ways the district plans to do this is to use funds to free up time for our guidance counselors who are already within the district. This will allow the counselors to better focus on the students and their emotional needs. If needed, the district talked about hiring additional guidance counselors as well. Along with this, CCS plan on utilizing some of the amazing workgroups and seminars that provide professional development to our staff that will allow our teachers to better understand what students go through on an everyday basis in modern society. All of these items combined will give Caro Community Schools the resources needed to address key areas of need within our school.

American Rescue Plan 2021

Carrollton Public Schools - 73030

1. 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:

COVID protocols are developed based on most recent information from the county health department and CDC guidelines. Social distancing is recommended, therefore we have increased distance between students in classrooms, provide desk shields for student use, teach handwashing and cold etiquette, and have a district wide mask mandate in place in all buildings and at events.

2. 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 to strengthen implementation of a system of support to address the loss of instructional time. Supports addressed will include academic and social-emotional, school counselors, content interventionists for optimal tiered instruction, collaborative professional learning opportunities to address instructional needs, assessment system and data use/analysis, technology resources for online learning needs, and programs outside of the standard school day such as before or after school tutoring, credit recovery, and summer learning opportunities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to address technology infrastructure and connectivity issues and to provide supplies/equipment/staff to mitigate the spread of COVID as well as to fund other activities necessary to maintain the operation of and continuity of services and continuing to employ current staff, including but not limited to staff retention bonuses. Funds will also be used to provide updates to our heating and ventilation systems to increase airflow in buildings and purchase PPE, cleaning and sanitation supplies.

4. 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.

Assessment measures to review progress of all students, including those disproportionately impacted by COVID-19 and demographics, are a key component to the implementation of a MTSS program. Disaggregated data from the assessments will allow for progress monitoring of demographic and special groups of students.

Academic and social-emotional learning interventions will be part of the implementation of MTSS at all building levels. This district-wide initiative will focus on addressing learning gaps and core instruction for all students. Fidelity and capacity measures will guide the implementation of MTSS.

Social, emotional, and mental health needs of students will be addressed by having at least one full time school counselor in each building. Counselors will be responsible for identifying and tracking migratory, homeless, and foster care students to ensure their needs are addressed.

Carson City-Crystal Area Schools - 59020

1. 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:

Carson City-Crystal Area Schools are utilizing the funds to implement strategies for learning loss by hiring additional lower elementary teachers to allow for smaller class sizes, hiring additional paraprofessionals for academic support, hiring a behavior interventionist at the lower elementary and additional cleaning staff at all buildings. The district also hired a school social worker at the lower elementary to assist with academic supports and student behaviors such as social and emotional needs. In order to utilize funds to the greatest extent an additional principal and counselor have been added at the upper elementary/middle school in order to assist with learning loss and address mental health issues. The dean of students contract has been renewed to allow the principals more time to focus on the academic and instructional leadership which is needed for observations and focusing on learning loss. Masks, cleaning wipes and sanitizer are purchased for student and staff use. The district has purchased additional technology for students such as chrome books and internet for those that are virtual and do not have access to internet. Also, the additional chrome books can be utilized in a district wide shut down due to the pandemic and the percentage of illness in our buildings.

2. 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:

Carson City-Crystal Area Schools will continue to offer credit recovery and summer school to all students that are enrolled. The addition of a principal at the upper elementary/middle school to assist with learning loss and implement programs necessary to assist with learning loss has been added. An additional counselor at the upper elementary/middle school has been added to track the progress of student achievement, address learning loss and assist with mental health issues. Additional teachers and paraprofessionals have been added to reduce class size and assist with instruction and learning loss at the lower elementary. Early warning interventions have been added to assist in identifying students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Carson City-Crystal Area Schools would like to add ventilation and air conditioning to the lower elementary building to assist with the quality of air for the staff and students. The lower elementary building is in need of the new system in order to maintain the air quality and enhance the learning environment. The district has utilized input from stakeholders and community members to form this conclusion.

4. 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.

Carson City-Crystal Area Schools will develop and implement procedures to ensure the interventions are being practiced. The district will review data to gauge the impact of student achievement with the added supports for all students. The district will utilize formal test scores, assessments, observations and student achievement to meet goals and measure gains. The district will also assess the social and emotional needs of all students and analyze data to ensure that needs are being addressed appropriately.

American Rescue Plan 2021

Carsonville-Port Sanilac School District - 76070

1. 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:

The current consideration for the majority of the ESSER III funds is to improve air quality in our High School building. Currently our roof top ventilation units are out dated and not 'communicating' so our ventilation is faulty at best. We have not had available resources to correct our air flow and air quality situation; these funds will allow for this. This will use nearly all, non-restricted, ESSER III funds.

To date, we have used all other 'Covid' funds toward academic loss.

2. 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:

Unfortunately, our options are limited with the restricted dollars in that we are in-person and that is likely to not change. The listed uses for the restricted percentage seem to align more with virtual situations.

Any remaining funds will be used to extend the subscriptions and programing mentioned above.

We will also use these funds to ensure our individual devices (Chromebooks) are in working order. We also will use these dollars to keep our virtual learning platforms in place should a shut-down occur.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All interventions are individualized including mental health of our students. Each student has an individualized course or remediation/intervention based on his/her individual performance and diagnostic area of concern.

We also recently were able to secure an additional Social Worker.

4. 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 interventions are individualized. Each student will have an individualized plan/course of remediation/intervention based on his/her individual performance and diagnostic areas of concern.

American Rescue Plan 2021

Caseville Public Schools - 32030

1. 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:

Develop and implement procedures and systems to coordinate with CDC preparedness and readiness standards. Daily safety Covid measures, communication, and sanitation.

2. 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:

summer school programs will run from June through August for 3 hours per day, Monday through Thursday. Diagnostic software has been implemented to track gaps in curriculum mastery and time is needed to analyze the diagnostic results to better target learning loss amongst students. Afterschool Homework Center has been started and will continue to offer support to students suffering from a loss of instructional time during the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds can be used to sanitize and prevent the transmission of Covid 19.

4. 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.

School counselors and support staff have been assigned additional duties to ensure that all students are receiving the services required to be successful in the classroom.

Casman Alternative Academy - 51903

1. 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:

The Academy will continue to provide masks for anyone entering the building and encourage the wearing of such inside. Physical distancing will continue to be promoted, and applied to classrooms. This will reduce the number of students able to join a class, and could expand the class offering to more than one section, which may require the hiring of additional staff. Ventilation will be addressed to improve the quality of air, and air flow, inside the school building. Hand washing and coughing etiquette will continue to be addressed throughout the school with multiple opportunities built into the schedule for frequent breaks to accommodate additional hand washing. The Academy will continue to follow guidance on staying home when sick, being tested as needed, and providing contact tracing and quarantine as needed for all people involved with the school and the district. This could lead to needing more substitute teachers in the building, or the need to move to remote learning for some or all of the school. The Academy will continue to use an electrostatic sprayer, in unison with other cleaning methods, to provide the highest quality of germ fighting available. This will include maintenance on the sprayer and the continuation of purchasing the sanitation supplies, as well as, additional staffing hours to maintain the high quality of disinfecting.

2. 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:

The Academy will implement evidenced-based interventions for social emotional learning, through the purchase, training, and implementation of a SEL program for schools. The Academy will also provide high-quality tutoring to students through a recognized program by partnering with a regional university, and will be available free of cost to all students attending the Academy. All sessions will be offered in one hour increments and will focus on math and/or reading as priority subjects. The Academy will also provide enrichment learning during the school year, to support each of the subjects. Enrichment may include experiential learning and/or leadership opportunities for all students. The Academy will provide a summer enrichment program, alongside of their credit recovery program to encourage students to attend both sessions, and to not only gain credit recovery options, but also participate in other programs that will enlighten and increase the social emotional wellbeing of the student.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy surveyed stakeholders, and the results consisted of adding a college and career advisor to help students with necessary steps to meet the demands of life after high school, and set students off on a positive foot well prepared to journey forward. The results of the survey also indicated the installation of a social emotion learning program school-wide, that would include curriculum and be consistent from classroom to classroom. The survey also indicated adding in enrichment extra-curricular type of activities into the regular school year to provide additional participation opportunities for students. Finally the survey indicated an increase in facility resources indicating an improvement in the air quality, and windows throughout the building.

4. 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.

The Academy will partner with families, make all programs free, inclusive, and supportive for all. The Academy will work to offer tangible benefit for students, especially those who are off track of graduating with their peers, or behind academically from their peer group. Focus on relatability, relationships, and community building will impact all of the programming offered. The Academy will also have frequent assessments and evaluations of the programs offered that will impact change and future offerings.

American Rescue Plan 2021

Cass City Public Schools - 79030

1. 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:

Cass City Public Schools plans to continue to combat COVID-19 with a primary focus on air quality and our HVAC system. The school plans on purchasing new boilers for the Jr/Sr High School building and a new condensing unit for our Elementary. In addition to this, we added additional janitorial services to focus on cleaning, sanitizing, and thorough deep cleaning to ensure students do not contract COVID-19. With these additional measures we are also looking to add a covered entrance way to our Elementary building. Currently students are not allowed into the building and they congregate close to the doors while not remaining spread out or social distance especially when the weather is not cooperating in Michigan. Based on this, we would like to install a covered entry way that is heated and large enough for students to be out of the elements but spread out in order to ensure they do not contract COVID-19.

2. 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:

Cass City would like to focus on having a summer enrichment program for the summers of 2022 and 2023 to close the gap of the learning loss experienced from COVID-19. It would be run similar to the summer of 2021 and focused on students who need additional interventions and support. This would be completed again by utilizing our highly qualified teachers and para professionals. In addition to this, we would like to increase our current para professionals who are part time to full time. It is extremely difficult to find staff and with adding these hours and insurance to our existing para professionals we would be able to provide additional interventions, along with progress monitoring and afterschool programs. Currently our para professional staff is utilized for interventions alongside with the input from their tier 1 instructor. Additional hours combined with additional progress monitoring and time for the utilization of different intervention methods will move student achievement.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER funding will be used to purchase a school bus to allow students to potentially have shorter routes as well as social distance more easily with increased space.

4. 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.

Cass City added and will continue to utilize an additional certified social worker through our ISD. This full time employee will be added to assist students who are not currently receiving services who are in need of additional supports. This would be low socioeconomic students, students of color, English Learners, children with disabilities, students experiencing homelessness, foster care, or migratory students. Currently we have a social worker in both buildings; however, this additional resource would be for more intensive one on one support that is not already being utilized. In addition to this, we would utilize our para professionals for additional academic interventions to bridge the learning gap. As mentioned above, the para professionals would be testing students for progress monitoring, working with their tier 1 instructor to determine and implement different methods of intervention tools.

American Rescue Plan 2021

Cassopolis Public Schools - 14010

1. 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:

In July 2021, the CDC said, "Students benefit from in-person learning, and safely returning to in-person instruction in fall 2021 is a priority...Children should return to full-time in-person learning in the fall with layered prevention strategies in place." Cassopolis Public Schools also believes that meeting in person can best address the educational progress and emotional well-being of students. Safe and continuous in-person learning is a priority and we have established strategies to promote the safety of all students and staff. Cassopolis Public Schools will continue to take steps to mitigate the Covid-19 public health crisis and prevent the spread of sickness and disease. For the 2021-22 academic year, on-campus instruction is offered to all students. Learning loss funds will be used for such things as 1) technology upgrades, 2) Cleaning and mitigation strategies for each school, 3) improvements for indoor air quality, 4) staffing salaries, 5) student progress monitoring systems, and 6) emotional health programs in an effort to support safe and continuous in-person learning for students and staff.

2. 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:

Loss of instructional time will be addressed through interventions in all buildings, instructional coaches to help support teachers, and instructional assistants to help create smaller groups. Each school in the district has a leadership team and a student assist team that meets to discuss the needs of students. Students with special needs and vulnerable health conditions were given special consideration to address lost instruction and learning. The district has been implementing MTSS for academics and behavior. Increasing the robustness of our MTSS in schools requires more staffing to support the number of students needing intervention and outreach to address any barriers that students may be facing that may prevent them from benefitting from increased intervention support. Students in grades K-8 that needed more interventions attended summer school. Credit recovery services were also offered to secondary students during the summer. To support all at-risk groups and those disproportionately impacted by the pandemic, a baseline assessment and progress monitoring tool was utilized. NWEA MAP will be implemented in K-12 this year in order to monitor students three times a year. Funds will also be used to continue purchasing 1:1 devices for students. This not only helps all students but also enhances learning for those without computers in the home. Technology for teachers and classrooms will be purchased in order to help maintain communication throughout the year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

A bulk of ESSER funds will be used on salaries and benefits to hire instructional coaches, instructional assistants, and data specialists to help improve student learning loss. As briefly indicated above, ESSER funds will be used to enhance technology. The school teams determined that appropriate use of ESSER funds would be to make up for technology shortfalls. Besides the continued purchase of 1:1 devices for students, the district will continue to install additional access spots to support stable online learning in the schools. We will continue to build classroom libraries to enhance students' access to books and to support curriculum development.

The remaining funds will also be used to address specific strategies priorities such as increasing K-12 student achievement in literacy and mathematics, supporting the physical and mental health and safety of students, outreach to students who did not enroll or consistently attend classes during the COVID-19 year, and Increasing opportunities for credit recovery and post-secondary preparedness.

Additionally, ESSER funds will help improve indoor air quality. Finally, ESSER funds will be used to address staff/student social, emotional, and other health through training and use of social workers/counselors, and nurses.

4. 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.

Leadership, grade level, department, and special service teams meet frequently to review student data and make adjustments to instruction to improve student learning. Benchmark testing and progress monitoring assessments are conducted. Teachers, instructional coaches, and administrators use those tests and other tools to evaluate and track student growth.

American Rescue Plan 2021

Cedar Springs Public Schools - 41070

1. 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:

Mitigation of COVID 19 by upgrading healthy learning environments through physical distancing as provided by flexible classroom furniture (33%=\$900,000) and by reduction in class size (26%=\$417,131 salary + \$299,971 benefits).

2. 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:

Instructional specialists will model, co-teach, reflect, and guide instructional moves with evidence-based practices in Tier 1 instruction, especially focused on literacy, math, and instructional technology with an emphasis on student engagement (3 specialists= 36%=\$563, 397 salary + \$432,504 benefits).

In addition, additional staff as provided by class size reduction will allow interventionists to provide evidence-based academic support during intervention time instead of being pulled to substitute due to COVID 19 staffing shortages. Interventionists are part of a system of support that can quickly diagnose gaps in critical skills through high-quality assessment and respond appropriately with targeted, evidence-based intervention.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Purchase educational technology (1:1 devices) to aid in regular and substantive educational interaction between students and their classroom instructors (5%= 300 devices per year= \$144,000)

4. 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.

Through an MTSS approach, a whole-child academic and social-emotional system will continue to be implemented and monitored. Regular progress monitoring and data analysis drive this needs-based approach, allowing our team to be responsive to the differentiated needs of all students. The instructional specialists help teachers and interventionists to adapt their instruction based on the social-emotional, behavioral, and academic needs of the students, addressing barriers as they are identified through a systems-based approach. In addition, these specialists will help implement evidence-based Tier 1 literacy and math programs that include aligned assessment, embedded intervention, and social-emotional learning features. Having aligned assessments allows for supportive and specific academic, social, emotional, and behavioral feedback for students and families. Implementing high-quality resources allows for intentional prioritization of instructional goals in order to realize in-school acceleration.

Center Line Preparatory Academy - 50918

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Center Line Public Schools - 50010

1. 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:

These funds were partially used to continue to employ 3 additional elementary classroom teachers in 2022-23 allowing for incrementally more social distancing. Indirectly due to these funds, we will be upgrading air quality at our High School and Middle School.

2. 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:

The district will be offering a robust summer school program in 2022, 2023, and 2024 due to these funds. The district will also be offering afterschool tutoring to middle school students. Elementary and High school tutoring will be covered under other grants. Also by purchasing Chromebooks for every student K-12 we will offer additional opportunities to make up for the lost instructional time. In addition, supplemental literacy resources including decodable texts and monthly at-home books for K-5 students will be purchased to focus on foundational literacy skills.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be using the remaining funds to pay for teachers' salaries to relieve the general fund of this burden and allow for additional activities towards keeping students in school and helping with air quality paid for by the general fund.

4. 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.

The district will be using our trained educators as tutors to provide high dosage tutoring after school to address the academic learning loss targeting those who are most vulnerable. In addition, the district will be offering and targeting our most vulnerable students additional learning time over the summer to help accelerate and close the gap.

Central Academy - 81902

1. 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:

Central Academy (CA) will use these funds to ensure the building is clean and sanitized prior to the return of students as well as when student/staff are back in the building for in person learning. CA will also provide all staff, students and families face masks, sanitizer, and other items needed. This could include hiring additional staff, and cleaning supplies and other materials. Academic supplies, everyday materials that students would often share will be purchased so each student has their own materials and curriculum that will make it safe to in-person learning.

CA works closely with WISD the ISD to ensure that all protocols from the CDC, MDE, and the state legislature are followed. The admin. attends all training sessions and meetings provided by Wayne RESA to keep current on what changes that are made by any governmental agency. GT ESP will also provide guidance for both virtual learning as well as in-person learning.

2. 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:

Central Academy (CA) will use the ESSER funding for both summer school program and after school programs: all students will be invited to participate but priority would go to the identified tier II and tier III students. Summer school program will be a minimum of 6 weeks: 4 hours @ day 4 days @ week. Afterschool programming during the school year 2-3 days @ week for 1 hour a day to address strategies that students are struggling with. Purchase supplemental materials to be used by staff for addressing learning loss. The current curriculum will be reviewed to ensure that it meets the needs of the students who are struggling academically. Additional curriculum may need to be purchased: teacher materials student workbooks that go along with the curriculum, hands on materials and reading supplemental materials. Hire additional staffing: teaching staff to ensure smaller classrooms, teachers to work with small groups of students struggling, support staff including but not limited to Paraprofessionals and Interventionists. Social Workers and Behaviorist to support students who are struggling academically as well as emotionally which is influencing their academic loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Central Academy (CA) will use the remaining ARP ESSER funding in the following ways: Incentives (Stipends) to all staff to encourage to remain employed by the academy: Stipends will also be used to pay staff to work on lessons to input into the online lesson platform called Moodle. Moodle is used by all instructional staff, to house lessons, communicate with students as well as a learning platform for virtual teaching. Funds will also be used to pay salaries of existing staff as well as new staff who are hired to supplement the current staff or needed due to increased enrollment and additional cleaning staff. Funding will also be used to ensure the building is safe and the spread of COVID is prevented. Purchase cleaning supplies, sanitizers both to clean with and for individual use, masks, materials for barriers between people. CA will also use funds to purchase furniture to allow for social distancing in the classrooms, lunchrooms, and other areas of the school. Supplies will be purchased so each student has what they need in the learning environment.

4. 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.

Central Academy (CA) progress monitors all students using the MTSS screener. The screener collects data for all students: academic, behavioral, attendance, social emotional, and demographic. The Data teams meet and reviews the data on all students. Students who are identified as needing additional help based off the data on the screener the team discusses strategies so to teachers and support staff can work with the students. All assessment data is disaggregated to ensure that each individual student, regardless their demographic or circumstance, is monitored and instructional interventions modified as the data requires. If any of the students do not improve using the identified strategies, they move to Tier II and again to Tier III if needed. The funding provides for staffing, supplemental materials, and programming for the identified students.

American Rescue Plan 2021

Central Lake Public Schools - 05035

1. 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:

These funds will be used to implement prevention and mitigation strategies that support in person learning in the following areas:

1. Additional custodial staff and custodial equipment for cleaning
2. Additional food service staff for meal prep and cleaning
3. Technology support and devices to ensure continuity of learning should students be sent home
4. Replacement of furniture to allow for increased social distancing
5. Replacement of flooring to reduce the spread of disease, for example replacing existing carpeting with bacteria resistant material

2. 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:

These funds will be used to address the academic impact of lost instructional time through the following programs:

1. Summer school for grades K-6
2. Credit Recovery for grades 9-12
3. Tutoring and/or mentoring in one-to-one or small groups for grades 3-8
4. Dedicated intervention and direct instruction in the area of math
5. Dedicated intervention and direct instruction in the area of reading

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be spent in the following manner:

1. Supporting staffing for intervention and academic support
2. Supporting facility improvements that are directly related to health and safety (such as air quality air purifiers)
3. Technology, including devices for 1:1, programs for student learning, programs for implementing consistent and reliable technology across the district, wi-fi support to families with limited or no access in their homes
4. Mental Health programming for students including after school programs that focus on health and nutrition, social interactions, and emotional support.

4. 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.

Central Lake Public Schools will ensure that the interventions implemented will be made accessible to all students, and in particular those students disproportionately impacted by the COVID-19 pandemic, in particular low-income families and students experiencing homelessness, which is the majority of students impacted at Central Lake Public Schools.

Central Montcalm Public Schools - 59125

1. 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:

Central Montcalm has been fortunate to be in-person for instruction for the majority of time since September 2020. Our efforts have been concentrated in mitigation strategies, lowering class sizes, and social distancing. In an effort to mitigate Covid transmission and maintain face to face learning, CMPS has designated significant funding from a variety of sources to implement more frequent cleaning, COVID contact tracing, masking during transportation and in school, and other mitigation strategies recommended by our local health department and the CDC. This funding was also utilized to increase five custodians from part-time to full-time so each building will have full time staff for cleaning and disinfecting. This allows custodial staff more time to clean between classes, after lunch and in the evenings.

CMPS will continue to maintain present staff levels in order to achieve small class sizes and allow for social distancing. This enables more students to be present for in person instruction.

The demographic make-up of our community is largely rural with a high number of families with limited internet access. CMPS will continue to fund one-to-one technology in order for students to participate in instruction at home or after school hours.

2. 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:

In order to accelerate learning we will continue to provide interventionists district wide, and hire an additional two interventionists for K-5. Curricular resources with specific supports for Tier 2 and 3, as well as English Language Learners will be provided for all instructional areas grades K-12.

CMPS will employ 6 tutors to provide before/ after school tutoring K-12 in ELA and Math to accelerate learning and decrease learning loss.

In order to support instruction to accelerate learning CMPS will provide additional professional development for teachers, support staff and administration including hiring consultants to work with teachers, sending staff to pd opportunities and offering stipends for staff who attend training after hours.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our application has elements from a few of the allowable use of ESSER funds. More specifically, CMPS has expenses for numbers 13 and 14. After each description, we have listed the connection between the allowable use and how we intend to use the funds.

13. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. CMPS will continue to fund one-to-one technology in order for students to participate in instruction at home.

14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. CM also acknowledges the social & emotional challenges facing students and teachers as they return to in person learning. To support these needs CMPS will continue to employ a Behavior Support Specialist, an MTSS Coordinator, and two Social Workers as well as hire an additional behavior support specialist. These specialists work with building principals, social workers, and MTSS teams to provide Tier 2 behavioral support for students. We will also support students by providing programs focusing on mental health and self-care through professional speakers and outreach presentations.

4. 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.

CMPS continues to implement a Multi-Tiered System of Supports for academic, behavior, and social-emotional needs. We have partnered with Mi-MTSS to participate as a pilot school in the ISF (interconnected Systems Framework) in order to add social-emotional needs to our current system. Regular progress monitoring and data analysis drive this needs-based approach, allowing our team to be responsive to the differentiated needs of students. The behavior support specialists and MTSS coordinator help teachers and interventionists to adapt their instruction based on the social-emotional, behavioral, and academic needs of the students, addressing barriers as they are identified through a systems-based approach. In addition, these specialists help implement evidence-based Tier 1 literacy and math programs that include aligned assessment, embedded intervention and social-emotional learning features. Implementing the high quality curricular resources allows for intentional prioritization of instructional goals in order to realize in-school acceleration.

American Rescue Plan 2021

Centreville Public Schools - 75030

1. 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:

80% of the ESSER III Funds will be used to replace HVAC equipment, that is over 50 years old, and add air conditioning to our gyms and cafeteria. These HVAC improvements and upgrades will provide for better air quality and circulation in our buildings, which has been proven to prevent the spread of COVID. 20% of the funds will be allocated to address the academic impact of learning loss through providing targeted instruction in an extended school year format. This method of closing the achievement gap will include the use of evidenced-based instructional interventions over the summer in a face-to-face instructional format.

2. 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:

We will focus on building critical literacy skills necessary for being a successful reader through the use of extended learning opportunities outside of the regular school day and during the summer. Specifically, we will use Heggerty to provide evidenced-based instructional delivery in phonological awareness. We will utilize Reading Mastery and Phonics for Reading for students working to master decoding skills. We will utilize REWARDS for students who are struggling with multisyllabic decoding in addition to Six Minute Solution and/or Read Naturally to increase oral reading fluency and comprehension for our students. These evidence-based reading interventions are known for their effectiveness in ameliorating the skill gaps that students are disproportionately facing as a result of COVID. We will offer Math Recovery for students who are in need of mathematics intervention. Finally we will layer additional instructional intensity to our interventions by incorporating SIOP (Sheltered Instruction Observation Protocol) strategies into our systematic and explicit instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be used to provide HVAC upgrades to old equipment and provide air conditioning in some spaces to provide for summer school.

4. 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.

We will use current district assessments including: NWEA, STAR literacy and math, and Acadience which allow for us to disaggregate our student achievement data by socioeconomic status, race, gender, English Language Learners, Special Education, 504s, homelessness, and foster care. We currently do not have any migratory students enrolled in our district. We will triangulate and analyze this data to determine the impact of the instructional delivery of our evidenced-based interventions for students identified in these sub groups. In addition to the use of curriculum based measurement and progress monitoring tools, we will monitor the fidelity of implementation of the evidence-based programs with tools each program provides to do so. The fidelity tools will measure the pace of the instruction, the opportunity for students to practice, receive corrective feedback, and cumulative and distributive practice. These components of high quality instruction are important to determine if the intensity of the instruction is meeting the needs of the student.

American Rescue Plan 2021

Cesar Chavez Academy - 82918

1. 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:

The CCA District is using the funds to purchase deep cleaning measures and cleaning supplies. Funds will be used to hire additional personnel such as a Safety and Wellness Manager and additional custodians. Building renovations that will be purchased with the funds include backup emergency generators to support the HVAC system and to provide access to our outdoor classroom area, as well as replacing the flooring in areas that need extensive sanitation. A kitchen renovation will allow for spacing and sanitation.

2. 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:

The CCA District will use the funds for extended learning programs like Saturday Credit Recovery, Tutoring, Language Acquisition tutoring, and Literacy Labs. Also, the district's after school, tutoring/credit recovery and language acquisition will be expanded to include more students. Additional instruction staff, including teachers and paraprofessionals will be hired with the funds. An expanded Summer School program and SAT Bootcamp are planned.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The CCA District will be replacing technology that was lost or damaged during the shutdown. The district will also be renewing hotspots for those students who may still be working from home. The district will increase the scope of the mental health services provided to students and families. The district will expand its science and math enrichment, and online instructional resources.

4. 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.

The CCA District will be incorporating SEL opportunities, like mentoring, college advising, and language acquisition into its Saturday programming. Funds will be used to provide adequate technology for students. CCA will be using the funds to incorporate extracurricular after school clubs, and additional tutoring services. Additional support staff will be hired to meet the needs of CCA students.

Chandler Park Academy - 82923

1. 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 for: 1) the upgrade and installation of air filtration systems to improve air quality in buildings; 2) the incorporation of outdoor classrooms to mitigate the incidence of COVID spread; 3) the purchase of air purifiers and cleaning equipment; 4) the purchase of personal protection equipment; 5) increased sanitization services; 6) reconfiguration of classrooms to support social distancing; 7) the renovation or existing buildings to expand the number of classrooms in order to reduce the number of students occupying a classroom; and 8) construction of a new building to house the district's Career & Technical Education Program (which would also expand classroom space). Additionally, funds will be used to increase the number of medical staff in the district, increase the number of employment hours for the maintenance staff, ensuring the continuous sanitization of school buildings, and increase the level of spending for sanitization supplies and equipment, health supplies, personal protective equipment, and establishing a COVID Testing Center for staff and students.

2. 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:

Funds will be used for 1) the employment of Instructional Specialists and Academic Interventionists; 2) summer school and summer enrichment programs; and 3) comprehensive afterschool programming. The summer program is a full-day program that provides academic support during the morning and enrichment programming in the afternoon. The afternoon enrichment program will appeal to the diverse learning needs and talents of Kindergarten through 12th grade students—i.e., Fine Arts, STEM, Sports, and Career Exploration. Comprehensive afterschool programming provides academic support for students through the integration of Fine Arts, robotics, chess, video game design, and career exploration/exposure into the core subjects. Funds will also be used for training in strategies that embed Social Emotional Learning into all facets of the educational program will be provided for all staff.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds will also be used to: 1) purchase technology devices for students and staff (for support of in-school and remote learning); 2) purchase emerging technologies that enhance virtual instruction; 3) provide training on the use of new technologies for staff, students, and families; 4) provide internet subscriptions to families to accommodate remote instruction; and 5) increase bandwidth throughout the district to accommodate the expanded technology usage.

4. 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.

Funds will support the district's focus on Social Emotional Learning through: 1) the employment of additional Social Workers and Counselors; 2) professional development in Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma-Informed Teaching, and Culturally Relevant instruction and the purchase of resources to support implementation of each of the programs/strategies; 3) employment of medical staff; 4) partnerships with community-based mental health organizations and independent Counselors for students, staff, and families; and 5) the use of outdoor spaces to support the diverse learning needs of students and the wellbeing of the school community. Surveys will be employed throughout each school year to glean data that inform the social emotional wellbeing of students and staff--resources will be allocated, as needed. Formative assessments will be employed each school year to identify learning gaps. The data gleaned from the assessments will be used to target specific groups of students so that individual academic and social emotional needs are addressed and fulfilled (to close achievement gaps). To further dismantle disparities and foster student success, Counselors and Social Workers will be trained to identify and track non-academic barriers to learning—i.e., homelessness and foster care. Funds will be allocated for resources to ensure educational continuity for students experiencing homelessness and foster care.

Chandler Woods Charter Academy - 41920

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Charlevoix Montessori Academy for the Arts - 15902

1. 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:

The LEA would like to use the funds to prevent, prepare, and respond to Coronavirus. Charlevoix Montessori Academy for the Arts building is an older building. The Academy would like to use the ESSR III funds to update the doors and windows at Academy to provide better air quality and ventilation. The Academy would also like to use 20 percent to improve the curriculum of the Academy with evidence-based lessons and activities. The evidence-based activities will align with the state standards. The LEA would also like to use the funding to help with staffing. This would help address some of the learning losses students have experienced from the pandemic.

2. 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:

LEA will use 20 percent of the funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions. The LEA will purchase an enhanced curriculum to address areas that students are struggling with because of a loss of instructional time. In addition, the LEA will also utilize the funding for staffing. Additional staffing will help ensure that students have individual attention to meet their academic concerns.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The COVID-19 pandemic has affected the LEA. There have many multiple times that the students had to learn remotely, because of the pandemic. The school has a high percentage of students that come from poverty, with 83 percent of the students qualifying for free or reduced lunch. Many of the students had substantial learning losses from the pandemic. To counter the learning loss, the LEA would like to utilize the funds for enhancing the curriculum and for additional staffing. The enhanced curriculum will address areas that students struggled with. Adding additional staffing will ensure that students get individual attention on their academic needs.

4. 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.

The LEA will utilize the funding to purchase the curriculum. The LEA will purchase educational software subscriptions and Instructional technology support. The curriculum materials can be individually tailored for each student. This is ideal to meet the needs of each student and to address the learning loss that each student has experienced. 83 percent of the students at LEA from homes that are experiencing financial difficulties, 83 percent of the students qualify for free or reduced lunch.

American Rescue Plan 2021

Charlevoix Public Schools - 15050

1. 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:

We hired a registered nurse for Charlevoix Elementary School and increased the hours of our health occupations teacher who is also a registered nurse. Both nurses combined have over 10 hours a day in their schedules to support our students and staff with COVID related issues and overall wellness. We have also increased custodial time and equipment. We increased our food service preparation and cleaning time to support our food service operations. We increased our technology support services to provide continuity of learning for those students quarantined and to increase the effectiveness of our technology in our classrooms with the hiring of a technology coordinator to support teachers.

2. 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:

We provided online support tutoring, summer school for ages K-12, and a credit recovery program for our 9-12 students. We also provide after school tutoring for all students K-12. We have hired teachers to decrease the average class size at our K-6 and 7-12 building to support our Tier 1 instruction. We also hired staff to provide dedicated intervention support at our 7-12 building.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be spent in the following manner:

Support for staff interventions and academic support services. Support for COVID mitigation and nursing support for students and staff. Technology to support all of our learning programs, including our Tier 1, 2, & 3 with the benefit of our 1:1 devices (iPads at K-5 and MacBooks at 6-12). Reliable technology for students at home with the purchase of these devices and monthly payments for portable internet solutions. Decreasing our class size at each building significantly with additional teachers for Tier 1 teaching.

4. 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.

Charlevoix Public Schools will ensure that the interventions implemented will be made accessible to all students and in particular those students disproportionately impacted by the COVID-19 pandemic. From our data it is clear that our students from low socio-economic backgrounds are experiencing the majority of learning loss.

American Rescue Plan 2021

Charlotte Public Schools - 23030

1. 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:

LEA will use funds to secure covid specific cleaning services provided by a third party contractor to prevent transmission of Coronavirus. Further, LEA will directly hire Covid Testing Coordinators to maximize the opportunity for in-person instruction for students identified as 'close contacts' while reducing the potential for continued spread. Finally, LEA use of funds includes additional teaching staff to reduce the number of students in the most densely populated classrooms to afford greater opportunities for social distancing and to reduce the number of students impacted in the event of a positive covid case in a classroom setting.

2. 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:

LEA has worked closely with various stakeholder groups to identify the greatest needs of our student body. As a result, we have developed three programs specifically aimed at addressing learning loss. The first is geared toward elementary students' ELA needs via a summer program that provides reading materials and opportunities for engagement and discussion. The second is focused on elementary and middle school students' ELA and math needs via a summer program which provides materials and resources for students. The third is a summer camp program for all grade levels that consists of academic activities focused on reinforcing critical classroom lessons, engaging students and encouraging growth.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LEA will spend ESSER funds on addressing other unfinished learning by purchasing digital math resources for high school students for both assessments and targeted instruction assistance. LEA will also use ESSER funds to ensure continuous education for students in the event of isolation and/or quarantine requirements by purchasing technology including indoor and outdoor internet access points, devices for student use during isolation, and live-streaming equipment to ensure high quality instruction during isolation.

4. 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.

The programs crafted as a result of comprehensive stakeholder consultations will ensure regular contact with an educator, regardless of summer or break. Through the regular contact and the building of relationships between educators and students, particularly those students disproportionately impacted by Covid 19, the LEA will identify and more quickly address the social, emotional and mental health needs of all students.

American Rescue Plan 2021

Charlton Heston Academy - 72901

1. 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:

The Academy will use ESSER III funds to support learning acceleration by recruiting, retaining, and investing in high quality teachers and staff and curriculum to guide instruction. Specifically, this will be done through increased salaries and recruitment and retention amounts. The LEA will also work to remove barriers from student attendance through staff support positions and transportation. The LEA will also invest in improving overall air quality through air purifiers, and clean air system upgrades. The LEA plans on using funds to create a safer and healthier school environment that is sustainable. This includes the addition of outdoor learning and recreation space that is safe, allows for social distancing, aligns with masks breaks, and provides obvious clean and fresh air atmospheres. Outdoor learning, recreation and safe space include a running/walking track, expanded playground areas, expanded parking lots, and outdoor seating and learning space.

2. 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:

The LEA will operate on an extended day calendar offering approximately 1350 hours of annual instruction versus the required 1098 hours of instruction. The LEA will also offer summer school for all grades K-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will continue to employ the Director for Health and Safety. This person oversees, guides, directs, implements prevention, and manages COVID-19 matters/positive cases/quarantines and all other illnesses and diseases. While students are out of school, they struggle maintaining the same high level of participation and tracking of assignments. The remote learning and intervention liaison will identify, support, and manage all remote learning needs and opportunities directly with students and families.

Targeted student support from the Attendance Clerk. The additional support to track attendance and identify and coordinate intervention support for families who were demonstrating excessive absence due to the Covid-19 factors and other health and safety matters.

4. 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.

The additional paraprofessionals, along with the evidence-based programs provided additional, targeted instructional time to address the specific academic needs of the students, particularly students with disabilities. As they require additional support while in school, when they are not in person, the academic gap widens. The additional para support helps the special education/intervention department provide the necessary instruction to keep the students with disabilities, those who are homeless, or in foster care and migratory on track to achieve expected growth. As students returned to the classroom, it was clearly evident that several struggled to adapt to the requirements of in person learning. The additional paras served as a support person to help students acclimate back into the classroom and thus alleviate some of the social emotional and mental health needs. The overall goal was to provide equitable access to all students at the Academy before, during, and following the pandemic. Additionally, attendance mitigation factors (staff and transportation) are designed to promote equity and support students who have more barriers in getting to school, such as children with disabilities, EL students, low income students, and students in foster care.

American Rescue Plan 2021

Charyl Stockwell Academy - 47902

1. 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:

These funds will be critical in keeping our student to teacher ratios low. They will assist us in having educators available to meet with students who may need to be excluded from school for a period of time due to exposure or who are in quarantine due to testing positive for COVID-19. These funds will support us in providing our students and staff with the appropriate PPE and allow us to increase our custodial staff to keep our schools clean and sanitary. These funds will also support us in adding additional staff to support the social and emotional health and well-being of our students.

2. 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:

These funds will allow us to add additional staff to provide targeted, evidenced-based interventions to students one-on-one or in small groups. These interventions include: Project First Step, Neuro-reading, Seeing Stars (Lindamood-Bell), Phonemic Awareness Groups (Heggerty), Making Great Readers, Guided Reading, TST Academic Support, etc. These funds will also allow us to extend instructional time throughout the summer by providing our most at-risk students with a four-week literacy camp and/or small group tutoring in all subject areas throughout the summer at no cost to families.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The CSA District plans to spend its remaining ARP ESSR funds primarily on teachers and staff to ensure our students get the time and attention they need to reacclimate to school successfully. These funds are critical in helping us to create comprehensive, whole child plans to address learning loss and nurture the social and emotional well-being of our students. These funds will also support collaboration and professional development to best equip our educators in meeting the needs of their students.

4. 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.

Our evidenced-based Teacher Support Team Program in conjunction with our District Leadership Team work diligently to monitor the needs of all students, especially those most impacted and vulnerable to COVID-19 through its procedures and protocols. Our Teacher Support Team meets monthly with teachers and school leaders to discuss students at risk and/or who are demonstrating concerns or struggles both inside and outside of school. Together the team develops a plan of support that is monitored and reviewed at a determined date to discuss progress and next steps.

Classroom teachers review student data in all areas of the whole child each week during their collaborative planning time. All Teacher Support Team interventions are reviewed at the end of each term with opportunities for teachers to check in with the TST Team each month to discuss progress. The TST Team evaluates the effectiveness of each intervention at the end of each term, by looking at student growth and progress in reaching mastery. District School Leaders meet every 13 weeks to review data with a specific focus on students most at risk and vulnerable to the impact of COVID-19.

Additional staffing is critical in providing our one-on-one and small group interventions, to closely monitor the implementation and effectiveness of our interventions, and to effectively address the needs of our most vulnerable students.

American Rescue Plan 2021

Chassell Township School District - 31050

1. 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:

Our plan will allow for the continued purchase of additional building and classroom sanitation measures, including cleaning supplies and PPE. In order to keep students learning in-person, we need to ensure a clean and healthy facility. 33% of our stakeholders who engaged in consultation indicated "Facilities, including air quality and safety" as a priority for our school to address. Our district policy includes updated language on staying home when sick. Any students who isolate or quarantine and assigned a district-provided Chromebook that is used to keep up with teacher-led classwork until their isolation/quarantine period is over. All staff administer an updated Google Classroom in these cases. Staff absences due to policy-mandated quarantines or isolations lead to a greater need for substitute teachers or in-house substitutes, so funds will help with staffing as we aim to maintain in-person learning. We've adjusted our student handbook to not hold mandated quarantines or isolations against them for makeup time, and we've similarly adjusted our teacher contract through a memo that compromises on how much sick time teachers have to use in conjunction with COVID-related absences.

2. 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:

The majority (roughly 55%) of our stakeholders who engaged in consultation indicated addressing learning loss as a top priority for our district. Especially when it comes to implementing key components of ELA and Math, and delivering interventions for struggling students, our needs in this realm are of great concern.

To effectively combat learning loss, we plan to hire additional paraprofessionals to focus on providing supplemental instruction for students under the guidance of teachers. Additionally, we'd like to update our ELA (K-5 or K-8) and Math (K-5) curriculum. Our Acadience benchmark data shows significant growth that needs to take place among many grades in the elementary, and continuing to work with outdated curriculum is only exacerbating the gaps. We need updated ELA and Math curriculum, along with additional support staff to help implement the necessary interventions in order to really make a concerted effort to address learning loss.

For summer programming, we plan to work in conjunction with other local districts to offer targeted interventions, hands-on learning, and experiential learning through field trips around the local area. For district-concentrated summer programming, we plan to focus on literacy and math intervention strategies at the lower elementary level and core content area exploratory strategies at the upper elementary level. Funds will be used to provide staff and resources for each of these summer programming plans.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We plan to spend the remaining ESSER funds on teacher salary and benefits to continue providing opportunities for educational growth for our students, along with custodial staff to maintain our updated cleaning protocols. Staff turnover was only a slight issue before the pandemic, but since the pandemic began, retaining dedicated staff has entered into focus. In a small school especially, being able to invest in our human resources through attracting and retaining quality personnel is of great importance.

4. 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.

Chassell Township Schools has partnered with Dial Help and the Copper Country Intermediate School District in addressing academic, social, emotional, and mental health needs of all students. Copper Country Mental Health has also been a growing partner to help serve the needs of students within our district. Developing weekly programming with professionals from the aforementioned agencies has been helpful in addressing the needs of our school's students. Our continued partnership with these groups/agencies will be essential in ensuring these needs continue to be met. This funding will help build and maintain resources and personnel associated with these partnerships to ensure we achieve the necessary progress in addressing these concerns.

American Rescue Plan 2021

Chatfield School - 44901

1. 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:

Chatfield School will utilize funds to implement prevention strategies that are consistent with the most recent CDC guidelines. These prevention strategies include the replacement of the oldest HV/AC units in our building with new units. This will allow for more outdoor air being introduced to the classroom environment, CO2 monitors and controls and duct work that will allow for improved air flow and quality. These improvements will reduce the spread of viruses and other illnesses.

2. 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:

Chatfield School will utilize funds to address the academic impact of lost instructional time and implement evidence based interventions. All students will participate in NWEA MAPS assessments to identify students who are demonstrating performance below their peers. Students who qualify will receive intervention and remediation support from interventionists employed at the school. They may attend Summer School Enrichment programs to address their needs. An additional teacher assistant will be added to the lower grades to provide additional academic support. Staff will attend Reading Recovery professional development that can be applied to classroom instruction. The school will employ a social worker to address student social and emotional needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be used to address the areas of building improvements to help reduce the spread of covid -19 by improving ventilation and indoor air quality. The purchasing technology enhancements including hardware, software, connectivity, and adaptive equipment to allow students to learn remotely or to access their classroom instruction when they are not able to be in school.

4. 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.

Chatfield School will provide the interventions it implements to all students based upon a demonstration of academic weakness or impact of learning loss. School staff will monitor all student data several times per year to make sure that those students who are disproportionately impacted by the COVID-19 pandemic have their needs supported. The school will address the social, emotional and mental health needs by allowing all students to have access to a licensed school social worker.

American Rescue Plan 2021

Cheboygan Area Schools - 16015

1. 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 update school buildings to improve air quality throughout buildings including updating windows, roof updates, and updating indoor and exterior doors. Also, funds will be used to provide supplies for filtration systems to continuously improve air quality; the purchase of cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean; the purchase of masks to allow students and staff who wish to wear masks the ability to do so or in mandated areas such as buses; and dividers/barriers for areas where distancing of greater than 3 feet is not possible.

2. 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:

Funds will be used to provide for assessment of students to identify areas of learning loss and greatest need for intervention. Curriculum resources will be updated to evidence-based instructional materials that include intervention/remedial resources which will give teachers more resources to address academic gaps created by closures and absences. These resources/materials will be aligned throughout grade levels to provide for smoother transitions from grade to grade and level to level (i.e., elementary to middle school, middle school to high school). In addition, funds will be used to provide for online curriculum resources and intervention programs so that students can continue learning during long absences or closures related to COVID-19 exposure or quarantine.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Playgrounds will be updated to provide for more opportunities for students to get outside to improve the physical and mental health as well as providing more social distancing. ARP ESSER funds will also be used to provide safer options for students to return to activities that were prevalent prior to COVID-19 while minimizing virus transmission. Additional staffing may be hired to reduce class size which will give instructional personnel the ability to work on more individualized instruction in order to close learning gaps created by the effects of COVID-19. Funds will be used to ensure that students have ample resources, both print and digital, to meet the requirements of the curriculum during in-person learning and remote learning during times of closure or quarantine due to COVID-19.

4. 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.

The district will utilize funds to balance the academic needs with the social and emotional needs of students. Behavior and Academic Support personnel will continue to provide all students with supports in learning and behavior regulation, especially those experiencing increased stress due to the academic requirements that were impacted by COVID-19 closures. The district will work with the Family/Student Intervention specialist, Special Education Director, specialized instructors, and administrators to ensure that all students regardless of income status, color, language, disabilities, homelessness, or foster care receive the resources needed such as transportation, digital devices, internet connectivity and after school learning spaces so they all may have all opportunities to access the curriculum.

American Rescue Plan 2021

Chelsea School District - 81040

1. 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:

The Chelsea School District will utilize the fund to continue to supply personal protective equipment to our staff and students. This includes masks, hand sanitizer, cleaning products and equipment, partition dividers, HVAC filters and air purification systems in each classroom and office. In addition the district will use these funds to provide tents that will support outdoor learning environments. The district will also circulate air more frequently through air handling units to provide high quality ventilation. The district will invest in additional custodial support for more frequent cleaning.

2. 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:

The Chelsea School District will reserve funds to address the academic impact of lost instructional time by providing high quality summer school programming, high impact after school tutoring, and evidenced-based interventions by instructional support personnel and classroom teachers during the school day. Summer enrichment programs will be made available to all students to support both academic and social emotional growth. Additionally, attracting, retaining and training high quality instructional staff will be made a priority in order to maintain low class sizes for more personalized learning implementation of evidenced-based strategies.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Chelsea School District will reserve remaining funds to address facility and technology needs to provide equitable access to instruction. In addition, the district will reserve funds to purchase evidenced based instructional resources and provide training to support educators in addressing lost instructional time.

4. 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.

The Chelsea School District will ensure that the interventions implemented will respond to the academic, social, emotional, and mental health needs of all students by implementing universal screening tools with students to identify needs and implement support systems, hiring mental health support personnel, and training staff to be able to identify student mental health needs and refer them to school supports. Further, the district will invest in support personnel such as interventionists, social workers, psychologists, and school counselors, along with classroom teachers to provide individual supports to students. Academic, social, and emotional supports will be directed towards students that are disproportionately impacted by the COVID-19 Pandemic.

American Rescue Plan 2021

Chesaning Union Schools - 73110

1. 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:

COVID protocols are developed based on most recent information from the county health department and CDC guidelines. Social distancing is recommended, therefore we have added staff to reduce/sustain low class sizes.

2. 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:

District implementation of a Multi-tiered System of Supports (MTSS) is in place. Funds are being used for staffing for an MTSS Coordinator and instructional coaching support. This system of support will address the loss of instructional time through a systemic approach to core instruction and interventions.

A school counselor will be funded to provide additional social-emotional and mental health supports to students, families, and staff in response to COVID-19 and returning to in-person learning.

A reduction of class size is also funded to address lost instructional time. The reduction of a student-to-teacher ratio is intended to allow for more instruction and intervention support for students.

An additional teacher is being funded to provide professional learning community opportunities to teachers through common planning time. This is an evidence-based best practice that will be used for instructional planning for students to address learning needs and to allow for optimal implementation of MTSS.

Assessments at the high school level will be funded to allow for data collection on the loss of learning and student progress.

Math support will be funded at the high school to ensure standards are mastered by students, allowing curricular and instructional adjustments based on student progress with standards.

Technology resources for connectivity infrastructure and hotspots will be funded to allow students access to online learning platforms.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to address technology infrastructure and connectivity issues and to provide supplies/equipment/staff to mitigate the spread of Coronavirus

4. 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.

Assessment measures to review progress of all students, including those disproportionately impacted by COVID-19 and demographics, are a key component to the implementation of a Multi-Tiered System of Supports (MTSS). Disaggregated data from the assessments will allow for progress monitoring of demographic and special groups of students.

Academic and social-emotional learning interventions will be part of the implementation of MTSS at all building levels. This district-wide initiative will focus on addressing learning gaps and core instruction for all students. Fidelity and capacity measures will guide the implementation of MTSS.

Social, emotional, and mental health needs of students will be addressed by having at least one full time school counselor in each building. Counselors will be responsible for identifying and tracking migratory, homeless, and foster care students to ensure their needs are addressed.

American Rescue Plan 2021

Chippewa Hills School District - 54025

1. 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:

ESSER III funds will be used to purchase personal protective equipment, sanitation supplies, sanitation equipment, air purification equipment and air filters for the ventilation system.
Technology will also be purchased for staff and students who are quarantined to maintain a safe environment.

2. 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:

Apex learning program for Credit recovery at Mosaic/HS
After school programming at all three elementary schools
Continuing and increased intervention support (both teachers and paraprofessionals) during the school day
Extra teachers at the elementary level to address learning loss in our younger students

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will set aside money for the following:
Custodial supplies and equipment for cleaning and sanitizing District buildings.
Chromebooks for students to use both at school and at home
Repair parts for the Chromebooks
Employee stipends for extra work performed due to COVID impacts
District will also supplement 31n & 31o money to provide mental health supports for students

4. 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.

Utilization of Acadience (reading) and NWEA (reading/math) will be used to identify learning gaps. Student groups will be established and provided services through teachers and/or paraprofessionals to address those identified deficiencies.
Tier I interventions will be evaluated based upon grade level data
Tier II interventions will be assessed upon group level data
Tier III interventions will be evaluated utilizing individual assessment results
Provide jet packs, chromebooks, and extra intervention support to the students that need it the most.
We are using ECRI (Enhanced Core Reading Instruction) at the elementary (K-4) level. Identifies and addresses reading deficiencies resulting from the last 18 months of learning loss.
We are utilizing intervention specialists (Teachers and paraprofessionals) to support identified learning deficiencies in language arts and math.
Teachers are utilizing Explicit Instruction strategies (Grades K-12) in the classroom including the use of SQ3R, Explicit Vocabulary and Text Summarization (grades 5-12)
Resources are provided for students identified as homeless/foster care (materials, transportation, etc.)
We have also hired social workers to address the social/emotional needs of students
As we go along, we will look at the effectiveness of what we are doing, and if it is not providing opportunities equally for all students, adjustments will be made. Additional needs and concerns can be brought up at District Administration meetings.

Chippewa Valley Schools - 50080

1. 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:

With the hiring of 2 District COVID nurses and 1 district COVID assistant, their collaboration with the Macomb County Health Department and other health agencies provides our district with the current knowledge we need to make recommendations and guidance for staff, students, and families. They also ensure compliance regarding COVID-19 issues. They assist with learning the signs and symptoms of COVID-19, managing the staff and student hotline, and monitoring the daily health screener to answer questions and refer patients to their physicians for further review. They maintain the COVID-19 district database and assist with contact tracing. Our indoor air handling units have increased the air quality for our school buildings. Our units now run 2 hours before school, run throughout the school day, and then continue for 2 hours after school. All outdoor air intakes have been set to 30% from the past setting of 10% to increase the amount of fresh air into the buildings. Air handling units are running continually during the school day no matter the outside temperature. Filters being used have a MERV 13 rating, if the unit has 2 filter banks, we will use a MERV 14 rating. Our rooms are designed to do 6 - 20 full turnovers of air exchanges per hour. Students participating in choir, band, or music electives were provided specialty masks to use during class to prevent the spread of COVID-19. Finally, sanitation and cleaning supplies, help our custodial crews mitigate COVID 19 spread.

2. 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:

The new Tier II support program running after school for students in grades K - 12 will focus on addressing learning loss in reading and mathematics. Students were invited to attend the program based on data, and students who had the most need were ranked highest on the invite list. We have 19 staff that will be providing targeted, Tier II support in reading or mathematics. The after school programs are using evidence based intervention materials. Our math students will be using Math IXL as a diagnostic tool to pinpoint areas where support is needed and instruction will be focused on those skill deficits. Students will also use the Math IXL program on their "days off" to continue developing those specific skills at home. Our elementary reading students will be instructed with the Flyleaf Reading program at the Emergent Readers and Reading Series 1 level. Students will be progress monitored with Fastbridge to determine areas that are most needed for support. Finally, our secondary English support students will be using the Rewards Intermediate or Rewards Secondary program to support skills that need further developing. Students will also take the NWEA in math and English/reading to determine their progress and help pinpoint further areas for development.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District has offered a Virtual Academy for families struggling with a return to face-to-face instruction during these times of COVID. In response to the pandemic, the District created a Virtual Academy (CVVA) for the 2020-2021 school year and extended the option for the 2021-22 school year, based on the success and interest level of this learning option. We currently serve 240 elementary level students and 668 secondary level students who have opted for remote learning for this school year. The elementary level services students with remote instruction performed by full 1.0 FTE teachers. The secondary level remote instruction is provided by teachers with a section or sections of their day dedicated to the virtual academy. A range of 0.05 to 0.60 FTE identifies the portion of the day spent instructing students in remote learning at the secondary level. These costs combined result in our 20% learning loss that we are addressing, as we are supporting students and families in distance learning. The remainder of these teacher's schedules costs are associated to the continuity of learning for students. Each teacher ranges from 0.95 FTE of their school day instruction to 0.40 FTE of their school day instruction with face-to-face learning.

4. 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.

For low income families, we provided hotspots for students so they could access online learning and our Schoology platform when they are home. Our middle school counseling staff have provided mental health supports, especially for students most impacted by COVID-19 and our subgroup students. Further, our counselors continue to develop social emotional skills for students, especially those in subgroup categories who need it most. They support students who are facing homelessness and connect families to our district liaison so they can receive outside community support, as well as in-district supports and resources. In response to the social and emotional needs of staff members, the District will invest in an Employee Assistance Program (EAP), meant to support staff with how to navigate the social/emotional aspects of our current environment. The program has been designed to meet the unique needs of school employees and offers preventative care with an approach that combines workshops, emotional support, and online tools to reduce anxiety and promote employee wellness.

American Rescue Plan 2021

Clara B. Ford Academy (SDA) - 82996

1. 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:

This includes the proper use of masks, supporting our student, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. Some examples of specific, CDC-recommended strategies outlined in our in-person instruction plan include: Consistent with MDHHS, CDC and WCHD recommendations, universal indoor masking will be required for all teachers, staff, students & visitors to K-12 schools regardless of vaccination status. CBF will continue to make face masks available to students in need of a mask. Wearing masks outdoors is not required. Masks are required on school buses for any field trips. Implementing building improvements replacing the current water fountains with COVID safe fountains. Discarding germ holding furniture such as cloth desk with surface based desk that can be easily cleaned. Cleaning frequently used surfaces (such as door handles, handrails and bathrooms) three to four times a day and deep cleaning each classroom every night. Daily Symptom Checking Families will continue to perform at-home self-monitoring reporting using the COVID-19 Screening Tool for Families. This continues to be a critical component of mitigating the spread of COVID-19. 3' Distancing maximize distance between student stationary seating without impacting instruction in the event this continues to be a need to distance for both transmission and quarantine purposes.

2. 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:

Working with key stakeholder groups, and guided by our educational priorities, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based instruction and programming. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II small-group interventions, after school programming and a 6 week summer school program. At Clara B. Ford Academy, we serve a diverse population of students that are in residential care. We are currently at 100% free and reduced lunch, 47% African American population, 51% Caucasian and 1% American Indian and 1% Hispanic. We are a public charter school and have students from various different cities and states. Our students are victims of Trauma, they comprise of children that may have experienced human trafficking, juvenile offenses, or have been removed from their homes due to abuse and neglect. Our students receive therapeutic treatment while residing on Vista Maria's campus. Our population is also transient due to the average stay of a student being from 90 days to 6 months. We are proud to serve our student population and are passionate about providing equitable access to a high-quality education. Most of our instruction for reading and math is small group or individualized. We maintain classroom sizes of 15 or less to assist us with providing a greater level of individualized assistance.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

We recognize that the pandemic has disproportionately impacted our students from traditionally underserved communities, leading to significant learning loss and increasing the need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify students most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each student throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted by COVID-related learning loss: maximized learning time on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of students with deficits (Catch Up) and those that need challenged beyond on-grade level (Move Up) including additional, Tier II, small-group tutoring; research-based and standards aligned curricula; and instructional tasks with higher-order, complex thinking.

American Rescue Plan 2021

Clare Public Schools - 18010

1. 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:

We plan to use the funds to maintain current staffing to commit to continuing in person learning. Maintaining the current staffing will allow the district to implement layered prevention strategies to protect students, teachers, staff, and other members of their households. In addition, we will offer virtual learning opportunities for those families who prefer at home learning.

2. 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:

We will use high quality diagnostic assessments to inform instruction and will hire an interventions teacher to provide support, in response to the diagnostic assessments, to students in accessing core content by providing but not limited to 1:1 and small group interventions. We will provide a digital courseware library to improve the quality of remote learning curriculum for those students whose families choose virtual instruction and continue to pay for dual enrollment opportunities. We will also provide educator supports through evidence based professional development.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use the remaining funds to maintain current staffing as outlined above to be able to continue face to face instruction to ensure consistent and equitable learning opportunities for all students. We also plan to hire additional parapro support to assist student learning.

4. 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.

By hiring an interventions teacher we are ensuring that we have the most qualified staff working with identified students who need additional support. We will continue to provide virtual options with continued support to address individual needs. CPS will ensure the interventions we are implementing are impactful for all students by collecting data through our comprehensive assessment system which includes achievement; initial and diagnostic components as well as perception data. We will provide dual enrollment opportunities for students, including from low income families. We will provide evidence based professional development as a measure to provide access to qualified and supported educators.

American Rescue Plan 2021

Clarenceville School District - 63090

1. 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:

The CDC guidelines indicate that students benefit from in-person learning and safely returning to in-person instruction continues to be a priority. Although funds from ESSER III will not be spent in this area, the District will use other resources to continue to implement prevention and mitigation strategies that allow our buildings to be open for in-person instruction. Additionally, students, teachers and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care, which could result in a quarantine or isolation.

2. 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:

The hiring of interventionists will allow for more targeted and intensive support for students to address learning loss due to lost instructional time, as well as, to address learning gaps in the areas of reading and mathematics, due to the pandemic. Building a strong Multi-Tiered System of Support (MTSS) that ensures educators have the right tools and the right data to provide timely, targeted support and intervention is essential. Interventionists are a key component in supporting our most at-risk, or Tier III students. To determine students who are eligible for these targeted interventions, students will be assessed three times a year using the Fastbridge universal benchmark assessment, as well as, progress monitoring between each benchmark assessment in both reading and math. The interventionists will be implementing the FastBridge targeted intervention programs, lessons, and instructional strategies that the data suggests, as well as, Math Recovery and Leveled Literacy of Intervention (LLI) to support the students needs. This intensive model will be a fluid multi-week cycle that will rotate students in and out of this intensive intervention based on data-driven decisions. With more interventionists, more students will benefit from this targeted intervention model with a higher level of frequency that allows a higher level of fidelity towards the implementation of the interventions.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Understanding how to re-engage students requires new modalities of Tier 1 instruction that captures the students attention and hooks them into their learning. A way to make this possible is by providing all classrooms with Smart displays.. A high quality Smart display will allow for the transition of the facilitation away from the teacher and to the students, while engaging them with their learning. When students are engaged, they have more motivation to participate in class, enjoy achieving their learning goals, they are more likely to persist through challenges in learning, and feel intrinsically motivated to gain a new and deeper understanding. To aid in this shift of increased engagement, through the use of Smart displays, support needs to be given to the staff. Hiring an additional Tech Integration Specialist for display training and helping teachers to understand the power of having all students with chromebooks is an essential resource to ensure that support is provided, full capacity of the resources is implemented, and expectations are carried out and maintained for all.

Hiring a K-12 wellness coordinator will help to streamline, support, develop and implement programs (K-12 RULER) that will provide necessary skills and resources for our students and staff to tend to the social-emotional needs of all.

Implementation of Playworks at both elementary schools will teach students how to play and build valuable life skills

American Rescue Plan 2021

4. 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 Means All is the motto of the Clarenceville School District.

Providing Smart displays for all classrooms, Playworks for elementary students, and engaging all learners in their academic and social emotional needs through programs supported and streamlined by our district wellness coordinator will help address lost instructional time for all students.

Those students most in need, who were disproportionately affected by the pandemic will receive the assistance they need through interventionists who will address needs in small group or one-on-one settings. The most needy students (Tier III) will be identified by utilizing the Fastbridge benchmark assessment tool throughout the year. Those identified for assistance will receive intentional, deliberate and intensive interventions. The interventionists will also use the social emotional component (SABERS) of the benchmark assessment that measures well-being to identify additional supports a student may need.

American Rescue Plan 2021

Clarkston Community School District - 63190

1. 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:

This does not apply. We are using the funds for our System of Supports for students, which includes 6 literacy coaches, 11 math coaches and 2 Social-Emotional Behavior Interventionists.

2. 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:

This does not apply. We are using the funds for our System of Supports for students, which includes 6 literacy coaches, 11 math coaches and 2 Social-Emotional Behavior Interventionists.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are using the funds for our System of Supports for students, which includes 6 literacy coaches, 11 math coaches and 2 Social-Emotional Behavior Interventionists. These are all new added positions in the District. Our Literacy and Math Coaches are coaching directly with our classroom teachers on effective strategies and interventions that can occur within the classroom. They are involved in on-going professional learning provided by in-district leaders, county leaders and state leaders. Our Social-Emotional Interventionists work directly with students who exhibit at-risk behaviors and need supports and tools with regulation. They provide opportunities for students to meet in groups as well as partner with families and offer support for the classroom teachers when needed.

4. 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.

Students impacted by the COVID 19 pandemic and or other traumatic incidences will receive added supports that are culturally responsive and trauma-informed. This includes our coaches and interventionists partnering with our principals and social workers to ensure comprehensive support.

Clawson Public Schools - 63270

1. 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:

Clawson Schools will use the ESSER III funds to continue to implement prevention and mitigation strategies described in our Continuity of Learning (COL) plan. We have aligned our strategies with the CDC recommendations. The strategies we have in place are: 1. In-person learning and instruction (since Oct. 2020) for most students supported with some online learning formats for students hesitant to return to in person learning 2. Promoting vaccination for staff and eligible students, including students and staff who participate in extracurricular activities and sports 3. Universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status 4. Maintaining at least 3 feet of physical distance between students within classrooms and lunchrooms to reduce transmission risk (FTE added at CMS) 5. Providing Screening test information and locations as needed 6. Improving ventilation in buildings 7. Handwashing and respiratory etiquette promoted 8. Encouraging all to home when sick and get tested 9. Conducting contact tracing in combination with quarantine and isolation 10. Cleaning and disinfection (supplies, hours). Clawson Schools has completed all of the required Return to Learn plans as directed and will update and post the plan on the website. The district will continue to be flexible and adaptive as we face future challenges and funding needs that impact the operation of our schools for in-person learning.

2. 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:

Clawson Schools will use reserved funds to implement evidence based interventions to address impact of learning loss. We will implement a comprehensive after school program that involves clubs & academic tutoring during 2022. After school sessions will be based on student academic needs as indicated by iReady data and teacher input, student and teacher interests (gathered through survey data), and the social and emotional needs of students as indicated by SEL data and teacher input. We will implement a 2022 summer school program for students. The 2022 Summer School will be modeled after the successful 2021 Summer School. Summer School 2022, will include daily 3 hour sessions around a theme. Enrichment activities will focus on student interests, provide enriching literacy experiences, and engage students in critical thinking. Additionally, Summer School will require students to complete personalized reading and math activities using iReady Instruction. Staff will work to ensure that students who attend, need the additional time and support to overcome learning loss and achieve grade level proficiency. For both of these programs we will utilize district personnel, equipment, and buildings. Participating staff will be paid at least the district curriculum rate and a commitment stipend. Additionally, teachers will plan field trips to enhance classroom learning. Funds will be used to supplement increased costs (due to spacing and mitigation rules) to provide these events.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER funds will be spent on activities that support district efforts to remain open, flexible and adaptive during the pandemic. Additional operating costs are necessary in order to provide live online instruction with a Clawson teacher for students hesitant to return to school. Funds will be used to pay the salaries of these online teachers. Edgenuity, an online learning platform, will be provided to some students to support at home learning and credit recovery directed/guided by a Clawson teacher. Funds will be used to provide additional hours that were added to teachers' schedules to reduce class sizes and improve spacing of students in the middle school classrooms. Funds will also be used to support instructional staff who have continued to work relentlessly through the pandemic by providing a one time Appreciation Stipend to promote retention to the district. Funding will also provide a state approved benchmark assessment program and monitoring tool at all levels, iReady Diagnostics. iReady will be used to assess the progress of all students toward grade level proficiency, provide data for specific student academic needs, & identify students most in need of tutoring or additional learning time. Additionally, funds will be used to provide iReady Instructional licenses for all students. This program will adjust to students' needs providing remedial lessons or advanced lessons as needed. The time of a grant director will be funded for additional ESSER work.

4. 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.

Clawson Schools will ensure that interventions implemented with funding will address learning loss and respond to academic, social & emotional needs. The district school improvement team and administration have gathered input from the school community regarding the use of ESSER III funds and will implement programs that are evidence-based practices proven to maximize students' social, emotional, and academic benefits. Parents and students from all demographic groups represented in our schools responded to a survey (including EL, homeless, foster, Sp.Ed/504, F&R (low income), Schools of Choice) giving guidance to the on-going planning process. We believe that an after school enrichment program with individualized/small group tutoring will support the students and families. Offering clubs and sessions based on staff and student passions will engage all. Providing an enriching summer school program, designed around student interests/needs, with SEL instruction woven into all learning experiences, will support students as we work to improve academic outcomes. Designing programs around student & teacher choice sets the district up for success with our chosen interventions. Using staff & student ideas/passions to design learning sessions, actively engages students in meaningful and relevant learning experiences. Students want to attend enrichment activities with their teachers. Teachers will build stronger trusting relationships while addressing the needs of the whole child.

American Rescue Plan 2021

Climax-Scotts Community Schools - 39020

1. 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:

Our classroom instruction remained face to face, five days per week, during the 2020-2021 school year, so it should be easier for our students to integrate back into a normal learning schedule. However, due to the quarantining requirements, there was learning loss in 2020-2021. To help offset that we have provided additional counseling, and a career coordinator to help engage students, and additional para support to help those students catch up to benchmark that may have fallen behind. We will continue with our mitigation strategies and continue to add academic supports where needed as well as continue with timely contact tracing as needed. If students are quarantined, we will continue to provide lesson plans and technology as needed. We will monitor our progress through our MICIP procedures and strategies. We have also partnered with three other local districts to hire a mental health expert to provide emotional support for those students who are struggling with trauma, even if it is not caused by school related activities.

2. 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:

We have added a counselor, career coordinator and additional social worker time at a cost of roughly \$220,000 annually so we may allocate more one on one and small group time with our students to better identify and meet their needs. Among other duties our counselor and career coordinator are assisting students for making decisions regarding CTE, dual enrollment and EMC courses, which helps engage students and provide additional reasons for being in school and giving their best effort. We have also partnered with three other local districts to hire a mental health expert to provide emotional support for those students who are struggling with trauma, even if it is not caused by school related activities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to maintain the uninterrupted continuity of educational services within the district. Funds will be used for elementary school teachers' wages and benefits which were already built into the collective bargaining agreement.

4. 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.

We will use the results of our MICIP strategies to monitor the academic progress of students and implement a program called Panorama for SEL surveys for students, parents, and staff. We will also depend on feedback from the additional counseling, social work, and mental health support we are providing and follow their recommendations for assisting our students. We have purchased additional technology and internet access for any student that needs it to maintain or improve their academic performance. We also have a contracted Spanish interpreter for our elementary and utilize our HS Spanish teacher for improved communication for the few Spanish speaking students we have.

American Rescue Plan 2021

Clinton Community Schools - 46060

1. 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:

After engaging stakeholders on the opportunity to provide input on the utilization of funds for ESSER III it was indicated in all subgroups that the top 4 focuses for the district should focus facilities; specifically in cleaner indoor air quality, crowding, capacity & safety, delivering interventions for struggling students and provide small group instruction, implement key components of Reading, Language Arts & Mathematics and to ensure all students receive high quality instructional materials.

Clinton Community Schools has engaged in updating & upgrading all student center facilities (e.g., All building are receiving upgrades including HVAC) for the safety and health of our students and staff. Upgrading the HVAC systems in the High and Elementary School will help better control and maintain the indoor air temperature and humidity at healthy and comfortable levels. According to latest CDC guidelines, a well-maintained and operated system can reduce the spread of COVID-19 in indoor spaces by increasing the rate of air change, reducing air recirculation and increasing the amount of outdoor air coming in. A survey provided by IDI indicates the needs for the upgrades to occur in the two buildings due to the age of the buildings and depreciation of equipment.

2. 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:

Clinton Community School will utilize the ESSER III funds to support the academic impact of the loss of instructional time through the implementation of evidence-based intervention and comprehensive afterschool programs for all students in Kindergarten through 12th grade. The funds will go towards evidence-based interventions materials/resources and personnel cost for afterschool programming. Students will be assessed and data analyzed through various data sources to determine the correct course of intervention/programming to support the impact of educational loss on students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Clinton Community Schools will spend the remaining ARP ESSER funds that are consistent with section 2001(e) of the ARP by allocating funds toward replacing HVAC systems in two buildings to improve ventilation which is a preventive strategy used to lessen the spread of COVID-19, by doing this it will reduce the number of virus particles in the air and improving overall air quality. Additionally funds will be used to support the impact the pandemic has on student instructional loss. Funds will support additional evidence based programming and interventions as well as pay staff to support students either before or afterschool with tutoring focusing on the students specific learning/emotional deficits for students in Kindergarten through 12th grade.

4. 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.

The district allocates time within school hours to assess and analyze various data source (including but not limited to: Brigance, KRA, NWEA, MSTEP, PSAT 8/9, SAT, DRA, Attendance, Nurse Visits, Office Discipline Referrals, at risk factors, etc.) three times a year. Teams determine through analyzing these data sets what type of supports/interventions are needed for ALL student in becoming successful, whether it be, additional intervention through the school day during enrichment or What I Need (WIN) time, before/after school tutoring, peer groups, counseling support groups, tier II support, etc.

Clintondale Community Schools - 50070

1. 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 update school buildings to improve air quality throughout buildings including roof updates for Clintondale Middle School. Also, funds will be used to purchase cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean. We will also purchase masks to allow students and staff who wish to wear masks the ability to do so or in mandated areas such as buses. We returned to face-to-face learning fall 2020 and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. We follow the mandates from the CDC and our local health department to safely maintain instruction in the classroom setting. Our buildings and the aging infrastructure is a concern. Improving air quality is a recommended mitigation strategy and updates to the middle school roof will allow us to improve this for our secondary students. A portion of the ESSER III funds will be used to replace this so we can reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration.

2. 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:

To address the academic impact of lost instructional time while learning remotely from March 2020 through February 2021, the Clintondale Community School District will provide summer learning and comprehensive after-school programs. The summer school will be provided to students in the area of Reading and Mathematics for an 8-week duration. We will use software, in addition to in-person access to highly qualified teachers, to provide students with evidence-based interventions that target their learning needs. Learning needs will be determined on the review of common assessments and benchmark data with building principals, instructional coaches, and the Department of Teaching and Learning. After-school evidence-based programs, such as one-on-one tutoring, will be employed at all levels, in addition to after-school small group tutoring options. We are also going to have an afterschool program for all elementary students titled "Afterschool CARE - Clintondale Academics, Reading & Enrichment" that will be open to all K-5 students at our 3 buildings. We will have certified teachers and instructional assistants use data to design both interventions and enrichment activities based on the students who sign up for this free program. We will be providing snacks and a hot dinner to all participants each day.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Maintaining the current staffing as mentioned above will help the district implement multiple CDC layered prevention strategies to protect students, teachers, staff, visitors, and other members of their households. In addition to this but more indirectly, resources that were dedicated at the beginning of the pandemic to providing internet hot spot access points, as well as a virtual alternative instruction method will be able to continue to supplement our in-person learning. This additional programming provides an opportunity for families that regardless of how many mitigation factors the district takes, still feel that at-home learning is best for their child. The district is able to provide district in-house teaching to those students using the Zoom platform as well as a myriad of other online software to create a similar expectation to those students that are in-person. Providing equal opportunities to online students is essential to maintain as much physical distancing of in-person learning as possible.

4. 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.

Benchmark Assessment data will be reviewed in the fall, winter, and spring and desegregated and analyzed by subgroup to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews will be implemented without delay. These will be both NWEA and common assessments. NWEA/Edmentum, the diagnostic assessment tool used for grades K-8, provides resources specific to the needs of every child and adapts to their individual changing progress. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. We will continue to look at this data as part of PLC (professional learning communities) and in weekly administrative meetings to meet the needs of ALL students.

American Rescue Plan 2021

Clio Area School District - 25150

1. 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:

Clio Area Schools will continue to follow the guidance of the CDC, and in particular, our local health department. The district has been and will be committed to providing masks for students and staff, as needed. We follow the guidance of the health department and contact trace. We are able to offer COVID testing to close contacts as permitted by the Genesee County Health Department Toolkit. We have a building solely opened to contact trace and COVID test. This has been able to mitigate the spread of COVID while safely allowing otherwise quarantined students to attend school. The district has also increased our custodial staff to regularly disinfect surfaces our buildings.

2. 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:

The district provided a robust summer school accelerated program for the 2021 school year. This included certified teachers, small class sizes, paraprofessionals, hands on programming, bussing, and field trip opportunities for students. Summer school at the high school included teacher-led instruction and extensive support staff. The district utilized student data and information in order to identify who benefited most from these opportunities. Funding was dedicated to purchase the instructional materials and software to support learning loss and meet the diverse academic needs of all students within the district, including but not limited to, providing student workbooks for summer enrichment. Clio Area Schools is committed to continuing summer school opportunities for our students. ESSER III funds will also be used to continue progress monitoring and storing comprehensive assessment data through Illuminate Education. The data collected will help identify students' needs and target specific areas to address. As such, the district is committed to increasing students' opportunities by providing enhanced learning through dual enrollment. The district has purchased chromebooks for all students and will be purchasing I-Pads for our K-1 classrooms. Hotspots are available to online and quarantined students. The district has provided a comprehensive online program. This program includes a district mentor, certified teaching staff, and online and academic support.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER funds will be spent in a variety of ways to support student growth, implementation of health/safety protocols, and enhanced educational opportunities for all students. The fund allocations will include, but not limited to, the following:

- * Purchase PPE equipment and cleaning supplies;
- * Compensate teachers including salaries and benefits at the middle school that provided asynchronous and synchronous learning for the 21 school year;
- * Improve school facilities to reduce the risk of virus transmission and COVID-19 exposure including the improvement of indoor air quality by purchasing unit ventilators;
- * Purchase outdoor playground equipment where children can spend more time outside learning, exploring and connecting to the outdoors;
- * Purchase educational materials, classroom furniture, and technology (including hardware and software, connectivity, and adaptive equipment) for all students.

4. 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.

Implemented use of funding and all interventions will be geared toward meeting the academic and social/emotional needs of all students. Attention will be given to identifying any students who were disproportionately impacted by COVID-19, included but not limited to, students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care. Identification strategies will include school counselor/social worker and teacher/staff input, data analysis of school based assessments, teacher and parent input, school record, and any other relevant data. Interventions will be documented and data will be collected to determine its effectiveness.

American Rescue Plan 2021

Coldwater Community Schools - 12010

1. 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:

In order to continuously and safely open and operate schools for in-person learning, the district will:

- * Purchase supplies & equipment to sanitize and clean the facilities of the district
- * Improve the indoor air quality
- * Purchase Personal Protective Equipment (PPE) including face masks and gloves for students and staff
- * Invest in educational technology to support student learning in the face-to-face classroom as well as for students in quarantine/isolation and for students who are learning remotely.

For further information and alignment to the district's plan, please review the "CCS COVID-19 Safety Guidance & Mitigation Strategies for the 2021-22 School Year" documents which are posted on the district's website.

2. 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:

The district will use these funds to address the academic impact of lost instructional time by:

- * Providing a clean/sanitized learning environment and improved indoor air quality so that students can return to face-to-face instruction
- * Purchasing materials to help with learning recovery
- * Supporting social emotional learning and mental health needs of students and staff
- * Purchasing educational technology for use at school and at home
- * Providing additional time and instructional supports to accelerate learning and reduce learning gaps
- * Implementing a Multi-Tiered System of Supports (MTSS) based on student needs to address the impact of lost instructional time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use the remaining funds to:

- * Hire retired teachers as substitute teachers to address the sub shortage due to the increase in staff absences associated with COVID-19. This will provide the students with access to qualified teachers in their classrooms.
- * Provide principals and other school leaders with the resources necessary to address the needs of their school.
- * Support other activities that are necessary to maintain the operation of and continuity of services in the district.

4. 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.

The district will ensure that the interventions it implements 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, by using multiple measures of student progress. The district will use state assessments, benchmark assessments, and progress monitoring measures to evaluate the impact of the evidence-based programs and inform decision making about instruction and intervention.

American Rescue Plan 2021

Cole Academy - 33901

1. 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:

Cole Academy will use funding to procure supplies and contracted staff to provide cleaning and disinfection measures consistent with CDC guidelines.

2. 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:

Cole Academy will address the academic impact of lost instructional time by increasing intervention staff and offering summer learning programs. The in-school interventions implemented are research-based and focused on responding to students' academic and social, emotional, mental health needs by accelerating learning among subgroups demonstrating an achievement gap.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Cole Academy will spend the remaining ARP ESSER funds to address learning loss among at-risk students, by using high quality assessments to measure and respond to students' academic progress. Cole Academy will also use funds for other activities that are necessary to maintain employment of existing staff of the local educational agency.

4. 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.

Benchmark assessments are conducted at each building to determine students' mastery of academic skills and standards. A social-emotional screener is also used to gather data on the well-being of students' mental health. Cole Academy has hired Interventionists who will use the data to apply targeted supports to students below grade level and progress-monitor their growth toward those goals.

American Rescue Plan 2021

Coleman Community Schools - 56030

1. 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:

Coleman Schools has been open, in-person since the beginning of the year with only a couple of closure days and weekly conversations with the County Health Dept. for mitigation and prevention strategies per CDC guidelines. Part of the funds will be used for staffing in order to ensure smaller class sizes and separate classrooms. PPE supplies will be purchased for use throughout the school with increased cleaning. Curriculum materials and technology supplies will be utilized to provide 1:1 resources for our students, reducing the spread of COVID from person to person. Bus purchases allow for less students per bus and outdoor classroom materials and areas provide social distancing opportunities K-12 throughout the school year. Substitutes costs, stipends are utilized to ensure school can stay in sessions with adequate staffing and retention of staff. Additional resources/funding allow for personnel to do testing/contact tracing of staff and students to ensure those who are ill are removed as quickly as possible, allowing for the majority of the population to stay in person.

2. 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:

Funds will address the impact of lost instructional time through evidence-based curriculum & material purchases for the core & elective content areas for use in enrichment, extended day programming (e.g. summer school, credit recovery, Orton-Gillingham lessons, Leader in Me, Restorative Circles & online programs (IXL/Edgenuity/ Kids Read Now/Leader in Me). These materials must be evidence-based for approval through the District Curriculum Committee proposal. Buses will be used for transportation to these extra programs and daily. After school extra-curricular programming/activities will be added to support social-emotional learning. Additional staffing to increase teacher & principal time/support for student learning guidance to teachers, data review, feedback to instruction in classrooms, work with the power standards. An additional Dean of Students/Lead Teacher, School Social Worker and/or School Psychologist position will be added to more quickly address mental health & behavior concerns. Students will be afforded more frequent & varied opportunities to build SEL skills & interact with their peers to increase employability, academic, problem-solving, respect & leadership skills through after school and in-school Leader in Me, PBIS, MTSS / ACE case work. NWEA, ACE case, Fountes & Pinnell & AIMSweb costs paid through ESSER III allow stronger student progress monitoring to recognize gains made or areas of deficit for continued focus by grade, content or individual.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All staff will receive training on sanitation efforts through Safe Schools each year as we have this year. The Health Department is also involved in our professional development prior to the first day of school. Should we be required to go to online instruction for a period of time, food and paper instruction will be delivered to homes. Additional staff would be needed at that point to provide both in -person and online instruction or funding for online 3rd party programs. WIFI/ Hotspot resources would be made available to students to be used with the 1:1 devices already purchased. Those who are in specific subgroups (ED, SWD, ELL and M-V) may be offered time to come into the building, requiring staff to support that time. Parent literacy and math sessions will help them to assist their child more fully with homework and catching up from any COVID loss or quarantine time. A staff member from each building could be funded to provide evening homework support for those students in need. Unforeseen technology needs would be addressed through these funds. Facilities/ furniture repairs and improvements will be made with any remaining funds as necessary to impact social-emotional, math and reading skills.

4. 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.

NWEA, ACE case, Fountes & Pinnell and AIMSWeb costs may be paid for through ESSER III in order to better assess students, progress monitor more fully, recognize gains made by student and class or areas of deficit for continued focus. Staff, student and parent K-12 perception surveys and County-Wide Profiles of Student Life: Attitude & Behaviors grade 6-12 survey data will be reviewed and updated to determine progress. Documentation of interventions will be included with dashboards shared with the staff and board on a quarterly basis. MISchool Data and grade level/individual data reviews will be done multiple times per year for all students, disaggregating specifically for subgroups of SWD, M-V, ELL and ED or others that arise as concerns based on our review. Focus in aligning the curriculum is on Power Standards, ensuring all students master the most important concepts. Social-emotional supports will be added through additional Dean of Students, Lead Teacher, SSW and PSY time. Improving student behavior, building off of the current Leader in Me, PBIS, MTSS framework and making it more consistent, led with fidelity will increase time on academic tasks. Increased Dean of Students/Lead Teacher and other supports will allow for principals to be in classrooms, providing feedback and guidance to staff more frequently and develop timely professional learning sessions, both key research-based indicators leading to academic and social-emotional success for students and staff.

American Rescue Plan 2021

Coloma Community Schools - 11330

1. 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:

Our district will consult our Return to Learn plan for information and guidance in support our prevention and mitigation strategies. Our Return to Learn plan was created in consultation with practical CDC guidance and in consultation with our county health department. Funds will be used to ensure proper sanitation, avoid contact on highly transferable surfaces, and increase changing of filters in the classroom. In addition, we will supply more cleaning materials to all classroom teachers and students to ensure a safe, clean environment.

2. 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:

Our district will be hiring additional instructional aides, tutors, and mentors to ensure that the learning goals of all students are met. We are purchasing devices for students to extend the classroom beyond the traditional day and increasing our technological infrastructure to continue to be able to deliver high-quality education to all students. In addition, we will also be supporting increased summer school opportunities, additional credit recovery opportunities, and engaging software and curriculum for our students to connect to the content. In addition, we will also support after-school programming for students in grades K-12, as well as supporting online learning platforms to assist in content delivery and remediation activities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be utilized to continue to support the ongoing and sustaining goals of the school district. We will be using funds to continue to keep people employed, to support devices for our administrative team, to enhance communication, and to ensure that we are providing a safe, healthy, and happy place for our students and staff.

4. 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 of our interventions are designed and meant for all students, regardless of income, color, or other statuses. Our interventions into learning loss are designed to benefit all students, but specifically, we have interventions like tutoring at the high school and mentoring in grades 4-12 that are designed to be beneficial as tier 2 and tier 3 interventions designed to help those that need it the most. In addition, we also have added behavioral specialists to help with the social and emotional needs of all of our K-8 students.

American Rescue Plan 2021

Colon Community School District - 75040

1. 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:

To improve air quality the district will purchase and install 21 Unit Ventilators, Condensing Units, condensate pumps, and associated line sets required to replace the existing units in the school and add cooling to the classrooms

2. 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:

To address learning loss and close learning gaps, the district will hire two full-time instructional coaches to assist certified teachers and instructional leaders/evaluators in the implementation of instructional practices used throughout the regular school year, after and before-school programming, as well as summer programming to meet the needs of all children including children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

The district will purchase educational technology and curricular resources to address learning loss, increase intervention capabilities, as well as aid in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families, children with disabilities, and ELL students during the traditional school year, during after and before-school programming, as well as during summer programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will create a new position for a Dean of Students to increase the direct support of teachers to realize improved instruction in each classroom, every day for each student including children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

4. 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.

Beyond the above-mentioned interventions of a new dean of students, new instructional coaches, and the purchase of educational technology and curricular resources. all being implemented to support teachers who are closest to students, know them the best, and can most readily and effectively meet their academic, social, emotional, and behavioral needs, we are using District general fund dollars and State of Michigan 31N funds to hire two fully certified Masters of School Social Work to grow and support our student support model of social, emotional, and behavioral health and learning as well as completing the implementation of both the K-8 Second Step program as well as the intervention model of the University of Michigan's TRAILS program in coordination with St Joseph County Intermediate School District.

American Rescue Plan 2021

Columbia School District - 38040

1. 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:

The Columbia School District surveyed the community stakeholders and determined the needs and priorities for the pupils. To address learning loss, the district will hire additional staff members to assist children who have suffered due to the academic impact of lost instructional time because of the COVID-19 pandemic. Columbia will also work towards having a high level of focus on staff recruitment and retention to maintain the lower class sizes and emphasis on the increased focus of the lost instructional time. In addition, Columbia School District has put a level of great importance on mental health support and services.

Columbia stakeholders considered air quality, professional development and educational technology. Improved air quality is essential in keeping our students and staff members' safe and well. Columbia is in need improved air conditioning and heating to satisfy the CDC recommendations. Teachers will receive information and techniques to address the students' educational deficit due to the loss of instructional time because of the COVID-19 pandemic. Essential educational technology will be replaced through the use of the ESSER III funds and will be focused on improving the level of academic progress in our students.

2. 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:

The Columbia School District will hold summer remedial learning and enrichment programs during 2022. Columbia will run the following programs during the summer: STEM technology based integration of science, tech, engineering and mathematics. Princess Camp, a science, art, and language arts program designed for Kindergarten through second grade students. Robotics with a focus on STEM. Elementary culinary program, which focuses on integrating food, math and science. Science will be emphasized in the courses: Science in Nature, Gardening, Geographical Treasure Hunt, Water Science, and Magic of Science. Columbia will also teach: Digital books, art, Makerspace, teambuilding, leadership, foreign language, reading intervention, and theatre. The Columbia School District will offer extended day and after school programs that will emphasize robotics, STEM, and teambuilding.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Columbia stakeholders considered air quality, professional development and educational technology. Improved air quality is essential in keeping our students and staff members' safe and well. Columbia is in need improved air conditioning and heating to satisfy the CDC recommendations. Essential educational technology will be replaced through the use of the ESSER III funds and will be focused on improving the level of academic progress in our students. Columbia School District will use ESSER III funds for educational technology including Chromebooks, iPads, laptops, hotspots (connectivity), improved audio visual systems for educators and their students, and Smartboards.

Columbia School District will use ESSER III funds to provide the district employees with appropriate PPE (personal protective equipment) as recommended by the CDC, the Michigan Department of Health and Human Services and the Jackson County Health Department.

4. 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.

The Columbia School District will monitor the academic improvements through the use of student learning objectives in each grade, the improvement in the iReady scores, the increase in the STAR (Standardized for the Assessment of Reading) reading level, and growth in the Fountas and Pinnell levels. The Columbia School District counseling department, in cooperation with the teaching and administration staff members, will monitor the social emotional and mental health needs of the children through antidotal evidence, program evaluation, and surveys. There will be a focus on those students who have been disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, and children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Commonwealth Community Development Academy - 82919

1. 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:

Funding will be used to maintain supplies to properly clean, sanitize and disinfect on a daily basis. The cleaning staff will participate in professional development to learn the process that will also protect themselves from transmission of germs. PPE supplies will be provided for staff and students to help reduce the spread of germs: including face masks, hand sanitizer, thermometers, cleaning supplies, disposable towels, sanitizer, and disinfectant. Daily cleaning areas and surfaces beyond normal areas such as bathrooms, classroom floors and the cafeteria, will now include each student desk, door knobs, light switches, bus seats, bleacher seats and hallway walls.

2. 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:

To address learning loss, students will be offered additional academic services: tutoring during school day or after school, and summer enrichment for a period of 6 weeks. Students will be cooperatively grouped to receive instruction based on individual skill mastery and benchmark assessments such as Scholastic Reading Inventory, NWEA, M-STEP data and classroom assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Materials sent home to support remote classroom learning and projects will require replacement including textbooks, technology devices, basic supplies such as paper, scissors, tape, pencils, folders. Some classroom furniture will require replacement either to continue promoting social distance or to improve the reduction of germ transmission. Additionally, it will be necessary to provide social barrier/partitions in some areas.

4. 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.

Mental Health activities and exercises are embedded in the daily lessons and activities to promote and also require physical activities and brain boosters and social wellness. During communication with students, teachers will engage in specific questions to detect completion of such activities and whether or not students are maintaining healthy well-being. Referrals will be made to the school Social Worker and/or the Intervention Nurse Specialist available through our DMC Community Outreach resources. Contact information will be made available in all of the communication resources as mentioned afore. When possible, group chats will be held to promote social wellness among peers. Additionally we will continue to reinforce social and emotional needs through our continued SFA curriculum, Getting Along Together weekly goals and weekly activities as outlined in our Building Healthy Community Curriculum.

During meal distribution and telephone calls to schedule pickups and drop offs, staff members will assess parent well-being also. Referrals will be made accordingly to agencies that best match the needs of each family.

Sessions are being scheduled through Zoom to work with students and assess their mental & social-emotional health and reinforce strategies to cope with pandemic constraints.

American Rescue Plan 2021

Comstock Park Public Schools - 41080

1. 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:

The district follows the recommended health and safety guidelines set by the local health department to ensure the recommended safety protocols are followed. This is evidenced by social distancing in the classrooms, limited gatherings, cohorting among buildings, masks are required for all K-6 students and highly recommended for 7-12 grade students. All PPE practices are utilized to ensure the safest school environment across the district. We deep clean with a Clorox 360 machine as needed. Additional staff have been hired to help with social and emotional needs, to ensure smaller class sizes, and offer interventions. We have implemented a PBIS program to assist students and staff during this pandemic.

2. 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:

K-5 additional interventionists have been hired at each grade level. We also run afterschool interventions for 1st-5th grade. Both programs focus on ELA.

6-12 additional staff have been hired to address the learning loss via use of advisory, small group instruction and specialized classes to assist students in ELA and Math. Select Groups participate in Learning Strategies classes and our Links programs. A robust K-12 summer school program was offered for 8 weeks (3 sessions) for 5 days per week with one day virtual learning. The program covered the 4 core areas. We are planning on running a similar program for the 2022 summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be utilizing the ESSER funds to maintain current programs - Social and Emotional Support Programs, PBIS, Interventions and Virtual Learning.

We will be purchasing new ELA and Math Curriculum over the next two years to address the learning loss and to meet the individual needs of all students.

We will be purchasing additional chromebooks, headphones, document cameras, security cameras, etc. to keep the 1:1 tech initiative, increase student achievement, to enhance school safety, and address all learning styles.

Staff support programs have also been put in place to assist with emotional support.

4. 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.

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We will continue to run our K-5 Social Emotional elective class, all district implementation of a PBIS program, Additional Social Workers, Counselors, Speech Pathologist, Student Support Services, Additional EL Support, and continued support of Homeless Families via way of our District Homeless Liaison.

American Rescue Plan 2021

Comstock Public Schools - 39030

1. 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:

The district will continue to social distance and implement K-12 masking policy.

2. 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:

certified teachers to safely provide in-person instruction and equitable access for all students during the 2021-2022 school year

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

certified teachers to safely provide in-person instruction and equitable access for all students during the 2021-2022 school year

4. 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.

The District will implement intervention strategies in the classroom to increase social-emotional learning and academics

American Rescue Plan 2021

Concord Academy - Boyne - 15901

1. 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:

We will be using some of the funds to upgrade some of our air conditioning and boiler filtering systems to improve air quality and lessen the chance of kids getting sick from our filtration systems while in school. We have been fortunate to stay in-person all of this year, and our numbers have been low for kids who have to miss school. Upgrading our current systems to help with improved sanitization and air filtering is key for us to keeping kids here.

2. 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:

We will be using this section of the funds to implement a tutoring program for our secondary students within their daily schedules, as well as adding to our elementary summer school program, which more students are needing. All subcategories of students are included in these offerings; they are for anyone who needs academic support. We continue to see many students who have trouble focusing, remembering information, and seem to be negatively impacted by the stress of the pandemic, so offering them these opportunities in a small group setting will be very helpful.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

With the rest of the funds, we are planning on offering bonus incentives for teachers and staff to not only reimburse them for extra hours worked during this school year, but also as an incentive to return to school next year. We already cannot find enough staff for what we need, including substitute teachers, but we have open positions that there are no applicants for. Our biggest asset and resource is our staff, and we need every single one of them to continue to operate successfully.

4. 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.

We will be monitoring student success and wellness as we put these interventions in place, and getting feedback from parents and students through surveys to monitor success. Test scores, attendance rates, and wellness check rates will also be used to ensure that what we're doing is working, and that we're seeing a positive result from them.

American Rescue Plan 2021

Concord Academy - Petoskey - 24901

1. 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:

Prevention and mitigation strategies for ESSER ARP (and earlier ESSER funding) focuses on improving indoor air quality by improving or replacing our hvac equipment, upgrading purification systems, keeping our class sizes appropriate for the physical space while being able to maintain social distancing, keep up to date with local health department orders and CDC guidance in order to keep our students and staff members safe and by educating parents on student safety while maintaining in person instruction. We have also maintained our increase in sanitation and disinfection as well as universal masking up to this point.

2. 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:

We have worked diligently to find both the tools and the personnel, which were shown to be two of the three areas of greatest need in our stakeholder survey, to provide evidence based instruction and intervention for small group and individuals. Our need for updated, research based curriculum was made more evident by the COVID closure and learning loss needed to be addressed in several ways. We have purchased a Learning Management System that allows for students to continue learning whether they are in person or quarantined at home. Our curriculum choices were heavily influenced by research based programs that allow for continuous monitoring and embedded interventions. Our summer programming is not funded by ESSER III dollars but remains available. Our increase in staff allows for reduced class sizes AND for individualized intervention and remediation during the school day and after school support based on need, and finally, our switch to block scheduling in our secondary core classes has proven to be a more effective use of instructional time and it allows for an advisory period during each school day where students have access to the teachers of classes they need support in.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA plans to spend remaining funds on maintaining the additional staff so educational services can continue to be provided and the increase in teacher/student ratio maintained for 2 more years. We also plan to increase technology (student Chromebooks plus IT costs) as our enrollment increases or as older student devices need replacing. It is also our goal to offer our highly effective teachers one more retention bonus as the teacher shortage becomes more prominent and the work load combined with COVID fatigue takes it's toll on teachers staying in the profession.

4. 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.

The interventions implemented to respond to this pandemic remove barriers by allowing more access to core academic teachers and individualized support and interventions (both academic and social emotional) from staff during the school day as well as embedded in the curriculum that can be accessed from home. Reduced class sizes (by hiring additional staff member) also allows for more individual or small group academic and social emotional support. Social emotional competencies are now part of the core curriculum and are taught schoolwide, and access to two (both new this year) professional counselors in our building allow for students to seek help and know where to turn for individual struggles and in times of crisis. Our largest demographic of at risk students are low income families and the addition of counselors brought access to multiple sustainable programs for meeting more basic needs (which directly impact mental health) than we have been able to offer pre-pandemic.

American Rescue Plan 2021

Concord Community Schools - 38080

1. 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:

We intended to use at least 40% of the currently allocated ESSER III funds for implementing mitigation strategies based on CDC recommendations for a safe return to school. Our mitigation strategies include hiring an additional custodian for nightly cleaning and purchasing cleaning products. We will focus on improved air quality by servicing our HVAC units, replacing air filters more often, and purchasing enough fans and high-powered air purifiers to ensure each room in the building has improved air circulation and quality. We also intend to provide more furniture to allow for increased spacing in the classrooms. Further, we are monitoring spacing and student safe behavior at the high school by making improvements to our camera system. Lastly, we will continue to replace our traditional drinking fountains with water bottle filling stations.

2. 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:

We plan to offer summer learning opportunities for our K-8 students and credit recovery options for our 9-12 students using 23b grant funds. After reviewing our assessment data from 20-21 and the beginning of 21-22, we determined that reading was the subject area most impacted by the loss of instructional time. Therefore, we have hired two reading acceleration aides. One reading acceleration aide services elementary school students. The other reading acceleration aide services our middle school students. We plan to support our high school students by providing access to a reading acceleration software program. The program offers students the opportunity to read relevant and engaging text at their level. After reading the text, the students can monitor comprehension through answer a variety of questions. These investments would account for 15% of our currently allocated ESSER III funds.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Beyond providing interventions, we believe that improving tier one instruction and the overall learning experience for our K-12 students is critical to helping our students make up for lost learning time. Maximizing efficient and effective tier one instruction increases the likelihood that students will show more than a year's worth of academic growth. The overall learning experience including the integrations of social-emotional teaching and support makes school a place where students want to be which also helps make high-quality learning more likely. With the remaining 45% of ESSER III funds, we would place multiple supports into the learning environment. We would move to hire a K-8 assistant principal so students and teachers are provided with more support and structure each day. We also would seek to combine ESSER III funds with 310 grant funds to hire a K-12 nurse and social worker. We would further improve the learning environment by upgrading our K-12 sound systems to support instruction. Lastly, in order to improve the K-12 learning experience, we need to set aside a portion of the remaining funds to improve tier one instruction through professional development and updating the K-12 learning resources - a new K-5 instructional resource for ELA, K-12 instructional resources for science, and K-12 instructional resources for social studies.

4. 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.

Through providing interventions, improving tier one instruction, and improving the overall learning experience for our students, we are addressing the impact of lost instructional time both academically, socially, emotionally, and mentally. By targeting tier 1 instruction and the overall learning experience we are reaching all students. The supports and interventions we will put in place will ensure all of our students are making growth in all areas. Concord Community Schools does not discriminate against any student, on any basis. However, there are potential barriers to overcome for providing students equitable participation in the programs supported with federal grant funds, such as homeless students not having transportation, so the district homeless liaison partners with the transportation director to ensure they have a way to get to school. Translators would be procured through the Jackson County Migrant and English Learner Program to provide the Language Assistance Program to English Learners. The buildings are ADA accessible for students with disabilities. When students are identified for additional support and intervention services, it is based on achievement criteria, and those identified as the furthest away from reaching the state standards are provided service.

American Rescue Plan 2021

Conner Creek Academy East - 50902

1. 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. We will also be using funds to ease and maintain social distancing during face to face instruction. Funds will also be used for additional disinfecting and cleaning.

2. 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 to maintain additional support staff that are implementing intervention programs to assist students with learning loss. These positions include Math and ELA interventionists, career and college readiness, community outreach, behavioral coaches, social and emotional counselor, and instructional paraprofessionals. The funds will also help broaden our summer enrichment programs to address learning loss and credit recovery.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Michigan Collegiate MS/HS students and staff currently do not have access to an outdoor exercise area to use for physical education class and community health and wellness. By building a supplemental outdoor exercise area we can get our students away from the confines of the gym/classrooms, promote physical fitness and lifelong wellness strategies. This will also provide a place for after school programming for all the stakeholders.

4. 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 have access to curriculum materials and technology, when needed. All students will be screened and identified for additional academic or social-emotional support. 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. Funds will be used to continue to support our mental health awareness programs. Funds will also be earmarked to assist students with life after high school by supporting our career and college readiness programs due to COVID closures.

Constantine Public School District - 75050

1. 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:

The district will provide appropriate personal protective equipment and cleaning supplies consistent with the CDC recommendations. Students benefit from in-person learning and the district will also spend funding in a manner that promotes social distancing and use of outside space where practical.

2. 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:

The district will fund costs for classroom instructional resources that promote evidence based instruction to all learners in the area of STEM K-12. Our district is committed to providing future focused instructional and learning environments. These extended learning opportunities will be driven by both student needs and student interest and will include evidence based instructional practices.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds will cover the costs of keeping students in the classroom. The district will include costs associated with building level or district level substitute teachers, to ensure students will have a teacher in their classroom and the district won't have to cancel in-school learning and revert to virtual learning due to high absenteeism due to COVID. Keeping permanent substitutes available district wide. Additionally, our district is building a strong K-12 MTSS process some of which is already in place, funded in part with ESSER II and ESSER III/ARP funds. These processes include universal screening of all students as well as identification of struggling students through the year. We will look at historical data, current data and progress monitoring data for students that are in need of and/or receiving additional support. Other funding sources will help support the social and emotional well being of students through the purchase of resources for both students and teachers. The district will hire it's own social worker out of ESSER III funds to deal with additional mental health issues embellished by learning loss.

4. 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.

Constantine Public Schools was provided input and feedback from university professors, industry professionals, county educational professionals and community members. Results included the need to adjust instruction and learning practices to meet the ever changing needs of the district. Funding with ESSER II and ESSER III/ARP will allow staff to be trained in Standards Based Instruction and Project Based Learning. Funding sources include renovating current learning centers throughout the district.

Coopersville Area Public School District - 70120

1. 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:

Students benefit the most from in-person instruction. In an effort to mitigate Covid transmission and maintain face to face learning, CAPS has designated significant funding from a variety of sources to implement more frequent cleaning, COVID contact tracing, masking during transportation and in school, and other mitigation strategies recommended by our local health department and the CDC. CAPS has also added 2 student support counselors. The support staff will help with effects of the pandemic on student academic and social needs. CAPS has also reduced elementary class size to address the need to space students. CAPS will utilize funds to support student counseling and social work needs.

2. 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:

Learning loss as a result of COVID-19 particularly for our students who are learning English as a second language. CAPS has academic gaps in EL learners and as a result hired two ELL paras, and one teacher, to work to support students with evidence-based activities that support access to Tier 1 instruction, based on student WIDA goals. Intervention paras, under the supervision of certified Intervention teachers, deliver research supported Tier 2 interventions to students based on benchmark assessments (NWEA - a normed assessment that identifies gaps in learning and targeted intervention). Intervention teachers and paraprofessionals closely monitor student progress and increase communication with families to strengthen home/school collaboration around academics. CAPS has added additional paraprofessionals, MTSS Coordinator and additional intervention staff for in-person instruction. Additionally, CAPS will leverage additional federal dollars outside of this application to afford students with after-school programming and summer programming targeted to the needs of students in math and reading. We know that frequent targeted one-on-one tutoring with certified staff is one of the best strategies to address learning loss for our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Coordinating preparedness and response efforts of LEAs 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 COVID-19. CAPS will increase cleaning at the elementary level, disinfecting and cleaning based on CDC guidance.

Also, CAPS will address the low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. We are adding social work and school to home counselors to support the needs of each population. CAPS will add an MTSS coordinator for the District. Also we will hire 2 additional EL elementary paraprofessionals to assist with EL students below a 3 on WIDA, Student supports counselors to address student behavior and restorative practices as well as increase parent communication.. Each of these positions will work with targeted students based on need. These additional staff members will provide targeted support for CAPS students in above subgroups.

Providing services and supports, including through the implementation of evidence based full-service community schools. OCSN counselors to support mental health services to students, as well as Tier 2 behavior interventions based on social/emotional data observed & collected by teachers.

4. 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.

CAPS has an assessment structure that frequently examines the social, emotional and academic progress of students. At the elementary level, teams of teachers, psychologists, social workers, EL teachers, special educators, interventionists and administrators meet regularly to review this data and match interventions to student needs. At the secondary level, similar teams have the opportunity to identify students in need and provide interventions. Additional intervention staff have been hired to ensure supports are in place for those students disproportionately impacted by the pandemic. CAPS is participating in MIMTSS as a targeted district to help ensure fidelity of interventions.

CAPS has adopted a high-quality diagnostic assessments to inform instruction. CAPS shared the results of these benchmark assessments with pertinent staff and parents to help understand a students' progress by sharing information on student opportunities to learn and academic and other progress. CAPS building and district improvement team has examined state and local data to help determine whether different subgroups of students. CAPS staff utilize:

Chronic absenteeism rates;

Discipline rates, including in-school and out-of-school suspension (including multiple suspensions and length of suspensions), and expulsion rates; and

Data from student, staff, and family surveys;

Cornerstone Jefferson-Douglass Academy - 82760

1. 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:

The district will hire hallway/lunch room monitors to assist with ensuring and maintaining a healthy, safe, sanitized environment by monitoring how social distancing recommendations, masking requirements for students, staff and guests, and other measures that would allow in-person instruction to occur without interruptions are followed. We will also hire an Improving Students Outcomes Coordinator, to lead the design and implementation of mitigation and prevention strategies, policies and procedures in order to continuously and safely maintain in-person learning for our students. Funds will be also used to purchase cleaning materials and sanitation equipment in order to maintain a high level of cleanliness throughout the building.

2. 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:

To address the academic impact of lost instructional time due to the pandemic, we will offer additional instructional time to help students in grades K-8 improve to meet the challenging State academic standards. The summer school program that will be offered focuses on lost learning in the areas of Phonemic Awareness, Phonics, Comprehension, and Math for elementary students. Middle school teachers focus instruction on essential standards in ELA and Math identified by the district. Our 3rd grade students will benefit from a Saturday and after school literacy tutoring program. All students interested in accelerating their learning will benefit from a year long after school tutoring program. We will also offer an intensive early literacy program by hiring a Literacy Advocate and purchasing additional library materials to support the literacy program.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

As Jefferson Douglass Academy struggles with hiring staff, plans on maintaining current, consistent staffing that will help the district deliver the in-person instruction so many of our stakeholders opted for, consequently we will hire building substitutes to ensure continuity of instruction, and we will continue to employ an Academic Dean and a Principal for instructional leadership needs. We will also provide oversized class compensation to teachers as i may apply. In order to maintain daily office operations and very importantly, timely communication with our families regarding aspects of daily operations in a pandemic environment, we will hire two secretaries. Maintaining the current staffing will also help the district implement multiple CDC layered prevention strategies needed to protect all stakeholders. We will purchase additional technology needed to ensure continuity of instruction and to also address learning loss for all k-8 students, both in-person and/or remotely as may be necessary, such as Chromebooks(to reach 1:1 ratio thus reducing risk of contamination and increasing preparedness in case of an outbreak) and scientific calculators.

4. 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.

The district will use strategies to address learning loss, and socio-emotional loss in student subgroups as follows:
-Ensure technology is provided on a 1:1 basis to our students to ensure equitable access to education; Hire additional teachers and also to provide additional research-based interventions; Hire a Dean of Students to support students, staff in their daily activities, to encourage improved class engagement and increase the efficiency of our ISSN(Intensive Student Support Network) and to improve climate and culture and communication with families; Provide summer interventions and remediation to the students who have been disproportionately impacted by learning loss, including special education students; Provide research-based interventions for all qualified students during the school day such as purchasing a new science curriculum; Provide staff training on classroom success strategies; provide the opportunity for early students assessment for a timely determination of needed additional supports and interventions; Utilize the Monthly data analysis meetings model to provide data to monitor the academic impact on student subgroup performance and to provide data to drive and individualized instruction to address learning loss and promote academic achievement by training staff on macro-curriculum development.

American Rescue Plan 2021

Corunna Public Schools - 78100

1. 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:

CDC guidance makes clear that K-12 schools should prioritize in-person learning, and that schools can safely operate in-person by implementing layered prevention strategies (using multiple strategies together consistently) in alignment with CDC recommendations. Studies show that schools that consistently implemented layered prevention strategies showed lower or similar levels of transmission than the communities in which they are located. This includes helping everyone eligible to get vaccinated, universal and correct indoor masking regardless of vaccination status, using contact tracing in combination with isolation and quarantine, improving ventilation, and maintaining physical distance to the maximum extent possible.

The CDC states air quality is one component of maintaining healthy environments, and is an important COVID-19 prevention strategy for schools and childcare programs. Good ventilation is another step that can reduce the number of virus particles in the air. Along with other preventive actions, ventilation can reduce the likelihood of spreading disease. The CDC states "consider taking steps to improve ventilation in the building, in consultation with an HVAC professional, based on local environmental conditions."

In Corunna we plan on using a large portion of our ESSER III funds to replace and upgrade HVAC systems at Elsa Meyer Elementary and Louise Peacock Children's Services. This will help to provide better air quality for our students.

2. 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:

We plan on using 20% of our funds to address the academic impact of lost instructional time for any student that may have been impacted by Covid. We plan on providing extended instructional learning time by providing additional summer opportunities.

An 8-week summer program will run from the end of the academic school year until just before school starts. We will offer AM and PM sessions to K-12 students, so we are able to get as many students to participate as possible. We plan on pre-testing students in both Math and ELA using Edmentum or some other similar program. By using adaptive technology, we can then individualize the instructional plan for students and maximize the learning for our students. We plan on having teachers assist in the program to provide direct instruction to individuals or small groups when needed.

The Department of Education in "Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time" stated "One way to operationalize the principles of personalization and support is through tailored acceleration that combines "high-quality, teacher-led instruction with other instructional approaches so that all students do not need to learn the same thing at the same time...[such that] students can then access the most essential building-block skills from prior grades with the key on-grade skills to create individualized learning pathways that get them back to grade-level and beyond as fast as possible."

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to upgrading HVAC systems and Summer learning opportunities, we are also seeking to expand our technology infrastructure with remaining funds by increasing connectivity capability for staff and students and additionally upgrading our hardware and software.

The CDC addresses "Strategies for Effective Learning When Students Are Temporarily Unable to Attend In-Person" It specifically addresses technology access for students stating district should be prepared in advance to ensure technology access so that instruction can begin immediately if a student is temporarily unable to attend school in-person due to COVID-19 cases, including ensuring access to individual devices for each student in the household, assistive technology (as needed), high-speed internet access, and technical support (including technical support for educators and staff). The ARP Act's ESSER funds may support all of these efforts.

4. 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.

During our summer school we will employ a social-emotional specialist to be available for Mental Health supports, work with students on stress and anxiety relief skills, and provide social-emotional learning. In K-8 we will also plan on working on healthy lifestyles through physical activity and outdoor learning and 9-12 we will provide students with EDP planning time so they can further build their college/career readiness goals. We will be partnering with parents to share updates, things they can work on at home, as well as progress in the program.

The CDC addresses "Strategies for Effective Learning When Students Are Temporarily Unable to Attend In-Person" and specifically Supporting Social, Emotional, and Mental Health. By implementing strategies that explicitly address students' social, emotional, and mental health needs. Teaching critical social, emotional, and academic skills and promoting safe and supportive learning environments through intentionally inclusive practices, among other evidence-based strategies. While a schoolwide approach benefits all students, school-based mental health specialists might need to provide additional support to students with the most urgent needs that have been caused or exacerbated by the pandemic. This could include addressing the disproportionate impact of social isolation on communities including ELL, students of color, foster care, and students experiencing homelessness.

Countryside Academy - 11901

1. 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:

ARP ESSER 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, and in coordination of our local health department, in order to continuously and safely open and operate schools for in person learning.

Countryside Academy recognizes that safe reopening schools and sustaining safe operations to maximize in person instruction is essential for student learning and student well-being. The District will maintain the health and safety of students, educators and other district staff. To support the safe return to in-person instruction and sustain safe operation.

Countryside Academy will continue to follow CDC protocol and local health department guidelines,(subject to change) which includes the following prevention and mitigation strategies:

1. Screening and Isolation
2. Personal Protective Equipment
3. Disinfecting and sanitizing learning and work environments
4. Ventilation improvements in all district buildings and campuses

2. 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:

The District will address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, implementing comprehensive & differentiated programming, offering .

The district will use the ESSER funds to identify, re engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

a. Students who have missed the majority of in-person instruction during the 2019-2020 and 2020-2021 school years;

b. Students who did not consistently participate in remote instruction when offered during school building closures; and

c. Students most at-risk of dropping out of school

Countryside Academy will use 20% of its ESSER III funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. These interventions include but are not limited to the following:

1. Evidence-based Intervention, 2. Instructional resources and curriculum materials 3. Professional Learning 4. Stipends-staff retention and recruitment incentive stipends 5. Technology 6. Truancy Prevention Measures

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Section 2001(e) of the ARP Act permits school districts to use the ARP Act ESSER III funding not reserved for learning loss to address the impacts of COVID-19 in a variety of ways. Countryside Academy will use the remaining funds on continuing to employ existing staff, hiring new staff, paying recruitment & retention stipends(bonus),

In addition, Teachers & parapro's will also have the opportunity to teach and earn a daily rate during summer learning.

4. 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.

Countryside Academy staff, teachers, interventionists, curriculum coordinator & administration will work together to support and monitor implementation of evidence-based interventions. Interventionists and Instructional Coaches & Administrators will be responsible for data collection and analysis of the interventions. They will help in identifying the most effective interventions employed.

Data collection and analysis will include academic indicators, social-emotional indicators, and instructional time indicators including excessive absenteeism. In addition, the grade levels teams and the administrators will work closely with the school counselors/at-risk interventionists and the community liaisons to reduce and/or remove barriers to learning. This will ensure that families have the

needed resources to support the needs of students disproportionately impacted by COVID-19.

American Rescue Plan 2021

Covenant House Academy Detroit - 82991

1. 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:

Covenant House Academy Detroit schools have instituted a universal masking mandate. Facial coverings will be provided to students, staff and visitors to the building. Parents and families are encouraged to examine the health of their students daily before sending them to school. Hand sanitizer will be provided throughout the schools including classrooms and common areas. MEALS Daily sanitizing of the buildings, and following the report of a positive person in a school, personnel will carry out disinfecting protocols. Air filters will be replaced on a regular basis.

Expenditures;

Improve ventilation in buildings Air filters, humidifiers

Provide personal protective equipment (PPE) for staff, students and visitors; - masks, hand sanitizer

This funding will be used in conjunction with other funding sources to fully implement additional recommended prevention and mitigation strategies, including enhanced cleaning and disinfection, hand sanitation, contact tracing, and social distancing.

2. 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:

Intervention A: During School Interventions

Covenant House Academy Detroit will employ additional teachers in Math and English to work with students to identify learning gaps, provide face-to-face instruction, and support academic interventions for an increased number of students in need. Additional time for instruction is important and after school tutoring will support that need. Teachers will also provide assistance to families and students who have opted to be virtual.

In order to aid teachers in identifying students' gaps in learning, CHA will purchase Edmentum Exact Path to be used in conjunction with NWEA tests to determine gaps and provide an individualized learning path to address those gaps.

After school tutoring will be provided to add additional learning time for those students who are most in need, virtual and or desire the extra help.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Category 1 - Personnel

ARP ESSER Funds will be used to employ certified teachers for each of our 3 buildings in the District to assist the closing the achievement gap of students within the District.

Category 2 - Air Quality - Replacement Filters

Expenditures;

Improve ventilation in buildings Air filters, humidifiers

Provide personal protective equipment (PPE) for staff, students and visitors; - masks, hand sanitizer

This funding will be used in conjunction with other funding sources to fully implement additional recommended prevention and mitigation strategies, including enhanced cleaning and disinfection, hand sanitation, contact tracing, and social distancing.

Category 3 - Personal Protection Equipment for staff, students, and visitors

4. 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.

In order to meet the growing social, emotional and mental health needs of all our students we will employ a Social Worker for each of our 3 buildings in the District. They will be trained in Trauma Informed and Resilient Schools, conduct health surveys, work with students individual needs, and respond to student referrals from other staff. They will provide information to families regarding the social-emotional needs of students.

Covenant House Academy Grand Rapids - 41900

1. 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:

Our COVID prevention and mitigation plan for 21-22 school year can be found in the documents posted on our website: KCHD COVID19 Prevention Strategy for Schools Form_CHAGR and CHAGR COVID-19 Preparedness & Response Plan 21-22. These documents cover our adherence to the most current Kent County Health Department Orders and guidance. Our prevention and mitigation plan focuses on the following areas: Institution of a universal masking mandate for all students and staff in the building; Daily student and staff screener questions and temperature checks; Promotion of healthy hygiene habits; Cleaning, sanitizing, and ventilation according to CDC guidelines; Promotion of Social Distancing; Contact tracing and notification to KCHD of positive cases; and the Promotion of COVID Vaccinations at the school.

2. 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:

As the ED COVID-19 HANDBOOK states, "access to a well-rounded education, well-prepared, effective, and diverse educators and staff, and integrated support services, can begin to mitigate the impact of COVID-19 on schools and students and can close long-standing gaps in educational opportunity." While many schools have already seen the impact of COVID-19 on teacher shortages, the ESSER funds have allowed us through the 21-22 school year to keep our staffing at a level that would not be possible under traditional pupil funding calculations due to the impact of COVID-19 on our number of enrolled students. One of these positions, our MTSS Behavior Interventionist, has allowed us to zero in on the needs of students who need the most help behaviorally while assisting other staff who are helping the students academically. In addition to the staffing, we have also purchased an intervention program called Exact Path. Exact Path provides individual diagnostic assessment and direct instruction to help close learning gaps and demonstrate growth when used alongside our existing curriculum. We have also implemented a Saturday School and will have a Summer Program to help students make up lost instructional time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our remaining ESSER funds will be spent in three areas: addressing learning loss; our continued COVID mitigation efforts, and staffing. The addressing learning loss costs will be centered on our purchase of the Exact Path program and the salary of our MTSS Behavior Interventionist. Our COVID mitigation cost will center on our continued purchase of PPE (masks, hand sanitizer, and cleaning supplies) and to replace filters in the air purifiers and humidifiers we put in every room in the school to improve indoor air quality. The final area we will plan on using our ESSER funds to keep our staffing at a level that would not be possible under traditional pupil funding calculations due to the impact of COVID-19 on our number of enrolled students. This will allow us to both have the staffing level to mitigate classroom size to allow social distancing for students attending school in-person as well as staff to support those working remotely.

4. 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.

Most of our students and their families were front-line workers and suffered a tremendous financial, physical, and emotional impact during COVID. To address the social, emotional, and mental health needs of our students and staff we began a daily mindfulness program in every room. We also provided trauma training to staff and continue to keep mental wellness at the front of our MTSS implementation. To help address the impact of lost instructional time we purchased a program called Exact Path to support our curriculum. Exact Path provides diagnostic assessment and direct instruction to help close learning gaps and demonstrate positive growth when used alongside our existing curriculum. We also have implemented a Saturday School and will have a Summer Program to help students make up lost instructional time. As a Title I Schoolwide school, all of our Federal and State programs/services are evaluated annually for effectiveness and impact on student achievement which includes looking at the subgroups identified.

American Rescue Plan 2021

Covert Public Schools - 80040

1. 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:

At Covert Public Schools, our goal is to maintain in-person instruction for ALL students. ESSER funds have helped our district purchase cleaning supplies. Our custodial staff walks around the building throughout the day to disinfect different areas and clean the bathrooms. The ability to have disposable masks is greatly needed in an at-risk building. Many of our students do not bring masks back and forth that has been cleaned. We make sure disposable masks are available to students as they get on the bus, walk in the front door or classroom. We also make sure visitors have access to our disposable masks. In elementary classrooms where it is difficult to keep students 3 feet apart, we make sure students have a plastic barrier on their desk. Our Continuity of Learning Plan addresses the requirements from the county health department, we will revisit the plan as needed.

2. 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:

The Title I Department at CPS has worked diligently to create 1:1 interventions with students. 1:1 interventions have been proven to show that students receive instruction exactly where they are academically. CPS also collaborates with Thread of Hope for our after-school and summer school programs. In these programs, students have the opportunity to work on schoolwork or gain credit recovery. Students are also afforded opportunities in this program they wouldn't otherwise have access to throughout the schoolday such as; swimming, drama, and dance. We are also ensuring that all students and teachers have technology devices they can use at home.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER funds will be utilized on addressing the needs of all students receiving instruction face to face. Our data from last year shows that the majority of Covert students benefit from in-person instruction. We are also utilizing funds to contract services from the Van Buren ISD to provide mental health services for students in grades K-12. We have also been afforded literacy coaches as well as a math instructional coach. We will continue to provide students with masks each day for those who do not have one. We also will continue with our cleaning protocols throughout the school day to keep all areas disinfected. Our summer school and afterschool program identifies barriers for our special population groups and continue to receive training and make sure all services are provided.

4. 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.

Covert Public Schools plans to use funds for afterschool programming and summer school in order to help students individually or in small groups to work on skills that have been identified and require more instruction and/or practice. High school students have the opportunity to earn credit recovery during summer school. A mental health clinician will be in the district 3 days a week to work with students K-12. Chromebooks are available to all students in grades K-12. A school resource officer is in the building 4 days a week to help students keep their attendance on track. The resource officer from Covert Police Department also builds relationships with students to help create a positive learning environment.

Crawford AuSable Schools - 20015

1. 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:

We will continue to do HVAC improvements across all our schools. As the CDC notes, improving ventilation is an important prevention strategy, as it can minimize the number of virus particles in the air. In order to minimize airborne transfer, we are planning to invest significant funds to update our HVAC systems in school buildings. Based on stakeholder input HVAC repairs and improvements to improve indoor air quality ranked high among respondents, as did increasing fresh air indoors as well as access for students and staff (outdoor spaces). We continue to emphasize and look for ways to physically distance and cohort our students. To accomplish this we have integrated and utilize various technologies including 1-to-1 devices and specific software programs, including video conferencing tools and classroom management tools that allow students to group, collaborate, and otherwise work in smaller clusters, avoiding the risk of transmission among many students. We recognize that CDC guidance continues to emphasize other common sense/traditional approaches to mitigation including frequent hand-washing and access to hand sanitizers, along with enhanced cleaning protocols. To this end, we are looking at options for expanded access to new or remodeled restroom facilities/sinks and other in-classroom sink areas to provide additional hand washing stations for students across all of our buildings. Add snub-nosed buses to increase seating capacity to better distance students on the bus.

2. 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:

Our district will invest in summer learning experiences, as well as Extended Learning year, intercession programming, and after school programs and offerings, along with qualified staff to support these efforts. We will also invest in curriculum materials necessary to support tiered instructions and interventions. We will also invest in expanded educator training and certification efforts, including offsetting the cost for adding endorsements to existing certification areas for our educators and assisting others with alternative certification pathways. In addition, training will be provided for classroom teachers in various evidence-based and research-based instructional programs including but not limited to literacy essentials, Reading Apprenticeship, CPM math, College Board Advanced Placement, and others. We will also invest in adding staff in critical areas to better layer in evidence-based interventions and other supports for students, as well as to allow for small group settings for intensive and accelerated learning opportunities. Additional staff/retaining staff and staff training will also be targeted to support students' social, and emotional needs.

We will invest in instructional and 1-to-1 technologies and devices to increase remote access for anytime, any place, any pace learning and intervention with targeted efforts as needed for special populations.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

As outlined in the earlier sections, our plan focuses heavily on the CDC guidance for K-12 schools to maintain in-person learning (safer/healthier spaces) and the areas related to learning loss and supporting students' social and emotional needs. Also as noted, we will continue to invest heavily in necessary technologies to allow for any time, any place, any pace instruction or intervention or social and emotional supports.

4. 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.

As a district we have generally been lucky, as we have been able to be face-to-face or 99% of our instructional days over the last 18 months. Additionally, during the initial shutdown in the spring of 2020, rather than wait for guidance, our district immediately engaged with students remotely, leaning on the 1-to-1 device technologies we already had. We also worked within the epidemic orders to have special populations, including our special education students and others from low-income families, attend regularly scheduled in-person learning sessions during that time. Again, since that time we have largely been face-to-face with all our students. Nonetheless, as we move forward we will continue to strategically work with our student populations, particularly those we know have been most vulnerable during the COVID-19 pandemic. As before, we will continue to work with our special education population, our economically disadvantaged families, and other populations noted within the ARP Act to be sure that they have equal access as well as increased access to necessary technologies, in school interventions, after school programs, as well as Extended Learning Year opportunities, intercession programming, accelerated learning opportunities, including those necessary for credit recovery to ensure students stay on track to graduate, as well as other targeted supports to aid with social and emotional needs.

American Rescue Plan 2021

Creative Montessori Academy - 82969

1. 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:

Facilities will be updated to help prevention & mitigation of sickness that students and staff need to avoid COVID. This includes hands free toilets and sinks in all bathrooms, updated windows in the cafeteria and stairwells. Our fire alarm system will also be updated to current code which included LED sensors and monitoring systems to eliminate high contact areas. These facility updates are in-line with COVID guidelines and will help mitigate sickness related to COVID and other diseases.

2. 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:

Our plan to address academic learning loss includes using two computer academic programs: Freckle and Study Island. We are also purchasing Montessori materials for students who are in their own grade level but need academic support for work above and below their grade levels. Smartboards will also be utilized within each classroom to help support closing the learning loss gap for students. Chromebooks purchased will bridge the gap between home and school work and allow students to interact with their virtual classroom and programs such as Freckle and Study Island.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ESSER III funds will also allow us to build and utilize outside classrooms which can allow for students and staff to spread out for learning. We also will add another playground set so that each classroom will have their own separate playground set for their own use during recess time.

4. 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.

These funds will help us to bring in two Montessori Instructional Coaches. This will allow for teachers to have training and coaching sessions through the school year to grow their work in differentiating student work to assist those who need more help like English language learners, students who are homeless, students with disabilities, etc. Coaches will help to meet the need of teachers who are helping to meet the need of students with needs in their classrooms. These funds will also support two Reading Interventionist and two math interventionists to meet students who are specifically in the lower percentiles of academic achievement. They will meet with individual students giving them support in the areas of needs hopefully closing the gap in their learning due to the pandemic. Summer School is also included in these funds to slow or stop learning loss of the summer break. Students most in need will be invited to summer school for small group/individual tutoring and learning time.

Creative Technologies Academy - 41918

1. 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:

CTA recognizes that in-person learning is beneficial to students and therefore it is a priority to implement prevention and mitigation strategies to provide in-person learning safely. CTA, will use funds to support keeping staff and students six feet apart in classrooms, lunchroom, cafeteria, bathrooms, etc. Providing additional classroom spaces will keep class sizes to the level afforded by necessary spacing requirements. Frequently touched surfaces, including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

- *Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-

- approved disinfectant or diluted bleach solution.

- *After every class period, student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution.

- *CTA will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away

- from children and adequate ventilation when staff use products.

- *HVAC systems will be evaluated at each building to ensure that they are running efficiently and air filters will be checked and will

- be changed regularly.

2. 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:

K-8th grade instruction will provide four 30-60 minute blocks Mon-Thurs for our grade level teachers, along with our academic spec., instr. coach and instr. aides to provide small group targeted instruction to support students who have been affected with the loss of learning time. In addition, our student data will be tracked weekly and weekly PLC meetings with our instructional coach, academic specialists, special education and general education teachers will be held. PLC teams will meet to evaluate initial student data, identify power standards and/or clusters of standards, collaborate vertically with teachers in the grade levels above and below, and prioritize teaching to meet the specified needs of all students. These meetings will include dialogue around student data and plan our instructional strategies that will best support all students during this designated instructional time.

CTA will administer the NWEA within the first six (6) weeks of school, in January and again in April. This is an MDE approved nationally normed assessment that will allow us to set individual academic goals for our K-8 students in math and reading as well as drive instruction for both in-person and virtual learning.

CTA will utilize a variety of screener and diagnostics to assess all students and determine beginning of the year proficiencies and understandings. Tools will include but not be limited to: NWEA, Exact Path Placement Assessments, Fountas and Pinnell and Local Assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

CTA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act by adding additional instructional space to the campus to allow for additional educational opportunities up to and including the addition of academic specialists. Under 2 CFR § 200.33, "equipment" means "tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000." Generally, a modular unit meets this definition.

In an effort to lessen the effects of COVID-19's impact on students' learning and credit recovery, CTA will provide a Summer School Program for all students K-12th grade. Additional Academic specialists for the term of this grant will assess and address learning loss among students including those with disabilities, low income, English learners, racial and ethnic minorities, those experiencing homelessness and children in foster care.

4. 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.

CTA believes that achieving the intended outcomes of the educational experience is within the grasp of every student given time and opportunity. CTA will create conditions for learning that enable all students to reach a high level of success. CTA provides all students equitable access to instruction through the utilization of in person instr., tech. resources, special ed. services and accommodations, as well as interventions available to all students.

Technology: CTA will provide electronic devices to all students, CTA will deploy hotspots to support internet access for students in need, CTA will ensure that school and community access points and wired network devices are functional.

Special Ed.: CTA will revise students' IEPs, IFSPs, and 504 plans in coordination with gen. and special ed. teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. The Spec. Ed. teachers will collaborate with Gen. Ed. teachers in PLC meetings and work with admin. to schedule and administer all necessary assessments, provide accessibility to students and provide assistive tech. where necessary.

Interventions: CTA will continue to support all learners at their current levels and intervene using research based best practices when necessary. CTA staff will support this in the classroom as well as for virtual students, utilizing differentiated lessons through our online platforms and Zoom connections.

Crescent Academy - 63921

1. 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:

Crescent Academy will use the ESSER III funds to implement prevention and mitigation strategies that are, to the great 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 by:

- Improving ventilation in buildings and on school buses.
- Providing personal protective equipment (PPE) for staff, students and visitors.
- Purchasing desk shields to allow for social distancing in the classroom.
- This funding will also be used to fully provide and implement additional recommended prevention and mitigation strategies, including enhanced cleaning and disinfection, hand sanitation, contact tracing and water stations.

2. 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:

Crescent Academy 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 afterschool programs, or extended school year: 0 of 1500.

Crescent Academy is committed to supporting our students with Social Emotional Learning and providing mental health support. The impacts of the global COVID-19 pandemic are expected to have a lasting effect on Crescent students and staff. Crescent Academy will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship building and successful transitions to new schools, classrooms, and environments, whether in-person or through remote learning. Crescent Academy staff will have the opportunity to participate in professional learning on social-emotional learning and mental health supports before and during the 2021-2022 school year. A quick wellness screener and improvements to mental health resources and partnerships within schools and the community will offer additional support for students, families, and staff. Possible ideas for teachers may include but are not limited to: morning meetings or check-ins, intervention blocks, small group instruction and advisory periods used to provide instruction in social emotional learning and relationship building.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend its remaining ARP ESSER funds on:

1. Supporting instruction for all students. Crescent Academy will continue to purchase technology that supports learning.
2. COVID-19 related expenditures
3. Recruitment and retention of staff
4. Accelerating learning through instructional approaches
5. Suitable and equitable access and effective use of technology
6. Add staffing to reduce class size at each school and promote more individualized teacher attention.
7. Provide expanded academic and enrichment programming for summer 2021 and summer 2022.

Paraprofessionals will be hired to support teaching and learning in the classroom.

Paraprofessionals will work with students on their Math and Reading. Paraprofessionals will push into the classroom and pull students out of the classroom when necessary to help close student's deficit areas in Reading and Math. Paraprofessionals will help support students understanding of the lessons in group settings and one on one. Further the Paraprofessionals will assist the teacher in helping to close academic deficits. Additionally, the Paraprofessionals will provide the necessary tools to help students understand the lesson (s) in an effort to promote a healthy and engaging learning environment.

4. 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.

Crescent Academy 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.

American Rescue Plan 2021

Crestwood School District - 82230

1. 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:

Funding will be used to reduce class sizes, expand hallway space, and the addition of classrooms to adequately mitigate the spread of COVID-19 and other infectious diseases by improving our ability to socially distance. Additionally, with the expansion of classrooms and hallway space, we will be enhancing our HVAC systems and the creation of additional ventilation areas to increase airflow throughout the building in order to circulate fresh air with building static air.

2. 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:

Funds used will support academic impact of lost instructional time through the implementation of extended school day enrichment and summer enrichment. Extended Day Enrichment will run three days a week, T - TH from January 25 - May 26 of 2022 for one hour after each school day. Summer programs will run 4 days a week, M- Th, with two different cohorts of students to maintain social distancing. Dates of the program will be June 13 - Aug 19 not including July 4 - 5 of 2022. Program will run 8:30 AM to 11:30 AM, teachers in the program will have two 30 minute preparation periods at 8 AM and 12 PM. Program will include periodic breaks, snack time, and physical activities during the 3 hours. We will supply snacks. Staffing will be identified on need based on i-Ready data and parent approval, helping to mitigate loss of learning. Highly qualified staff will instruct through face-to-face instruction, students will be assigned a Chromebook to support learning with provided at home activities.

Supplemental programming will focus on numeracy and literacy for all K-12 students using the i-ready diagnostic to help identify students with gaps in learning. We will provide support to English Language learners as well as special education students with highly qualified teachers and instruction for all grade levels.

Funds will cover the cost of materials, subscriptions, pd and teachers stipends to support effective delivery of instruction for all programs provided.

3. 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 support Numeracy PreK-8 through Everyday Math, Ready Common Core materials and professional development. Numeracy for Grades 9 and 10 will use funds for access to Ready Common Core and professional development for staff on best instructional practices. There will be a greater focus on writing for K-12 teachers in response to a significant decline on assessments including but not limited to the M-Step, PSAT, SAT and WIDA. Funds will also be used to support Literacy PreK-8 with the support of Ready Common Core, classroom libraries and professional development for staff in reading and writing instruction. Funds will be used to support 9th grade literacy through Ready Common Core, primary research and resources, and professional development for staff. Additionally, Funds will be used to support science in Grades 6-10 for STEAM learning and professional development for staff. Furthermore, we will focus on Restorative Practices to support the Emotional and Social Learning of our students as they continue to reeducate themselves on appropriate school and communication behavior. This professional development, materials, and stipends will be used for extended day, summer enrichment, and in class learning.

4. 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.

The Crestwood School District will use survey data from parents, students and staff, state assessment data (PSAT, SAT, NWEA, M STEP, Advanced Placement and local assessments) as well as local assessment data (iReady) to identify specific areas that students are showing gaps as well as the collection of data of students referrals, PBIS and Restorative practice interventions to address social and emotional areas that have been impacted by the loss of instructional time. We will use attendance data to identify students, specifically students in a particular subgroup, to implement initiatives to address the root of the problem.

Within every classroom, we will establish a system of intentional, specific instruction directly targeting the knowledge and skills needed to achieve proficiency and growth on the SAT, PSAT, WIDA, iReady and NWEA assessments. We will establish this across the curriculum in every

American Rescue Plan 2021

Cross Creek Charter Academy - 41916

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Crossroads Charter Academy - 54901

1. 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:

Crossroads Charter Academy wants to continue to invest in small class sizes to provide socially distanced learning both in school and at home (when necessary). This allows for students to be in the classroom, but mitigates the spread of the virus by keeping students spaced as much as possible. The school continues its cleaning and sanitizing protocols to keep classrooms and common areas clean.

2. 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:

Crossroads Charter Academy expanded summer school offerings to provide more opportunities for students to work outside of the normal school year and receive academic support. This was done to help mitigate learning loss resulting from time loss due to COVID-19. Funds will be used to once again provide similar summer school programming during the summer of 2022 due to the high demand from parents last summer. Our goal is to close any learning loss gaps as quickly as possible and investing in summer school provides one way to support this effort.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Crossroads Charter Academy will ensure that all ARP ESSER funds are utilized in accordance with what is allowed under the documented guidelines. This includes addressing learning loss by purchasing resources and services for students most in need and through providing targeted interventions. The academy will also consider supporting staff professional development, especially around project-based learning, providing social-emotional support, and differentiating instruction. In order to accomplish these goals the academy also needs to ensure the continuity of key positions and provide a healthy school environment.

4. 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.

Crossroads Charter Academy serves a diverse student population, including students from groups disproportionately affected by COVID-19. Given this, the academy is committed to using available funds to provide the resources, services, and personnel necessary to help students receive the support they need academically, socially, and emotionally. In order to accomplish this, Crossroads Charter Academy will use funds to maintain the staffing levels necessary to provide ample student support. Data will be analyzed throughout the process to ensure the groups listed above grow and achieve at levels comparable to their peers.

American Rescue Plan 2021

Croswell-Lexington Community Schools - 76080

1. 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:

The district will be able to utilize American Rescue Plan funding to maintain current teacher staffing as well as instructional support staffing which is contrary to the district's traditional staff to enrollment approach. Maintaining the same number of staff will provide the best opportunity to maintain in-person learning. Maintaining current staffing requires additional resources to be used towards PPE for that staffing as well as the student body which includes providing masking opportunities while indoors and both hand sanitizers as well as CDC approved disinfectant for our custodial staff. Perhaps most importantly, maintaining current staffing with the district's declining enrollment trend will allow more opportunity to maintain a 3 foot physical distance between students. This method of spending is also consistent with community input received through a district survey in which we received nearly 400 responses.

2. 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:

We will provide summer learning and summer enrichment for our students, with a specific focus on the individual learning needs of students due to lost learning time. We also will provide additional supplemental learning materials and programs (both in print and online programs) in all four core content areas: reading, math, science and social studies) which will support individualized instruction throughout the school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Maintaining the current staffing as mentioned above will help the district implement multiple CDC layered prevention strategies to protect students, teachers, staff, visitors, and other members of their households. In addition to this but more indirectly, resources that were dedicated at the beginning of the pandemic to providing internet hot spot access points, as well as a virtual alternative instruction method will be able to continue to supplement our in person learning. This additional programming provides an opportunity for families that regardless of how many mitigation factors the district takes, still feel that at home learning is best for their child. The district is able to provide district in house teaching to those students using the Bright Space LMS platform as well as a myriad of other online software to create a similar expectation to those students that are in-person. Providing equal opportunities to online students is essential to maintaining as much physical distancing of in-person learning as possible.

4. 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, including students of varying socio-economic status, color, presence of disability, homelessness, in foster care, or migratory status, will be served with appropriate individualized academic interventions, specific to their current learning needs. Additionally, in support of all students, the district has used non-ESSER resources to purchase social-emotional programming to benefit and support all students. The district has used non-ESSER resources to hire 3 social workers and 1 counselor to provide social-emotional and mental health supports in response to the impact of the COVID 19 Pandemic. ESSER funds will ensure that these additional staff and additional instructional/social emotional supports will be built into the operational budget going forward.

American Rescue Plan 2021

Da Vinci Institute - 38901

1. 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:

da Vinci Schools will fund staff necessary to ensure the effective operation of instructional programs, including social and emotional supports, as well as academic services. Funds will be utilized to ensure the safety of the building for cleaning supplies and costs associated with the maintenance of the building which will ensure a safe environment.

In addition the school will upgrade our technical infrastructure to expand capacity and access along with purchasing technology devices for staff and students to expand the capabilities and access of teaching and learning for all. These purchases will provide 1:1 devices and prepare the school for remote readiness and continue to assist prevention of the spread of COVID-19 and therefore will help ensure a continuity of services.

2. 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:

A significant portion of our funds will be spent on the needs of our students. The school will offer after school tutoring as well as a summer learning program which will address learning gaps. Some of the funds will be spent on hiring a long-term rotating substitute for each building to ensure teacher coverage in the absence of the regular teacher.

We will strengthen the academic programs with additional Tier I, II, and III evidence based strategies and programs in both academic and behavioral initiatives. Tier II initiatives will take place during the course of the school day where students will receive small group instruction in reading and math by certified teachers. The school plans to expand areas of our curriculum to support learning opportunities and access for students for technology and through online platforms. Dual enrollment courses for our high school students will be encouraged so students have a safe online learning platform where credit can be given simultaneously for high school and college.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Staffing has been extremely difficult since COVID hit the United States in March of 2020. We have many areas within the school that are not covered by staff members, making it necessary to adjust current staff's job duties and often adding to their already existing job duties. Because of this we will be using a portion of our funds to give retention stipends as determined by the level of years given to our district and to encourage all employees to stay employed at our school. This also helps our school compete with other local public school districts that are able to compensate their employees at a much higher salary than our public charter school. In order to stay competitive, the school has to provide for a much needed monetary award for those that have been loyal to our district and to our students.

The ESSER funds provided to the district due to COVID have increased the job responsibilities of our current employees to fulfill all of the requirements to receive these funds. Salaries will be prorated based on the amount of time given to fulfilling these requirements. This change in job responsibilities will ensure we have followed all federal and state guidelines as well as ensuring the fidelity of Tier II and Tier III instruction and supports are in place for all students in grades K-12.

4. 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.

Our school district ensures all students are provided with a high-quality education. We will assess the needs of the students through diagnostic and observational methods and design interventions to meet their academic, behavioral, and social emotional needs. Our school's MTSS teams will analyze data to determine students most at need and the areas of focus. We will particularly look at those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, homeless students, foster care students, and migratory students. We utilize the Michigan Integrated Continuous Improvement Process (MICIP) as a pathway to improve student outcomes by assessing whole child needs, developing plans and coordinating funding. In addition our Student Support Team identifies students that may have been missed as they often have gathered information from teachers and parents about student needs, especially those in the social emotional area. This year student needs in social emotional areas have doubled, and support and resources in these areas is greatly needed.

American Rescue Plan 2021

Dansville Schools - 33040

1. 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:

The district, in accordance with the input from our stakeholders, will use approximately half of these funds to improve the air quality of our older schools, adding air conditioning and possibly, if funding allows, air filtration systems. This will allow the district to have much greater flexibility to offer school year round, which will allow for more options for our schools to open more safely for in-person instruction. Air conditioning not only allows for us to better control the air in our school, but also breaks down a barrier to students masking, as younger children struggled to keep their masks up more when the rooms were hotter in the early summer and fall months.

2. 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:

The district, in accordance with the input from our stakeholders, will address learning loss by adding high quality curricular materials through the purchase of the Amplify Science curriculum for students in grades K-5. We will also purchase updated equipment and materials for students to use in all engineering, experiential, Project Lead the Way(PLTW) courses in grades 6-12. If funding allows, the district will also purchase a new, robust K-8 literacy curriculum. This has been explored, but had to be paused due to the stress of the pandemic. It will be revisited, including a pilot next school year, followed by full implementation. The district will also hire math interventionist to provide individualized, Tier 3 instruction to students identified by our daily math intervention as needing additional support. Our literacy specialist will also purchase a mobile and adjustable cart to hold the Promethean board, to allow for students of all ages to interact at their level with the reading interventions. Staff will also be trained to offer additional PLTW courses, allowing more students to take these experiential, highly engaging classes. We will also offer free summer experiences in our Dream Flight Adventures spaceship program, paying for the cost of the program with these funds. Our dual enrollment offerings with LCC have provided online and in-person flexibility for our students and will remain part of our work to address learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to enhance the MS Commons AV system, allowing for better training of staff in mental health and SEL areas. This space is also used K-12 as appropriate, for presentations and engagement offerings for students and our families, so the enhancement of this space will improve our ability to provide better mental health resource opportunities for our entire district. The district's mental health screeners (SAEBRS and BASC) will also be paid for using this funding. With any remaining funds, we will provide one-time hazard pay for staff and possibly purchase replacement Chromebooks if needed and funds remain.

4. 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.

One of the benefits of our smaller sized school is that we know our students and families on a personal level. As part of our MTSS framework, we have systems in place whereby our building principals, teachers and mental health staff collect and analyze classroom data, math and literacy screening data and mental health screening data regularly to ensure we are identifying, intervening and then monitoring the progress of our students. We have systems set up to provide additional support for and we closely monitor our most vulnerable students, including those who are economically disadvantaged, students of color, English learners, children with disabilities and those experiencing homelessness or in foster care. We remove barriers such as transportation, fees, etc. to ensure equal access for our most at-risk students to extended school year opportunities

American Rescue Plan 2021

David Ellis Academy - 82947

1. 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:

One of the biggest concerns is antiquated ventilation systems in schools, as experts have concluded that better ventilation and filtration are needed to mitigate the transmission of the COVID-19 virus. The benefits of adequate ventilation, including reduced absenteeism, improved cognitive retention, and improved productivity have been well documented in multiple publications

2. 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:

The LEA will offer tutorials, remediation, and/or accelerated instruction during supplemental afterschool /outside of the normal school day programming. The LEA will hire additional instructional staff, purchase technology, ensure all necessary staff participate in professional development trainings, specifically addressing learning loss. The LEA will ensure that parent and family engagement activities/meetings will include information and assistance on how to effectively support students at home, including addressing learning loss and closing academic gaps

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

As part of the national American Rescue Plan (ARP) the LEA will receive funds through the Elementary & Secondary School Emergency Relief Plan (ESSER III). This funding is to be used to support local recovery efforts in response to COVID-19. A portion of the funds will be used to support disease prevention efforts at both school sites. The district will also be using funds to accelerate and enrich learning for students using evidence-based academic, social, and emotional learning strategies. These funds will be used in conjunction with other federal funding sources to support all these endeavors.

4. 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.

The LEA will offer tutorials, remediation, and/or accelerated instruction during supplemental afterschool /outside of the normal school day programming, addressing the needs of low-income students, students experiencing homelessness, and/or children in foster care. The LEA will hire additional instructional staff, purchase technology, ensure all necessary staff participate in professional development trainings

American Rescue Plan 2021

David Ellis Academy West - 82994

1. 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:

One of the biggest concerns is antiquated ventilation systems in schools, as experts have concluded that better ventilation and filtration are needed to mitigate the transmission of the COVID-19 virus. The benefits of adequate ventilation, including reduced absenteeism, improved cognitive retention, and improved productivity have been well documented in multiple publications

2. 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:

The LEA will offer tutorials, remediation, and/or accelerated instruction during supplemental afterschool /outside of the normal school day programming. The LEA will hire additional instructional staff, purchase technology, ensure all necessary staff participate in professional development trainings, specifically addressing learning loss. The LEA will ensure that parent and family engagement activities/meetings will include information and assistance on how to effectively support students at home, including addressing learning loss and closing academic gaps

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

As part of the national American Rescue Plan (ARP) the LEA will receive funds through the Elementary & Secondary School Emergency Relief Plan (ESSER III). This funding is to be used to support local recovery efforts in response to COVID-19. A portion of the funds will be used to support disease prevention efforts as both school sites. The district will also be using funds to accelerate and enrich learning for students using evidence-based academic, social, and emotional learning strategies. These funds will be used in conjunction with other federal funding sources to support all these endeavors.

4. 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.

The LEA will offer tutorials, remediation, and/or accelerated instruction during supplemental afterschool /outside of the normal school day programming, addressing the needs of low-income students, students experiencing homelessness, and/or children in foster care. The LEA will hire additional instructional staff, purchase technology, ensure all necessary staff participate in professional development trainings

American Rescue Plan 2021

Davison Community Schools - 25140

1. 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:

DCS follows recommendations as much as possible of the local health department to maintain open and safe schools. Cleaning is performed regularly, additional staff has been hired to increase cleaning spaces, mandates are followed, and communication to staff and parents of expectations as related to COVID-19 and the District Extended COVID-19 plan. To assist with this communication, a Community Liaison was hired to communicate with students, families, and local authorities regarding exposure and/or quarantine requirements in an effort to assist with the mitigation of the spread of COVID and increase opportunities to maintain in-person learning.

2. 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:

Learning loss will be addressed by the implementation of a variety of actions including the use of funds to provide during the school year additional learning opportunities through intersessions while the district is on scheduled intersession break (twice per school year) and end-of-the-year summer school for secondary students and summer enrichment for elementary and middle school students. Intervention materials for elementary math and ELA will be purchased and training of staff provided to target and regain lost learning, interventions will assess/monitor learning. Teacher training for the implementation of reading essentials and other interventions related to learning loss will be provided. In addition, there will be the purchase of educational technology to assist teachers to facilitate and focus student learning while using technology, benchmark assessments will be used to assess student learning at the secondary level, and the purchase of curricular materials to support learning focused on essential standards for elementary ELA, and secondary math will be made.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used for the purchase of materials that promote healthy academic and social/emotional learning and growth of all students and the training of staff in providing social/emotional well-being. The purchase of additional educational technology to promote the continuity of learning, as well as the use of funding to retain staff.

4. 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.

Through the district's continuous improvement process, the District will conduct a yearly needs assessment that will review student data as well as monitor the implementation of interventions at each level. The data reviews will disaggregate to subgroup levels to analyze the progress of student academic growth and mental/social, emotional needs. Needs found through this process will be further analyzed and evaluated by the district team.

American Rescue Plan 2021

Dearborn City School District - 82030

1. 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 are being used in a variety of ways to ensure prevention and implement mitigation strategies aligned with the most recent CDC guidance. Some of these initiatives are improving air quality at the elementary schools that don't have air conditioning. In addition, we will be making improvements due to old equipment. These improvement will support improving learning conditions for staff and student during the school year and during extend summer programs necessary to support closing the achievement gaps of our diverse at-risk populations. Several sites for COVID testing have been opened up across the district to test students to help avoid and reduce building spread.

2. 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:

Funds will be used to address the academic impact of lost instruction by implementing various research based best practices that will help close the learning loss. Instructional staff was hired to support the student learning at a tier one level. In addition to additional instructional staff in the classrooms and in support positions, a virtual school has been open to accommodate families who don't yet feel comfortable sending their students back face to face. The virtual school is fully staffed with classroom teachers, English Language Development Specialist to support ELs, Special Education staff to support students with special needs, A full time principal and a full time secretary. Our district has also invested in two additional technology positions to support the increased use of technology in our schools for various reasons (classroom shutdowns, quarantined students, etc). The district has also invested in super summer school program, open to all students k-12 to continue to work to close the widened achievement gap caused by the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district crisis committee had met throughout the pandemic and continues to meet ensuring that all facilities are safe for student learning. The committee reviews, updates and shares information that is necessary to provide a healthy school environment for our school community. The district is using the ESSR III funds to support our students as they transition back to the normalcy of an enriching academic learning experience. The funds have been thoughtfully allocated using the 15 points to ensure that the district is capturing the whole child and working to ensure that the achievement gap is closed and students begin to move forward from what was a very impactful event in all of their lives.

4. 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.

Additional nurses have been hired to support students in many ways. The nurses will be available to support students and families through the challenges they face throughout the pandemic and continue to face as COVID numbers rise in our community. Nurses will be focused on both the physical and emotional health of our students. In addition to nurses, we have brought in trauma specialists and additional social workers to help support students as they transition back to the schools for full face-to-face instruction while overcoming the challenges they and their families may be experiencing. The SEL well being of staff, students and community is critical to creating a healthy learning environment where students can thrive and we may begin to close the achievement gap. Professional development is provided for administrators on how to support staff, parents and students during these times. In addition to professional development for administrators, the district has been training all employees on SEL and educating parents on the how to support the social emotional needs of children while addressing their own. In addition to SEL supports the district will be providing supports for Tier 2 and 3 instruction for our most at-risk students by providing supportive texts, services and staff. Counselors have also been provided to assist with the SEL needs of students as they transition from the middle school to the high school programs as this is especially challenge after a virtual year

Dearborn Heights School District #7 - 82040

1. 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:

According to the CDC, they recommend a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation, to reduce the spread of disease and lower the risk of exposure. The LEA will utilize a major portion of funding to update and/or replace the ventilation system in every school building. This will include a replacement of ventilation units in classrooms to circulate positive airflow more efficiently as well as filter the air to meet or exceed the CDC MERV guidance. The CDC recommends ventilation system upgrades or improvements that increase the delivery of clean air and dilute potential contaminants. The LEA will consult with experienced heating, ventilation, and air conditioning (HVAC) professionals when considering changes to HVAC systems and equipment.

2. 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:

The LEA will address learning loss by funding an intensive evidence based summer school program over the next three summers. The LEA's summer school consists of grades 1-12. Summer school will consist of 4 high school teaching staff for 24 days = \$230 per day = \$5,500 per teacher and 1 coordinator = \$6,500. The LEA summer school will also consist of 4 middle school teachers for 24 days = \$230 per day = \$5,500 per teacher and 1 coordinator = \$6,500. The LEA will also include the elementary schools in this learning loss opportunity. Elementary staff include 8 teaching staff for 24 days = \$230 per day = \$5,500 per teacher 1 coordinator = \$6,500. The summer school program will consist of additional intervention in literacy. At the elementary, teachers will continue with delivery of the Essential literacy skills using the LEA developed coaching model. The LEA elementary summer school will also maintain a continued focus on math intervention skills. The LEA has begun a practice of math skill delivery at the elementary levels using evidence based strategies. The LEA's middle school program will consist of using Edgenuity to enhance and remediate reading and math skills. The LEA's high school program will focus on credit recovery and helping students to get back on track to graduate as well as provide remediation for students who experienced learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will also continue implementation of online learning resources to address student academic loss. These tools will include Reading A to Z and Edgenuity. The LEA will also continue the implementation of a stakeholder communication system which include Seesaw. This program is used to enhance and deliver appropriate information regarding students' academic progress as well as social and emotional wellbeing.

4. 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.

The LEA serves a population where almost 80% of students qualify for free and or reduced lunch programs. During the pandemic the LEA continued to not only serve these students and their families breakfast and lunch, the LEA also was able to serve surrounding communities as well. The LEA will utilize a portion of the ESSER funds to engage with an organization who will deliver social and emotional supports (SEL) for students and staff. The LEA will look to grow these SEL opportunities to families as well. The LEA has also already engaged in hiring additional counselors at the elementary level, social workers for our special education students and adding a social worker at the middle school through the partnership with Beaumont Hospital. Any additional funds from ESSER dollars will be directed at the LEA's social and emotional well-being of our students, staff and families.

American Rescue Plan 2021

Decatur Public Schools - 80050

1. 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:

Decatur Public Schools has been working with the Van Buren County ISD as well as the Cass/Van Buren Health Department to ensure that we are bringing back our students in the safest possible environment. Early in 2020, we investigated our HVAC system to determine any issues with our air flow. Except for our middle school gym (which we used ESSER II funds to fix), our air handling system has been a peak operation since we used earlier bond money to solve that issue. We've educated our staff in keeping the windows open and fans blowing during the warmer weather and we utilize outdoor classrooms as much as possible. Additional outdoor classrooms, using tents and seating, have been a regular fixture at school. All school transportation requires that everyone wear a mask. We have used additional funding to hire more bus drivers and change our start/end times of schools so that there are fewer numbers of students riding the bus at one time. In the past, our buses were at capacity. Now, with the new procedures in place, all our buses only have forty-three percent of possible student capacity. The custodial crew has been increased so that deep cleaning is completed daily. The funds were used to hire additional staff to do this additional cleaning. With the additional teaching staff hired, our class sizes are much smaller, therefore it's easier to assure that students are at least six feet apart from each other.

2. 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:

Decatur Public Schools has implemented and will continue to implement an extensive summer school program existing of over two hundred additional hours of thinking and learning opportunities for our students. This equates to nearly eighteen percent more education beyond the typical school year. We will also provide an additional one hundred forty-four hours of education through our before and after school program. All programs are run by certified teachers and we concentrate our efforts into providing additional math and ELA support. The students in these programs have been identified as being one or more years behind academically. Our teachers meet each month to look at the struggling students and identify specifically what the students need support in (phonemic awareness, letter and word identification, comprehension). During the day, we utilize additional teachers (paid through ESSER funds) and counselors to work individually with students as well as in small groups. Without the support of ESSER funds, the District would have struggled finding the funds to support such academic and social/emotional programs. Our intent is to keep these programs going and pay for these additional teachers and counselors through general and Title dollars. The ESSER funds will be a great jump start to keep these programs alive.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Decatur Public Schools will use its remaining ESSER funds to continue to train our staff to sanitize all classrooms and educational areas as well as purchasing cleaning supplies. Also, in order to keep our low student numbers on buses, we will need to hire an additional bus driver. In addressing the needs of students from low-income families and students with disabilities, and EL learners, we will use the remaining funds to provide time during the day, before and after school, and during the summer to provide additional instruction by hiring more staff.

4. 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.

Students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students are at the greatest risk of falling through the cracks. In addition to the additional academic support offered to these students (small group and one-on-one assistance), we provide all students with a Chromebook and a hot spot. Also, online one-to-one academic tutoring is available to all students. Therefore, whether a student is learning at home or at school, we provide additional academic support as well as social and emotional support by using the funds to hire additional counselors and teachers.

Deckerville Community School District - 76090

1. 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:

ESSER III funds will be used to implement prevention and mitigation strategies consistent with CDC guidance on reopening school in order to continuously and safely open and operate schools for in person learning. Whenever possible, the funds will be used to purchase supplies, equipment, and infrastructure that will address issues of air-quality, virus and bacteria mitigation, and encourage social distancing.

2. 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:

Deckerville Community Schools will use ESSER-III funds to implement evidence-based academic interventions which may include but not be limited to summer enrichment programs, extended day learning opportunities, credit recovery programs, and additional spending on classroom technology. Continuity of instructional deliver remains a high priority. Classroom technology will include the purchase of interactive television sets for each classroom. A Young Fives program will also be established in order to provide early childhood intervention for incoming kindergarten students academically adversely effected by prolonged COVID quarantining.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Deckerville Community Schools will spend its remaining ESSER funds in a manner consistent with promoting the safe operations of our schools and in continuing to support face to face instruction. ESSER III funds will be used for window replacement in order to promote better air quality. We will also use these funds to purchase new classrooms furniture that will promote social distancing, as well as an outdoor learning center which will also promote social distancing.

4. 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.

Deckerville Community Schools will identify students disproportionately impacted by the COVID-19 pandemic and will respond to the academic, social, emotional, and health care needs of all students, including at-risk students from low-income families, students of color, English language learners, children with disabilities, students experiencing homeless, children in foster care, and migratory students, in order to address their needs. Data will be used to determine appropriate interventions in order to apply academic best practices and to address social and emotional needs.

American Rescue Plan 2021

Delton Kellogg Schools - 08010

1. 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:

Based on stakeholder input, Delton Kellogg Schools will use ESSER III funds to implement prevention and mitigation strategies recommended by the CDC of social distancing and evaluating the air purification systems in the buildings. The district received overwhelming support on the suggestion to use ESSER III funds for teacher and paraprofessional salaries. This would allow the district to be better able in providing small class sizes, to attract highly qualified teachers and paraprofessionals, and in maintaining the amount of support staff needed to support small groups of students and in addressing student behaviors.

2. 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:

Again, based on stakeholder input, "Deliver interventions for struggling students and provide small-group instruction" was identified as a major need. This aligns with addressing the impact of lost instructional time. The survey responses supported the use of funds for teacher and paraprofessional salaries that would allow the district to be able to provide interventions for students and small-group instruction. The instruction provided through small group instruction is part of our MTSS program, which is an evidenced-based intervention. A current challenge with providing interventions is being short staffed. If the district hired full-time substitute teachers, this would prevent teachers and paraprofessionals from being pulled to cover other classes.

Survey results also supported the need for additional support that is available for all students, such as after-school or summer school opportunities. These funds could be used to support current initiatives or possibly expand these types of additional supports.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The third highest rated category based on stakeholder input was "Provide social and emotional learning opportunities such as counseling, mental health & wellness resources for students, staff, and families." The district could use ESSER III funds for the salaries of the district counselors, including the counselors from local mental health facilities, to ensure that the appropriate amount of counselors needed to support all students. The district could also use these funds to provide training and resources for staff, families, and students to support social and emotional learning. Survey responses included the need for mental health support for teachers and the hiring of a school nurse.

4. 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.

DKS will ensure that interventions support all students by using the funds based on the input of stakeholders. Stakeholder input included strategies that would support all students, such as supporting smaller class sizes, staffing at all grade levels, Social and Emotional Learning resources, and evaluating the facilities of all students to ensure they have improve air quality.

American Rescue Plan 2021

DeTour Area Schools - 17050

1. 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:

One of the biggest prevention measures that our school will implement is hiring an additional aide in both of our buildings at the elementary level(Drummond Island Elementary) and the high school level(DeTour High School). We have considered doing this so that we can promote social distancing by reducing the number of students in particular classrooms. The cost of said aides for the 2021-22 school year is \$60,000. We are considering hiring another Elementary Teacher to split our larger classes. Based on our current contract, that would likely cost the district upwards of \$80,000 for the 2021-2022 school year. This was one of the major concerns share by our stakeholders from the survey data that we had collected.

2. 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:

In order to help with the learning loss that has occurred due to the pandemic, DeTour Area Schools is going to implement a "targeted" summer school program for the summer of 2022 and summer of 2023. The summer school program will be two fold. We will have summer enrichment and work on closing the gaps in the content for our K-6 students with a certified teacher, based on NWEA MAP/Local Assessment scores..
At the high school level we will be working with the students on the content that they may have missed due to the pandemic. We will be using 4 core content certified teachers to deliver this content to them and allow for credit to be recovered in this manner. The summer school program will start two weeks after school is out for the summer and will run a total of 6-8 weeks. It will allow for students to have only a summer break of two weeks at the beginning and four weeks at the end. This will allow for us to close the gaps for them as well as combat any summer learning loss that usually occurs. The students may be transported to school each day and will be feed a lunch each day. This will be a Tuesday - Thursday program for six to eight weeks

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The stakeholder survey showed us that there is a great concern for the air quality, circulation and safety in our aging building. With the remaining dollars, we would be looking to purchase unit vents for each of our 17 classrooms. An estimated cost for installation for these is roughly \$24,000 per unit. Unfunded units will be covered by general fund to the extent available.

4. 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.

DeTour Area Schools is made up of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care. The numbers are roughly 52% low income and 18% special education. We are always thinking about all of our students whenever we implement any program or intervention so in order to continue with this, the school ensures that our implemented programs will be representative of the students that make up our population and we will ensure that this is checked and monitor through this school year and the next school year as we always do.

DeTour Arts and Technology Academy - 17903

1. 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:

One of the biggest prevention measures that our school has implemented is hiring an additional aide to alleviate the over-sized classes. We have considered doing this so that we can promote social distancing by reducing the number of students in particular classrooms. The cost of said aides for the 2021-22 school year is \$60,000. We are considering hiring another Elementary Teacher to split our larger classes. Based on our current contract, that would likely cost the district upwards of \$80,000 for the 2021-2022 school year. This was one of the major concerns shared by our stakeholders from the survey data that we had collected.

2. 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:

In order to help with the learning loss that has occurred due to the pandemic, DeTour Arts and Technology Academy is going to implement a "targeted" summer school program for the summer of 2022 and summer of 2023. The summer school program will be two-fold. We will have summer enrichment and work on closing the gaps in the content for our K-8 students with a certified teacher, based on NWEA MAP/Local Assessment scores. The summer school program will start two weeks after school is out for the summer and will run a total of 6-8 weeks. It will allow for students to have only a summer break of two weeks at the beginning and four weeks at the end. This will allow for us to close the gaps for them as well as combat any summer learning loss that usually occurs. The students may be transported to school each day and will be fed a lunch each day. This will be a Tuesday - Thursday program for six to eight weeks.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The stakeholder survey showed us that there is a great concern for the air quality, circulation, and safety in our aging building. With the remaining dollars, we would be looking to purchase unit vents for each of our 17 classrooms. An estimated cost for installation for these is roughly \$24,000 per unit.

4. 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.

DeTour Arts and Technology Academy is made up of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care. The numbers are roughly 51% low income and 26% special education. We are always thinking about all of our students whenever we implement any program or intervention so in order to continue with this, the school ensures that our implemented programs will be representative of the students that make up our population and we will ensure that this is checked and monitored through this school year and the next school year as we always do.

American Rescue Plan 2021

Detroit Academy of Arts and Sciences - 82929

1. 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:

The Detroit Academy of Arts and Sciences team has worked really hard to ensure that we are going above and beyond the CDC guidelines. We have leveraged the ESSER 1 and 2 dollars to make adequate changes to our building and to purchase additional sanitation supplies. We also ensured that we increased our technology capabilities in case a scholar wants to remain virtual for the year or the day they will be able to attend their homeroom classes. With our ARP ESSER III funds we are seeking to maintain the things we originally purchased with our previous ESSER funds through our technology support with Macro-Connect and our Technology Assistant. They will be utilized to ensure our families feel supported with the technology and our infrastructure is set up in a way that access is not an issue for anyone in our school community.

2. 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:

Through the use of the ARP ESSER III funds we will address learning loss in a multitude of ways. We will hire additional staff members (Reading Specialist, Interventionist, Teachers Assistants) to ensure that our scholars feel supported and that their personalized learning needs are being met. We also want to make sure that they are excited about being back in school again. Therefore, we have added additional enrichment classes such as Drones, Cyber Security, Japanese, and Virtual Reality to tap into their interest level while being in school. Our Afterschool and Summer programs will meet each child's individual needs by utilizing programs such as IReady, ST Math, and Lexia to address any unfinished learning our scholars have.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds are used to ensure that we are tracking each scholars progress along the learning continuum. We are also developing strategies as our capacity is being built to find innovative ways to meet each of our scholars, families, teachers, and support staff's needs to close learning gaps and increase trauma informed pedagogy.

4. 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.

We are proud to now have a Social Emotional Learning (SEL) position in our district that is designed to help our school community meet the needs of our school family. SEL is a key strategy in our return to learning plan. We seek to understand the needs of our stakeholders and break down barriers that do not support us meeting each of those needs. We have partnered with non profit JUST SPEAK to provide Yoga and Mindfulness lessons to our scholars on a weekly basis. As we know, the practice of Yoga and Mindfulness have proven to decrease stress, increase self awareness, and increase the ability to properly deal with trauma. Our partnership coupled with our new SEL position, better equips us to meet the needs of all of our scholars. Over 90% of our students come from "at risk" environments (free and reduced lunch, single parent homes, 99% black, homeless, etc...). This is why our actions are critical and non negotiable as we seek to bridge the gap caused by the COVID-19 pandemic between privileged and underserved communities.

American Rescue Plan 2021

Detroit Achievement Academy - 82700

1. 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:

Mitigation strategies included in our plan are CDC compliant, including upgrading HVAC systems for increased filtration, airflow and maximum mitigation of viral spread. Funding will be used to increase mask use, increase the sanitizing of spaces and surfaces by professionally trained individuals on a more frequent basis.

2. 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:

Any funds reserved under section 2001(e)(1) will be used on summer enrichment and after school programming grounded in progress monitoring and NWEA assessment data. Students not showing significant growth or on-target achievement data will be included in targeted interventions outside of standard school day (summer program with licensed teacher, afterschool intervention opportunities)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In school supports via paraprofessionals dedicated to small group intervention and instruction. Frequent and consistent data analysis on benchmark and weekly assessment data reported and reviewed by school leaders, intervention teams, teachers and paraprofessionals for targeted instructional planning, leveled interventions and supports.

4. 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.

There will be a specific focus on mental health throughout our fund use. We are continuing to operate easy referral processes for any staff or families in need of behavioral, physical or emotional supports. We consistently observe for needs and react to needs by providing various supports. School psychology and social work will be more readily available, an increase in the seamlessness of digital resources for families and students by way of cohesive programming, and necessary technological tools.

American Rescue Plan 2021

Detroit Community Schools - 82925

1. 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:

DCS has implemented the current CDC Guidelines for the safe reopening of in-person learning. Please note the following mitigation strategies: Universal masking for all students and staff (covering mouth and nose); maintaining 3 ft. distance between each student; limited number of students per class, 20 or less; sanitation stations in each classroom (paper towel, hand sanitizer, disinfection wipes & spray); review of proper hand-washing procedures and classroom disinfecting twice a day. Each classroom has an air filter and cleaning system which circulate the air. Windows are opened to improved air flow in the classroom. The custodial staff sanitizes the lavatories every 90 min. and disinfect the common areas throughout the building, continuously. DCS has provided hand sanitizing stations (96 units) in the common areas of the building. The District using the One Call Communication System to notify all stakeholders of a COVID-19 positive student. The Administrator make a call/text message to identify any outbreak, give specific mitigation strategies for everyone to follow depending on the level of exposure. This communication give the procedures that were followed. In addition, the One Call notify parents of school closures and reopening. Funds will be used to maintain the mitigation strategies that have been implemented.

2. 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:

DCS will provide evidence-based interventions using the MTSS instructional model. Students that are identified from current NWEA Assessment Results, will receive direct instruction from their teacher in their classroom, a Tier II intervention. Additional instructional staff, paraprofessionals, and volunteers will provide more support to Tier III students after school, during intervention periods and extended day (morning). Instructional Coaches will direct the activities of the support staff for Accelerated Learning . The After School Program will be required for Tier II & III students to address their learning loss. The program will occur twice a week for 40 weeks. Individual learning plans will be created for each Tier III student . Summer School will provide instruction in all of the Core Subjects, in addition to, an option for Credit Recovery. All Tier III students will have progress monitoring on a weekly basis to track their progress. Students will also have an opportunity to participate in summer enrichment programs; Project Base Learning Projects in Math, Science, Social Studies, Landscaping and Art. DCS will employ two Academic Coaches for students to monitor their progress closely and provide coaching for their academics. The coach will work closely with the parents of students that need additional academic support.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

DCS will contract for a roof tear-off and replacement for the Main Building facility. Currently, bids are being requested for the work. The District is in consultation with an Architectural firm to study and renovate a portion of the main building to include the transition of the Elementary School into the Main Building.. The cost of the design has not been determined. The remaining funds will be used to upgrade the lavatories, lighting in lavatories and the exterior of the buildings. Additional technology needs for student Chromebook charges and power strips. The gymnasium bleachers are in need of repairs, as well as, the acoustics properties of the sound system.

4. 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.

DCS will respond to the effectiveness of the interventions using Michigan Student Learning Objectives (SLO) data collection to monitor student progress. The data team will use the NWEA Results, CORE Assessments. and common assessment result to ensure students needs are being met. The results will be disaggregated and analyzed once a month. Monthly monitoring will allow the staff to adjust the interventions as needed . Students have been impacted by the pandemic need an environment that is supportive and responsive to their emotional well-being. All staff have receive training for Trauma Sensitive Informed School Strategies . The training occurred over two years which empowers the staff with skills to identify students that are demonstrating adverse reactions to trauma. DCS has provided a half-time Social Worker to work with student experiencing severe Trauma (Loss of parent, family members, etc.) They can respond effective to the behaviors of these students. In addition, Mental Health Services are provided by Clinical Nurses Specialist (CNS) to support students. DCS has contracted to with CNS and they work with students and families. Healthy Zone is a prevention program that focuses on mental health, Nutrition, Drug Abuse and positive behavior which takes place each Thursday for 8 weeks. The participation is rotated by grade level for grades 9-12. Life Skills program is 1 semester for grades 7 & 8. The program focuses on Citizenship, Economics, Friendship and Current Events.

Detroit Edison Public School Academy - 82945

1. 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:

The District's implementation and mitigation strategies to use the ESSER III funds will be centered around continuity of learning, individualized learning, building improvements, safety, student enrichment opportunities, services to address learning loss, PPE supplies and social emotional growth to ensure a safe return to school for student while taking as many steps as possible to prevent the spread of Covid-19. The ESSER funding will also be utilized for Covid-19 testing kits, social distancing, providing, and educating our school community about vaccinations, PPE and other supplies such as masks, sanitizer, and sanitizer stations throughout the school campuses to support the implementation of public health protocols. This will also include the continued education and training of district staff to minimize the spread of infectious disease and maximize preventative care and safety in each school.

2. 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:

The district plans to use the funds reserved under section 2001(e)(1) of the ARP Act by implementing daily classroom interventions to address instructional gaps using Exact Path, Lightening Squad, FAST, technology based labs/centers, small group instruction and student workstations with learning resources. There will also be after school tutoring programs for students performing in the 20th-49th percentile on state/local assessments. The district also plans to offer a after-school and Summer Enrichment Academy inclusive of a camp with partners that focused on transitional grades (2nd - 3rd grade), (5th - 6th grade), and (8th - 9th grade) with the intent of supporting students in performing on grade level before the start of the new school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will purchase research-based and evidence-based digital and written curriculum programs to support intervention and build or support the standard-aligned curriculum. This would also include the implementation of training for school staff to support effective instruction of our curricular programming, such as Success For All, Eureka Mathematics, Step Up to Writing, StemScopes, and MC3 Social Studies.

Literacy and Mathematic intervention will be developed to address learning loss through during and after school tutoring, along with a summer academy and camp developed to focus on specific learning loss in all subject areas with a focus on ELA and Math. Planning and implementation of summer learning and supplemental after school programs include hiring instructional staff, purchasing evidence-based curriculum and digital platforms, as well as transportation to and from school with breakfast and lunch provided. Purchasing voice amplifiers for each teacher will ensure that students can clearly hear all teacher instructions through their PPE masks and technology such as computers, smartboard and iPad to easily connect to the current digital platforms.

Professional development will be provided to support SEL classroom management techniques TNT culturally responsive practices and support trauma informed education and practices. Additional training will focus on intervention to reduce/eliminate the learning loss. Training will leveraging data.

4. 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.

Social Emotional Supports, along with Parent and Student Engagement, will be leveraged to address student mental health and well being. Our Social-Emotional Learning program with other curriculum such as GAT, Class Council, Tribes, Class Craft will be integrated into the daily schedule and activities. The response to intervention strategies will be facilitated by the school leader as well as the hiring of a Student Support Specialist. The district will implement a Solutions Program that assesses and analyzes factors standing in the way of student achievement and then plans and implements appropriate customized intervention strategies. Dividing interventions into smaller chunks ensures the intervention strategies are targeted in a specific, systematic way to achieve maximum results and address the academic, social, emotional, and mental health needs of all students. The five committees are: Attendance, Intervention, Parent and Family Involvement, Community Connections, and Cooperative Culture. Each committee will develop interventions at multiple levels (from school-wide to individual) to address the academic impact of lost instructional time and respond to the additional needs of our students. Additional social work/counseling services will be provided, and the implementation of student mentoring programs such as Pretty Brown Girls will support student mental health needs.

American Rescue Plan 2021

Detroit Enterprise Academy - 82979

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

Creating and implementing a parent and family engagement platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Detroit Innovation Academy - 82739

1. 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:

These funds will be used to implement prevention and mitigate strategies to the greatest extent consistent with CDC guidelines for reopening schools safely, as well as in order to continuously and safely operate in-person instruction. We are closely monitoring the CDC guidelines and suggestions, and continuously updating our practices to reflect best practices, such as ensuring a mask mandate at school and utilizing funds to purchase masks, , purchasing additional cleaning supplies and having adequate staffing in place in order to social distance and separate students among classes as feasible.

2. 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:

We plan to use the funds to address academics through evidence-based interventions, including summer enrichment programs, after-school tutoring and mentoring programs as well as utilizing academic software to assist scholars in closing the achievement gap. Funds will be used to purchase additional intervention programs such as Classworks MY MTSS program to assist with progress monitoring and tracking of interventions and students that fall between the 0-25 % in NWEA. Summer school enrichment programs will also be based on students in the 0-25% and will be offered 3 days a week for 2 hours a day. Summer enrichment will focus on NWEA foundational skills.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will utilize remaining ESSR funds to ensure we are mitigating the spread of Covid-19 within our school and ensuring we have adequate cleaning supplies, as well as to with other activities to maintain the operations/ continuity of services in the LEA. We will purchase additional masks, disinfectant wipes, testing kits if available, as well as kleenex, hand sanitizer and other items that will mitigate the spread of germs and spread of Covid-19. We will also use funds to purchase Second Step Social Emotional Learning Curriculum to assist with students' mental health needs due to covid.

4. 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.

The interventions that we are planning to implement are specifically aimed to address the academic, social, emotional, and mental health needs of students. We will ensure that interventions are implemented by having frequent observations to determine whether or not interventions are being utilized correctly and with fidelity. We will also track data and progress monitor the interventions that are put in place to track student growth. By having program reviews and evaluations that correlate to the interventions that are put in place, we will be able to see whether or not items purchased using ESSR funds are being implemented to respond to the needs of the students in the ways that it is meant to.

American Rescue Plan 2021

Detroit Leadership Academy - 82722

1. 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:

The Academy will use ESSER III funds to support learning acceleration and combat learnings by investing in high quality teachers and staff and curriculum to guide instruction. The LEA will also work to remove barriers from student attendance through staff support positions and transportation. The LEA will also invest in improving air quality via HVAC systems and air purifiers

2. 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:

The LEA plans on using funds to support evidence-based interventions such as high quality classroom teachers and evidence based curriculum. Curriculum includes math aligned to the Great Minds/Eureka Math, Amplify Education (ELA K-2), Expeditionary Learning (ELA - grades 3-8) and physical non-fiction and fiction books copies for student use. Additional interventions include high quality classroom instructors who receive weekly coaching/instruction and debrief cycles

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA is currently planning on spending funds in the same nature (high quality instruction, attendance support, and air quality) over the multiple fiscal years allowed. Curriculum includes math aligned to the Great Minds/Eureka Math, Amplify Education (ELA K-2), Expeditionary Learning (ELA - grades 3-8) and physical non-fiction and fiction books copies for student use. Additional interventions include high quality classroom instructors who receive weekly coaching/instruction and debrief cycles. Targeted student support from attendance team leads as aligned to guidance from Attendance works and in partnership with Pathways to Potential (DHHS). Air quality (to support health and safety) is via HVAC support (Johnson Controls) and purchase of air purifiers for classrooms and common areas

4. 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.

ESSER III funds are used for evidence-based programs, specifically nationally vetted curriculum, and high quality staffing to invest in the disproportionate impact of COVID-19 on the Academy's community (100% low income families). Additionally, attendance mitigation factors (staff and transportation) are designed to promote equity and support students who have more barrier in getting to school, such as children with disabilities, EL students, low income students, and students in foster care

American Rescue Plan 2021

Detroit Merit Charter Academy - 82974

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies, and improved air filters).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Detroit Premier Academy - 82985

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Detroit Public Safety Academy - 82704

1. 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:

Detroit Public Safety Academy has set aside \$10,000 for sanitization and PPE supplies, air purifier filters, and other cleaning supplies above and beyond what would be required in a typical school year. Substantial spending has occurred with other funding sources over the past year to secure additional furniture, facility upgrades for ease of cleaning, medical-grade air filter units, portable hand-washing stations, contracted deep cleaning services etc.

2. 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:

Detroit Public Safety Academy has set aside ESSER III funds to hire additional paraprofessional/teaching staff to support scaffolded Tier 1 grade-level instruction and school-day academic interventions aligned with recently selected High-Quality Instructional Materials at all grade levels. Funding is also allocated to support academic tutoring & whole child enrichment both after school (during the school year) and in the summer months. DPSA has also acquired licenses for such products as Springboard, Insync/Equip math, Edgenuity, Odysseyware, and NewsELA to address unfinished learning and learning loss during the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER III funds will be used to -
Maintain afterschool and summer academic/enrichment programming through the 2023-2024 school year.
Maintain academic intervention and social-emotional learning software to support whole-child growth.
Purchase/maintain high-quality instructional materials in all 4 core-content areas.
Maintain current staffing, ensuring as little disruption as possible to programming for students.

4. 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.

DPSA will use funds for SEL curriculum such as Thrively that address a variety of issues facing students due to the Covid-19 pandemic. DPSA will also use ESSER III funds to provide summer and afterschool learning opportunities targeting students identified as at-risk learners; and address the gaps in their learning. Both the academic and social-emotional support will help to build a bridge between where they left off in March 2020 and where they are today.

American Rescue Plan 2021

Detroit Public Schools Community District - 82015

1. 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:

The District is combating viral transmission to safely deliver in-person instruction, for every student, in the following summarized manner, as extracted from our formal plan:

- 1.1. Communication with local public health authorities and medical experts to align District operations with latest health authority guidelines.
- 1.2. Distribution of PPE to students, staff and building visitors in each building.
- 1.3. Classroom spacing of students at three feet apart.
- 1.4. Nursing services at every school to support testing, to operate the isolation room and to medically fragile students.
- 1.5. COVID-19 surveillance, tracing & transparency reporting.
- 1.6. Daily symptom checker and weekly COVID-19 testing of staff and students (students tested when parental consent is provided).
- 1.7. District facilities are frequently cleaned and air quality and circulation has been enhanced to mitigate viral transmission.
- 1.8. Safety matrix to mitigate transmission – suspension of in-person when outbreaks occur.
- 1.9. Virtual instruction and virtual school are available for Grades K through 12, at least through June 2023.
- 1.10. COVID-19 vaccine access availability and coordination with local medical centers to ensure vaccine availability for staff, students, families that would potentially mitigate the most severe symptoms if virus is contracted by the individual.

2. 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:

We will intentionally pursue Learning Acceleration where students use/access grade-level curriculum and assignments and receive targeted support if they do not quickly master the lesson. Unfinished learning is systematically addressed through Tier 2, Tier 3, and scaffolded support.

SY 22 goals: establish a baseline core-subject proficiency; Increase growth in Math/ELA and to improve culture/climate.

The protocol will support student learning:

- Modernize documents to ensure ease of use, prioritize the most critical content, culturally responsive teaching; ensure time for SGI
- Refine T3 reading intervention to increase attendance, fidelity of implementation, and advanced outcomes
- Expand T3 Math intervention to meet stretch growth goals
- Introduce Individual Learning Plans for all students - engage students who were consistently disconnected because of the pandemic
- Develop Formative assessments to ensure leaders/teachers have data in a single platform
- Continue P/SAT coursework - focus on Freshman/Sophomores
- Differentiated professional learning and deepened job embedded coaching.

ADD'TL RESOURCES

- Homework Help Hotline – live instructors; Grades K-12, M-Th, 5-8PM
- Expanded Extended Day – A.S. tutoring, credit recovery, enrichment
- Increased outreach to identify homeless, fostered children, English learners, migrant/immigrant
- 90 schools offer after school programming 2 days/week; 18 schools offer programming M-F; 7 schools have programming M-Sat.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Spending will include the following programs and activities:

- Educational Technology: computers, tablets, carrying cases, headphones, interactive displays, educational software, Internet subscriptions/hotspots for students in- home
- Facilities: evaluation and analyses of building needs; develop project plans; repair and install replacement doors, windows, roofs, air circulation and HVAC systems
- Increased family outreach - conduct 3,500 in-home Parent-Teacher Conferences
- Infrastructure: wiring upgrades to accommodate/ensure reliable connectivity for learning devices on campuses
- Add'l Learning Materials: expand access that remediate learning loss, support tiered and scaffolded support
- Mental Health Services for students delivered both during the regular day and in the evenings via the telephone help line
- School Improvement Stipends: implementing structured, commonly aligned design principles and improvement targets for each building.
- Social /Emotional Support activities
 - oYouth development for students
 - oIncentives and Home-School bonding activities to reignite the passion to learn – determined in each building by its School Advisory Council, t
 - oPersonnel and vendors to develop preparedness and response protocols; to serve as liaisons to the local and county health departments designed to mitigate virus transmission
 - oPersonnel who support District Offices in assembling and disseminating relevant information and literature to families of enrolled students

4. 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.

Curriculum Guides were developed by faculty and administrators to support teachers pacing and preparation of core materials and serves as a common planning resource. Increased emphasis on assessment and frequent reassessment will drive support to students. The additional teachers, interventionists and vendor-supplied tutors funded via COVID-era funds, in conjunction with educational software, will provide intensive tiered support to students in the core areas. Quarterly data chats with District leadership will further reveal and illuminate student and school progress and where to direct/redirect resources to benefit the school and students. Integrated stakeholder feedback from parents, students, and instructional staff will better inform the degree that programming appears successful and to the benefit of students. Mental health and wellness checks are performed regularly by school staff and social workers to ensure that students understand that assistance exists to support their educational journey.

Detroit Service Learning Academy - 82953

1. 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:

The District mitigation strategies include:

Following the recommendations from the CDC to purchase and install equipment to reduce the transmission of COVID-19. ESSER III Funds will be used to improve air quality through out the school buildings.

Specifically, facility improvements that will reduce transmission of virus. Including upgrades to the HVAC systems at all facilities, social distancing supplies and supports for classrooms, desks, and special cleaning processes after certain events.

2. 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:

Recommendations from the CDC were considered to address the academic impact of lost instructional time. ESSER III Funds will be specifically aimed at addressing learning loss.

Specifically, a Summer School program which includes grade recovery for middle school, extended learning for special education, and innovative classes (robotics, drone, art, music, dance) The schedule will be tiered to allow for maximum participation.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER III Funds will be used to:

- Provide continuity of services by funding instructional salaries
- Purchase technology and software that supports a one-to-one device for in-person and distance learning
- Provide for the physical, emotional and mental health needs of the students and staff

4. 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.

The District will follow the the recommendations from the CDC by,

- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that will aid in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities.
- Providing mental health services and supports, including the implementation of evidence-based full-service community schools and the hiring of counselors, nurses, psychologist and social workers.

DeWitt Public Schools - 19010

1. 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:

ESSER III funds will be allocated for counseling staff in our school district. School counselors have played an integral role in responding to the COVID-19 global pandemic. This role has and will include the following:

- >Meeting the social, emotional, mental health, and academic needs of students.
- >Supporting educator and school staff well-being.
- >Coordinating responses within and across schools and the community
- >Engaging in resource mapping to identify available resources and needs.
- >Mapping common goals and streamlining efforts to avoid duplication.
- >Making decisions around temporary reallocation of resources depending on need (e.g., repositioning school nurses if certain parts of the district report more cases of COVID-19).
- >Providing scripts for teachers and other staff to read to students to ensure consistent communication from a trusted and familiar adult.

2. 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:

School counselors will help clearly establish data collection protocols, including how frequently data will be collected and analyzed and identify who has, and is legally permitted to have, access to which data and for what purposes. Our district has and will continue to collect, report, and use additional data on racial equity within the school system. For example, we will continue to look at the rates of academic achievement and student discipline across subgroups for race/ethnicity, disability status, social-economic status, English-learner, gender, etc.

Where discrepancies are identified, school counselors (as a part of leadership and data teams) will help define problems with precision, conduct root cause analyses, and develop action plans to address and ameliorate these causes. These action plans may include interventions such as summer learning/enrichment, after school opportunities, and intervention programs conducted during the school day designed to accelerate student learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

School counselors will help clearly establish data collection protocols, including how frequently data will be collected and analyzed and identify who has, and is legally permitted to have, access to which data and for what purposes. Our district has and will continue to collect, report, and use additional data on racial equity within the school system. For example, we will continue to look at the rates of academic achievement and student discipline across subgroups for race/ethnicity, disability status, social-economic status, English-learner, gender, etc.

Where discrepancies are identified, school counselors (as a part of leadership and data teams) will help define problems with precision, conduct root cause analyses, and develop action plans to address and ameliorate these causes.

4. 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.

Per best practices and the state of Michigan's continual improvement process (MICIP), district programs are evaluated annually for effectiveness. Programs funded fully or partially by ESSER III funds will be no exception.

DPS has strong data protocols through our multi-tiered systems of support (MTSS) for students. Our district has and will continue to collect, report, and use additional data on racial equity within the school system. For example, we will continue to look at the rates of academic achievement and student discipline across subgroups for race/ethnicity, disability status, social-economic status, English-learner, gender, etc.

Where discrepancies are identified, school counselors (as a part of leadership and data teams) will help define problems with precision, conduct root cause analyses, and develop action plans to address and ameliorate these causes.

Dexter Community School District - 81050

1. 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:

The CDC Guidance requires physical distancing which, in school terms, equals reduced class sizes. We've significantly reduced class sizes throughout the schools with an increased focus on the early grades.

2. 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:

Every use of ESSER III funds is targeted toward academic interventions using effective, research-based strategies to support student learning and accelerate student learning. We've reduced classroom sizes, added targeted reading intervention like our literacy liaison(s) targeting literacy intervention time, use of research-based intervention tools supporting students at the appropriate reading level, increasing access to literacy resources based on our mtss system, and evidence-based learning time loss interventions. Classroom sizes at the younger grade levels were reduced through the hiring and/or reassignment of multiple staff to reduce class sizes by approximately 13% compared to previous years. This included moving students between K-2 buildings to reduce class sizes uniformly between buildings. Supplies required for sections were overall funded by general fund dollars instead of ESSER III funds.

DCS is implementing high-dosage tutoring interventions for literacy for identified students in our MTSS system. Intervention staff and all literacy staff will be utilizing newly adopted instructional practices on direct, explicit, multisensory, structured, sequential, diagnostic and prescriptive literacy instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Every use of ESSER III funds is targeted toward academic interventions using effective, research-based strategies to support student learning and accelerate student learning. We've reduced classroom sizes, added targeted reading intervention like our literacy liaison(s) targeting literacy intervention time, use of research-based intervention tools supporting students at the appropriate reading level, increasing access to literacy resources based on our mtss system, and evidence-based learning time loss interventions. Classroom sizes at the younger grade levels were reduced through the hiring and/or reassignment of multiple staff to reduce class sizes by approximately 13% compared to previous years. This included moving students between K-2 buildings to reduce class sizes uniformly between buildings. Supplies required for sections were overall funded by general fund dollars instead of ESSER III funds.

DCS is implementing high-dosage tutoring interventions for literacy for identified students in our MTSS system. Intervention staff and all literacy staff will be utilizing newly adopted instructional practices on direct, explicit, multisensory, structured, sequential, diagnostic and prescriptive literacy instruction.

4. 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.

Every use of ESSER III funds is targeted toward academic interventions using effective, research-based strategies to support student learning and accelerate student learning. We've reduced classroom sizes, added targeted reading intervention like our literacy liaison(s) targeting literacy intervention time, use of research-based intervention tools supporting students at the appropriate reading level, increasing access to literacy resources based on our mtss system, and evidence-based learning time loss interventions. We've also increased mathematics support, science support, and mental health in an integrated approach. Classroom sizes at the younger grade levels were reduced through the hiring and/or reassignment of multiple staff to reduce class sizes by approximately 13% compared to previous years. This included moving students between K-2 buildings to reduce class sizes uniformly between buildings. Supplies required for sections were overall funded by general fund dollars instead of ESSER III funds.

DCS is implementing high-dosage tutoring interventions for literacy for identified students in our MTSS system. Intervention staff and all literacy staff will be utilizing newly adopted instructional practices on direct, explicit, multisensory, structured, sequential, diagnostic and prescriptive literacy instruction.

Distinctive College Prep. - 82763

1. 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:

In order to continue to safely open and operate schools for in-person learning, funds will be used to increase cleaning protocols, schedules, equipment, personnel, professional development and training, and facility maintenance. The school will use funds to support CDC and locally recommended practices including procurement of personal protective equipment, costs associated with good hygiene practices and respiratory etiquette, contact tracing, isolation room, physical distancing adequate spacing, diagnostic, screening and testing protocols, vaccination efforts, responses for positive cases for students and staff. Focus is on creating safe spaces to learn and work through prevention strategies, efforts, and protocols. Additionally, funds will be used to improve facilities ventilation, cleaning, and specialized instructional spaces.

2. 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:

The school will address lost instructional time through the implementation of high-quality instructional resources, materials, tools, assessments, evidence-based interventions and strategies, personnel, and professional development and training that support learning loss and recovery. Before and after school programming, enrichment activities, tutoring, and mentoring provide additional time for learning, create strong student-adult relationships, and deepen the home-school connection. Additionally, funds will be allocated to summer programming, enrichment opportunities, developmentally appropriate activities, and extended school year services to provide learning opportunities during the summer break. These opportunities extend learning hours during the school year where personalized offerings can support students' individual, small group, or system needs and address the needs of the school community. Stakeholder engagement survey results indicated high interest in extension opportunities afterschool and in the summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funding will be used to facilitate a comprehensive and personalized approach to address learning loss and improve the student experience and system. A core strategy is to administer high-quality assessments to measure student performance on grade-level standards and identify strengths, needs and gaps. Based on survey feedback, funding will support assessments, personnel, data management systems, tools and training. Teams implement evidence-based practices, strategies, materials, and tools to address the identified gaps and needs. Progress will be monitored for students who need extra support, interventions and specialized programs. Personnel and professional development will support all strategies. Distance learning is used for students with a positive case or exposure, ensuring an equitable learning experience. Survey responses support the need for funds to support infrastructure, capital improvements as necessary, materials, tools, personnel, and PD. Technology is vital to learning recovery and providing remote instruction, which was highlighted in each of our stakeholder surveys. Funds will support devices, infrastructure upgrades, learning management systems, data analysis, tools and applications, online subscriptions and materials. Tracking student attendance requires personnel, data management tools, and SIS to identify students who need additional support and intervention to address obstacles. The school will identify strategies to increase attendance and engagement.

4. 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.

"The school is committed to providing all students with meaningful, enriching classroom experiences that set them up academically, socially, and emotionally to reach their personal goals and close learning gaps. Mental health, wellness, and behavioral support will be implemented alongside all academic strategy and initiatives. Because students have experienced varying levels of trauma throughout the COVID-19 pandemic, funding will be used for evidence-based strategies and initiatives, tools, materials, and additional personnel to support the mental health and wellness of all students. Nurses, social workers, at-risk coordinators, additional counseling services, teacher training and programming, and wrap-around and community partnerships will be leveraged. 32% of school community members surveyed indicated a desire for funds to be used to provide social emotional learning opportunities, and or supports such as counseling, mental health and wellness resources.

Some students have been disproportionately impacted by the COVID-19 pandemic and require specialized supports, accommodations, interventions, auxiliary services, and efforts to provide an equitable education. The school team will utilize funds for personnel, materials, tools, PD and training to address learning recovery and mitigate obstacles in order to provide an equitable learning experience. 72% of school and community members surveyed indicated a desire for funds to be used for academic supports for students.

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Dollar Bay-Tamarack City Area K-12 School - 31100

1. 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:

DB-TC Area Schools has, from the beginning, followed the Michigan Department of Health and Human Services recommendations for the safe operation of schools, to the extent possible. We have put in place increased cleaning/disinfecting protocols. The district provides masks to all students, and we require mask wearing as needed, based on current quarantine guidelines. We insist that students and staff stay home when they are sick, explicitly follow MDHHS quarantine guidelines, and we administer antigen tests as needed, almost on a daily basis. High school/middle school teachers are well-prepared for quarantined students needing temporary distance learning options, with Google Meets (and Google Classroom) accessible every day for the purpose of livestreaming classes.

2. 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:

Most of our students did not suffer significant learning loss due to Covid-19, as we remained in school, in person, throughout the majority of the pandemic. We will, however, provide summer school for all middle and high school students who need this additional support. We have observed the need for improvement in the area of Mathematics, so we hired a para-professional specifically to provide additional instruction via Math interventions to small groups and individual students. If we are able to find the top-quality staff needed, we will provide intensive summer reading and math interventions for the 1st-5th grade students who need remediation.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are assessing our ELA and Math textbook series to determine if they are the best option for our students at this time, and are considering purchasing new series in one or both of these content areas. Our district is committed to the MTSS (Multi-Tiered Systems of Support) process, and we regularly use data to inform decision-making. Academic data comes from various sources, including Acadience, Renaissance Star, IXL, and Early Literacy and Math Benchmark Assessments. (Analyzing this data led us to the decision to hire our additional para-professional.) In addition to new curricula/textbooks, our budget will include teacher salaries and needed technology for high-quality remote learning that continues to be necessary due to Covid quarantining.

4. 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.

DB-TC is a rural district in a mostly-white area of the state, and we have no English language learners. Our students who have suffered disproportionately due to the pandemic are those who are learning disabled, economically disadvantaged, and/or experiencing trauma. Providing these students with all that they need can be a challenge. We are grateful for our partners at the Copper Country ISD and Copper Country Mental Health, who work with us to provide needed mental health services for our students. We have seen a marked increase in students needing counseling/social work services. As stated previously, our school is an MTSS school. We regularly analyze academic and behavioral data to determine areas of greatest need. Our district is exemplary in that we hold bimonthly meetings at which teachers assess student progress based on interventions utilized. They discuss with one another their students' progress and the interventions used, and discern whether new groupings or interventions would better serve their students. We also use the Hexagon Tool when exploring new interventions or curricula. With all of these tools and resources at our disposal and in our arsenal, we are well-equipped to determine if needs are being met through the interventions we offer, both behaviorally and academically.

Dove Academy of Detroit - 82930

1. 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:

The Academy will use funds to replace the windows with modern windows with screens that will allow fresh air year-round (the boiler heating does not easily allow for temperature control, so windows will likely be open often even in the winter), and also create egress in case of an emergency that requires students to exit the building via windows instead of the doors. Similarly, the doors throughout the building will be replaced both for security, air and traffic flow. The Academy will add security features to areas of the building that currently do not have door sensors, security cameras, phones, or alarms. The Academy will replace an awning that connects two buildings and provides shelter during pick up and drop off as well shade for outdoor learning. It will also reseal and repaint the parking lot to facilitate better flow in the parking lot (the Academy does not offer busing). The old carpeting will be replaced with vinyl flooring tiles that are easy to genuinely clean and will wear well over years. All student bathrooms will also get an upgrade of automatic flushing/no touch toilets, no touch sinks/faucets, and no touch soap dispensers. In addition to cutting down on waste and mess, the touch free materials will reduce the transmission of disease. The Academy will also purchase student desks that allow for easy student movement while maintaining the ability to keep a social distance while engaged in group or partner learning.

2. 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:

The Academy is taking a multifaceted approach to addressing student learning needs. The primary one is making sure that students have trained, certified teachers in front of them. To that end, the Academy will offer a monthly retention stipend intended to reduce teacher turnover which has been shown to have a profoundly negative impact on student learning. We need instructional coaches and training. These funds expand the capacity of both teachers and coaches to assess student learning and identify learning targets that can be quickly addressed. The plan also includes the purchase of materials in ELA and Math to support student learning. The Academy is also ordering more technology to enable all students to work with online learning support, and to keep them learning in the case of they, or their teacher, needing to quarantine. To address aspects of social-emotional learning, the school is also recruiting staff to run after school clubs and do after school tutoring. 81% of our students are economically disadvantaged and just over 14% have special needs. Having the students staying with us beyond the school day to get targeted tutoring or to engage in clubs is an important part of the whole child development process. The school has the opportunity to have a GSRP program, but like K-12 instruction, capable staff are hard to find; therefore, the Academy will also provide a stipend for teachers and aides on a monthly basis as well as provide a stipend for the GSRP ambassador.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will simply extend the funds to maintain staff and programs identified in round one.

4. 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 of the students at Dove Academy have been disproportionately affected by the pandemic. Our year-to-year NWEA data is heartbreaking to view. We're addressing the whole child by focusing on extracurricular and enrichment activities, both during the school day and after school. We have programs specifically for middle school girls' and boys' social development, dance class, and after school clubs for athletics, chess, glee club, etc. We are expanding our staff to be able to meet the emotional needs of students and families with social work, small group meetings, student council and NJHS to help scholars recognize their ability to be successful in school, and we have a robust PBIS system as part of the MTSS process. We are purchasing programs and training teachers in interventions based on students particular needs, we have a local grade-level common assessment that is used for looking at student work protocols in PLC's, and we schoolwide expectations and goals around instruction that include management techniques (narrating the positive, scanning the room, learners position and others that are grounded in elevating the students' self-regard), and in rigor, that is modeled on a gradual release program where the cognitive load gets shifted to students over time. Our attention to this, as well as the time we are providing to staff to learn this instructional approach is expected to not only increase student learning but increase teacher retention as they experience success.

Dowagiac Union School District - 14020

1. 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:

Dowagiac Union Schools plans to utilize the ESSER III funds to assist with the progression of plausible inferior air quality by investing in additional Rzero UV light disinfectant machines to provide sanitation throughout all buildings during the day, address roofing issues that create air quality hazards, provide additional options for spacing with classrooms using flexible seating along with alternative desk set up to foster easy group clustering and distancing as needed. Teachers will have better mobility to bring learning options to groups of students and lessen interactions between students therefore implementing mitigation strategies. In addition, students will have access to water bottle holders in order for students to keep personal water source contained at desk with out impeding on workspace and give them quick access to hydration. Outdoor pavilions will provide classroom space with free moving air to enhance learning, application.

2. 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:

Dowagiac Union Schools will continue to offer multiple evidence based interventions to address academic impacts due to lost of instructional time. After school programming will be increased for all content cores for grades 6-12. Days of the week will be allocated for each core. Summer school will have smaller intensive focus groups to support acceleration to fill in learning gaps. K-5 opportunities for before/after school will be increased with investigations into transportation to remove possible barrier. Summer school for K-5 will consist of small groups to give accelerated learning opportunities showing a larger impact on closing more gaps for students due to impacts of COVID. Take home bags will engage families in the learning process and assist with communication regarding the whole child and learning expectations.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Diverse socio-economical statuses provide differing hurdles for students and their access to academic, social, emotional learning experiences and overall readiness to learn. The district will increase social emotional supports through increased staffing focused on mental health aspects of the whole child, professional development for staff to have a deeper understanding of trauma, how to support students with trauma and staff wellness. Curriculum materials to support classroom learning using evidence based SEL connections will foster positive behaviors.

Learning loss will be addressed through increased technology hardware and software to give students learning opportunities during COVID impacted times along with supporting mitigation strategies intended to keep students safe and in school. Enhancements to curricular areas will support project based, hands on, interactive experiences and individual materials to bring learning to relatable times. Assessment kits for content areas will support monitoring of progress verifying targeted learning gaps.

Staffing with stay intact even if some classes could be joined together. This will assist with addressing learning gaps too. Additional electives will be offered to keep class sizes more reasonable and assist 6th & 9th graders with transition classes to help acclimate them to the new learning environment, organization and expectations.

4. 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.

With the increases of learning gaps within the district, teachers will provide students with hands on manipulation investigations to assist and further the application of learning. Students needs from prior years will be addressed in current years to help fill in areas of lacking with intensive small group or individual learning and conferring models using Daily Five and Cafe structures to increase time on task for the K-5 population. Grades 6-12 will continue to implement and fine tune engagement strategies and strengthen school culture and climate.

Materials will support increasing culture diverse texts, adding more readable texts to support students' learning gaps, additions to learning labs in content cores to support increased contextual understanding and application with hands on experiences. The district will increase cultural diverse readable content to assist students with better understanding of what they are reading and build relatable interactions.

Dr. Joseph F. Pollack Academic Center of Excellence - 63910

1. 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:

Students and staff are required to wear masks at all times in the school. The school is disinfected daily. Planning is being done to replace the HVAC units and the ventilation systems are being cleaned. Students have one-to-one access to technology, curriculum materials and school supplies. Safe distancing is practiced throughout the building which includes the lunchroom.

2. 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:

Summer School is planned to Summer of 2022 with intensive planned learning. Extended day comprehensive afterschool programs are planned for all students using evidence-based interventions. In-school intervention is offered without taking students from core content instruction. NWEA data is used to identify students with the highest needs. ELA and Math are the focus of intervention.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

PACE will focus on intervention in the school day, after school and summer enrichment. The Academy's biggest challenge is staff turnover, so two initiatives which include: Staff Covid Retention Incentives in December and June; Tuition reimbursement for staff looking to get certified or gain additional certification. Additionally, teachers will continue to have small class sizes. Social Work, Counselors and Technology teachers will be hired to support students. Social Emotional Learning, Leader in Me, will be utilized daily. Attendance incentives, homeless, Foster and EL to support students and parents will also be funded. HVAC and ventilation will be replaced and cleaned to maintain a clean environment in the school. Technology equipment will be purchased to strengthen our one-to-one and technology education program.

4. 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 academic programs will be monitored for growth as measured by NWEA and progress monitoring. The academy recognizes learning loss and the need to adjust the program if adequate reasonable growth does not occur. Data can also be analyzed by subgroup to confirm that low-income families, students of color, English Learners, children with disabilities, homeless, foster or migratory students are being adequately serviced.

American Rescue Plan 2021

Dryden Community Schools - 44050

1. 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:

DCS is committed to in-person learning opportunities for students. We strive to create safe and healthy learning environments, address lost instructional time, and support educator and staff stability and well-being by planning strategically with input from stakeholders. Requesting funds for cleaning supplies is a priority. We've invested in a large quantity of sanitization stations which need to be kept fully filled for frequent handwashing. A staff member serves as a point person for COVID-19 data tracking/student attendance monitoring and working with virtual students to ensure a path to a return to face to face learning.

2. 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:

Dryden Community Schools will continue to run an after school program, a summer credit recovery and advancement program, and an elementary summer program. The high school summer program will be offered for 8 weeks and students will work with certified teachers to complete credit recovery courses, take additional high school courses to advance, or take early college courses. The elementary program will also run for 8 weeks, will be staffed by certified teachers, and will focus on reading, writing, and mathematics. Both programs will provide students with breakfast and lunch. Summer programming will use data obtained from local benchmark and formative assessments to determine where students are in the mastery of critical skills and concepts and what focused and strategies interventions would be most meaningful. Students will be engaged in instruction that supplements the local curriculum used with all students

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Math is an area in which we've identified as a priority based on data. We will build diagnostic and math recovery capacity within DCS staff through professional development and training. We plan to also employ a math intervention teacher for further strategic and intensive math support for students. In efforts to keep class sizes as small as possible, to be both proactive about essential learning at the elementary level and prioritizing interventions while supporting educators, we will keep/add teachers to ensure class sizes are as reasonable as possible.

4. 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.

DCS interventions were identified as necessary after engaging in meaningful consultation, via a stakeholder survey. The consultation includes students, families, school/district admin, teachers, special education staff, other school staff, and community. Consultations with each of the following stakeholders are represented in our survey: students w/ disabilities, English learners, homelessness, foster care, and economically disadvantaged and underserved populations. In the survey, the top recommendations for needs are: mental health services/supports; reduce class sizes (aligns with/ request for teachers); math support teacher (aligns w/ request for an additional math support teacher); and extended instructional learning (aligns w/ request for before/after school and summer programming (11t)). Supporting English language learners with additional ESL support (11t.) The interventions are equitable to all of our represented demographics.

American Rescue Plan 2021

Dundee Community Schools - 58050

1. 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:

DCS believes that face-to-face instruction and learning are most effective for students. Dundee Community Schools intends to use the majority of ESSER III funds (80%) to ensure that we are creating a safe, healthy environment in which teachers can teach and students can learn. We will be addressing air quality through the installation of vertical unit ventilators which will filter and purify the air in effort to mitigate communicable diseases such as COVID-19. We want our buildings and classrooms open and our staff and students present.

2. 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:

DCS intends to use 20% of our ESSER III funds to address the academic impact of lost instructional time. We intend to hire a reading interventionist that will use high-quality assessments (ie - AimsWebPlus) to identify struggling students, specifically in grades 3-5.

This person will design and implement evidence-based interventions through the science of reading, overseeing the implementation of literacy essentials, designing personalized instruction plans for students, and leveraging highly effective software programs to remediate areas of deficit. These interventions will be delivered during the daily WIN "What I Need" time. Additionally, the interventionist will oversee the district's robust elementary six-week summer school programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

At this time, all ARP ESSER funds have been allocated to the two activities described above.

4. 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.

DCS cares deeply for our disadvantaged students. Our largest subgroups include low-income families and children with disabilities, although we have students in every category. Currently, our district employs 4 full-time certified interventionists to respond to the academic needs of our students, particularly those who are from low-income families, EL, or migratory. We also house 9 special education teachers who have been working diligently on the co-teaching model to ensure students with disabilities are receiving high-quality instruction. This also helps to address the social-emotional needs of their students through positive and authentic interactions with their non-disabled peers. The district has a solid MTSS plan implemented in all buildings where data teams regularly review student progress and discuss the needs of every child whether it may be academic, social, emotional, or mental health. Grant funds (such as 31a) are secured and closely monitored to ensure disadvantaged student needs are addressed. DCS is in the process of adopting an SEL curriculum to be implemented in each elementary classroom. Lastly, DCS has employed 5 counselors/social workers/student success coaches specifically to support the well-being of the whole child. When designing interventions and extended day/extended school year opportunities, the unique needs of our disadvantaged students are always considered first, and they receive priority invitations to programs that will address those needs.

American Rescue Plan 2021

Durand Area Schools - 78030

1. 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:

The district has applied a significant amount of funding towards the purchase of playground equipment in grades K-8 to support the health and safety of student needs while keeping a distance during outdoor activity. Additionally, the district purchased Kami Software for students with physical disabilities.

The district is paying for staff to administer rapid covid tests each day before school so we are able to keep the virus out of the buildings.

2. 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:

The district has made several purchases in the area of educational technology. The district also purchased Math Expressions Curriculum, and digital management resources. Savvas Reading Street common core resources were purchased. We are paying teachers for accelerated learning opportunities. Big Ideas Math Curriculum for grades 6-8. The district also purchase Houghton Mifflin Social Studies resources for grades 6-8. Grades 7-8 MyPerspectives English Language Curriculum was purchased. Big Ideas Grades 9-12 with online resources. Summer school supplies are included and the district will offer multiple summer school options to all students, and will include bus transportation. Google, Kami Software, Screencastify software, solarwinds asset management licensing was included. Lastly, All grade levels added Academic Interventionists for supporting struggling students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district purchased bus routing software, athletic uniforms for sports such as wrestling which now require a change in uniform between matches. Innovative Learning Kits were purchased. G-suite Enterprise software/license to provide a Google Workplace was added.

4. 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.

The great majority of our expenditures are directly related to addressing student learning loss. All the assistive technology, curriculum purchases, Interventionists, academic supports, and summer school opportunities for students are included in our application. We have invested heavily in student supports that are driven by our staff. We believe in the current environment the more contact our adults can have with each individual student will result in positive outcomes, both academically as well as their social/emotional supports. We intend to add additional lower elementary paraprofessional support to address lost learning.

American Rescue Plan 2021

Eagle Crest Charter Academy - 70906

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Eagle's Nest Academy - 25916

1. 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:

The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020- 2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board 's discretion. Key metrics that the Academy will consider shall include at least all of the following:

- o COVID-19 Cases or Positive COVID-19 tests
- o Hospitalizations due to COVID-19
- o Number of deaths resulting from COVID-19 over a 14-day period
- o COVID-19 cases for each day for each million individuals
- o The percentage of positive COVID-19 tests over a 4-week period
- o Health capacity strength
- o Testing, tracing, and containment infrastructure with regard to COVID-19

- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.

ESSER III funds will be utilized to support in-person learning.

2. 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:

20% of ESSER III funding will be used to address the academic impact of lost instructional time that occurred during the pandemic. Eagle's Nest Academy will implement evidence-based interventions that will include summer learning opportunities, comprehensive after school program and push-in, pull-out interventions during the school day as appropriated and as deemed necessary by each student's identified need.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Eagle's Nest Academy will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act. Specifically, funds will be utilized to mitigate the risk of COVID 19 in the building and ensure the ongoing safe return of both students and staff to face to face learning. Funds will be used to implement appropriate safety protocols and procure personal protective equipment, as well as replace air conditioning units to improve air quality. Funds will also be used to compensate staff during the ongoing pandemic to ensure staff retention and continuity of learning.

4. 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.

Eagle's Nest Academy will ensure that all interventions implemented, including those interventions implemented under section 2001(e)(1) of the ARP Act address the academic impact of lost instructional time and specifically respond to the academic, social, emotional, and mental health needs of all students including those disproportionately impacted by the Covid19 pandemic including students from low-income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

American Rescue Plan 2021

East Arbor Charter Academy - 81910

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

East China School District - 74050

1. 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:

ECSD began the 2021-22 school year with face-to-face instruction for K-12 students 5 days a week taking into account healthy guidelines recommended by the CDC, Saint Clair County Health Department and MI Department of Education. Cleaning, disinfection and sanitizing all school facilities including buses and equipment. Daily cleanings have been increased, hepa filters have been provided for each classroom, teachers and students have been encouraged to get vaccinated, masks have not been mandated by our health department but we have strongly recommended their usage. In classrooms and cafeterias we have maintained a physical distance of 3 feet. Students and staff have been told to stay home if they show signs of illness and referred to their healthcare provider. SCCHD is monitoring community transmission, vaccination coverage, screening, testing and occurrence outbreaks to guide decisions made at the district level.

2. 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:

ECSD: We will have HQ teachers to monitor student academic progress and identify students who need interventions: At the elementary level, diagnostic and formative assessments such as NWEA scores and local assessments, will provide learning loss information to teachers which then dictates instruction. In addition, each student's mastery of critical skills and concepts will be assessed, based on those diagnostic assessments the type of interventions will be put in place. Taking into consideration our stakeholders survey, we opted for "during school "interventions for the school year. Additional staff has been hired to provide reading and math interventions at K-8 academic levels. Teachers have been provided opportunities for Professional Development that addresses learning loss and what strategies they can put in place to mitigate these losses. Summer school programs will be provided for K-12 for both academic interventions and for credit recovery at the high school level. ECSD also has PLC's in place providing teachers with time for collaboration and decisions on how to mitigate learning loss. Funds will be used for staffing interventionists, providing appropriate updated curriculum materials for students, and providing parents with reading materials/ packets for helping their students succeed. We will also use funding to improve student attendance in our intervention success teams.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based on our stakeholders survey, ECSD we will use the remainder of its funds on the following: Wrap around services including: Social and emotional learning, Mental health services and supports for students and staff, wellness resources for students and staff . Supplies to sanitize and clean facilities, including extra staffing if needed. Deliver interventions and individualized supports for students, in order to ensure that all students have access to high-quality instructional materials. Planning and implementing a summer school program. Update our curriculum materials that are no longer effective to support students. Due to the divisive nature of the pandemic and the increased anxiety for safety in our building, a police liaison in our high schools , paying existing staff in order to free up general funds for interventionists, and counselors/ social workers. Hiring additional support staff for behavior and academic interventions. Provide a daily stipend to address substitute shortage in our district,

4. 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.

ECSD school-level and district level success and PLC teams will monitor student progress quarterly through the use of NWEA, Fountas & Pinnell, map reading fluency, and local assessments for reading, ELA and Math. We will also be monitoring attendance with our intervention teams . Our building level administrators will be monitoring through classroom observations, support as needed and district walkthrough visits to ensure teachers are implementing district expectations. District curriculum resources will be reviewed annually and updated as needed to meet the current needs of our students.

East Grand Rapids Public Schools - 41090

1. 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:

East Grand Rapids Public Schools (EGRPS) re-opened for in-person instruction in August of 2020 and has been continuously open for in-person instruction since that time. This ESSER III grant will not directly fund any COVID prevention and mitigation strategies. EGRPS has consistently met or exceeded CDC guidance for reopening schools and continues to monitor current CDC guidance in order to make any adjustments to our procedures as appropriate. Staff are equipped with the necessary PPE, cleaning protocols and custodial staffing levels have been increased, outdoor fresh air intake has been doubled, UVC disinfection machines are deployed when prudent, and every classroom and office space is equipped with a HEPA air filtration system that can filter the air appropriately 5 times per hour. These examples of prevention and mitigation strategies have been funded with other local, state, or federal resources outside of this ESSER III grant.

2. 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:

East Grand Rapids Public Schools (EGRPS) will expend no less than 20 percent of ESSER III funds received to implement evidence-based interventions to address student learning loss. EGRPS universally screens all students using state and local standardized assessments to ensure specific students experiencing learning loss are quickly identified and their individual needs reviewed by the school's Child Study Team. The Child Study Team (CST) is a multidisciplinary team of educators that meets weekly to review individual student needs. This team is typically composed of general education teachers, principals, reading interventionists, social workers, special education teachers, speech and language pathologists, and parents. As needed, other itinerant staff attend CST meetings based on the needs of students on the agenda. The CST reviews each student's academic, social/emotional, and behavioral quantitative and qualitative data to make decisions to implement targeted, measurable interventions within the evidence-based Multi-Tiered System of Supports framework. The CST monitors student progress and intensifies interventions as appropriate to ensure that student needs are met. It is a prerequisite requirement that all interventions must be evidence-based and the techniques used adhere to the best practices outlined in the underlying research. Funds received from ESSER III will be used to support and expand the interventions identified for implementation by each school's CST.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

East Grand Rapids Public Schools (EGRPS) utilizes multidisciplinary teams at the elementary level and secondary level to ensure that student needs are met with evidence-based interventions using a Multi-Tiered System of Supports (MTSS) framework. The MTSS framework addresses academic, social, emotional, mental, and behavioral health topics with four tiers of intensity of support. EGRPS recognizes that the COVID pandemic has increased the number of students needing social, emotional, and mental health support. The remaining ESSER III funds not expended to address learning loss will be used to provide mental health services and supports.

4. 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.

East Grand Rapids Public Schools (EGRPS) utilizes multidisciplinary teams at the elementary level and secondary level to ensure that student needs are met with evidence-based interventions using a Multi-Tiered System of Supports (MTSS) framework. This framework is carefully calibrated to ensure that decisions are based on student needs, that interventions are evidence-based and measurable, and that all students are equitably supported. Every general education teacher is not only empowered to raise questions and participate in this process but is also duty-bound to identify students whose needs require additional safeguards and attention. These processes involve the continual review of local benchmark assessments, state testing data, classroom pre-assessments and post-assessments, student, staff and parent surveys, and behavior data to ensure that students with needs are identified, supported at the appropriate level, and monitored until the need has been addressed. These processes are integrated into school and district continuous improvement models to ensure a systems-based approach sustains this important work. These processes and corresponding outcomes, including equity data, are carefully monitored by both the Director of Special Education and the Assistant Superintendent of Instruction to ensure that staffing levels are appropriate, training is adequate, and deficiencies are addressed. These collective efforts will ensure that impacts from the pandemic will be addressed.

American Rescue Plan 2021

East Jackson Community Schools - 38090

1. 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:

East Jackson Community Schools safely reopened to in-person instruction for over 155 days during the 20-21 school year. The District Reopening Plan was guided by the MiSafeSchools Return to Learning Plan with extensive input provided by stakeholders within and throughout our community. This plan was updated and modified during the 21-22 school year to include student masking, twice daily disinfection of all building touch points with an EPA-approved disinfectant, proactive communication with families, and reduction of class sizes.

Ongoing, monthly input was actively sought on modifications of the district's COVID-19 Continuity of Learning Plan through public comment at each monthly Board meeting & through regular communication with families and union stakeholders.

2. 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:

East Jackson Community Schools has heavily relied upon the Michigan Comprehensive Student Recovery document to provide guidance on how to proactively address student learning loss. There are 3 key components that are a part of the district's plan. First, ARP funding was keyed to develop an innovative summer school and credit recovery program during 2021. This program will be continued into the following 2 summers (2022 & 2023) using the ESSERS III funding to provide academic support and enrichment activities. The comprehensive summer school program provided for innovative instruction with highly qualified staff for students in grades K-12, transportation of students to and from school, as well as breakfast and lunch service for 8 weeks during the summer recess period. Second, the district partnered with Highfields to develop a research-based afterschool program for 7-12 grade students. This program launched during the 21-22 school year and will be continued through the 22-23 school year using ESSERS III funding to provide academic support and enrichment activities. Third, the district secured a partnership with Phoenix Early Learning to expand early childhood opportunities for families with quality, research-based programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Through capital improvement projects in 2014 and 2019, East Jackson was able to improve much of the HVAC systems throughout the district's facilities. However, not all areas of all buildings were feasible in the budget of these bond projects. ESSERS III funds are specifically set aside to complete many of these projects that were out of the reach of the original project budgets. ARP funding will target improvement of HVAC systems to improve overall air quality for students and staff for in-person learning. Technology items in the ESSERS III budget target the improvement of classroom technology, student devices, staff devices. (Note that support of remote instruction through the use of WIFI hotspots is budgeted in other grants.)

4. 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.

East Jackson has a strong focus on Social-Emotional learning year round. The district has social workers that provide weekly mental health screening with an SEL focus. Added supports include an innovative summer school & credit recovery program that removed barriers of transportation and hunger through targeted services. An afterschool program is set to be in place to extend the school day for those in need of added academic support and enrichment in order to overcome student learning loss.

The district is committed to quarterly review of disaggregated data that focuses on student recovery and success through our school improvement teams in each building and district-wide. Data is disaggregated according to racial status, gender, at-risk status, LEP status, students with disabilities, homeless students, foster care students, and migratory students.

American Rescue Plan 2021

East Jordan Public Schools - 15060

1. 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:

East Jordan Public Schools invested in health aid to support Covid related issues. We have increased custodial time and equipment throughout the district. We increased our technology support services to provide continuity of learning for those students quarantined and to increase effectiveness of our technology in our classrooms. We have added support within our technology department by increasing the support the ISD provides us to allow more time for our technology director to support student device needs. We also added a technology Instructional Technology position to help support our teachers and families with the transition to an instructional platform and to help support teachers and families if learning shifts to a remote mode.

2. 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:

We have provided instructional technology support for online learners to help support students, staff and parents. We expanded our summer school programming for students in grades K-8 as well as a credit recovery program for students 9-12. We have hired teachers to decrease the average class size at our K-6 and 7-12 buildings to support our Tier 1 instruction. We hired intervention support at our 7-12 building.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP Esser funds will be spent in the following manner:

Support for staff interventions and academic support services. Support for COVID mitigation and health services support for students and staff. Technology to support all of the different levels of our tiered learning programs (Tier I, Tier II and Tier III) with the benefit of our 1:1 devices (iPads K-2, Chromebooks 3-12). Reliable technology for students at home with the purchase of additional chromebooks that can be checked out and kept at home along with hotspot connectivity for students who lack access to the internet. Decreasing our class size at each building

4. 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.

East Jordan Public Schools will ensure that the intervention implemented will be made accessible to all students and in particular those students disproportionately impacted by the COVID-19 pandemic. It is clear that many students have been impacted by the pandemic, with our low socioeconomic group of students being most affected.

American Rescue Plan 2021

East Lansing School District - 33010

1. 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:

ESSER III funds will be used to purchase outdoor tents to increase social distancing during students lunch periods. Additional sanitation supplies will be purchased to provide safer learning environments during COVID. Additional personal protective equipment, such as face masks and gloves, will be purchased to mitigate the spread of COVID-19 in schools.

2. 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:

Summer Learning: ESSER III funds will be utilized toward personnel for a summer learning program available to students whose end-of-year assessments show them to be below grade level in reading and/or math. A summer reading program will also be offered to all students online by teachers who are trained in utilizing evidence-based reading strategies with texts that are reading-level appropriate and of high interest to students.

Instructional coaches/teacher PD: ESSER III funds will be spent to fund up to three elementary school instructional coaches. These three instructional coaches will provide ongoing training and coaching to teachers and paraprofessionals around small-group instruction using evidence-based strategies. The instructional coaches have been trained in Literacy Essentials and will model lessons, co-teach lessons and provide input and feedback to new and veteran teachers as they implement high-yield strategies to accelerate reading fluency and comprehension skills.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Curricular materials: New curriculum and resources will align with our small-group instruction and intervention practices. Materials will feature diverse characters and be written by diverse authors. We are purchasing new reading curricular materials that feature characters with which all of our students can identify.

Wellness leader: This position is new in fall 2021 and exists as a result of the pandemic. The District Wellness Leader supports staff, students and families with physical and emotional wellness, acts as a liaison between families and organizations and providers to assist with needs, and develops a system for district-wide implementation of a Tier 1 Social Emotional Learning Curriculum that will align with building Positive Behavior Interventions and Supports systems.

Social worker: ESSER III funds will be spent on additional social work services. Social emotional and mental health needs of students have increased as a result of the trauma students have experienced during the pandemic, the aftermath of the George Floyd murder, and the fear and anxiety that has been invoked by the Oxford School shootings. Student mental health needs are greater than ever before, and additional social workers are needed to support our students so that they can be in a healthy place to learn.

4. 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.

Through the consistent use of baseline and progress monitoring data, both by subgroup and by individual student, the LEA will consistently evaluate its intervention programming. Instructional coaches and other teacher leaders can lead data meetings to evaluate program effectiveness and the effects of evidence-based strategies. Training, mentoring and coaching will assist classroom teachers in identifying students with high academic needs and planning lessons to address their specific deficits. Through daily morning meetings and check-ins, teachers can identify students who may benefit from seeing a social worker or other trusted adult in the building. Additional counselors were hired at the middle and high schools to provide additional social emotional and post-high school guidance to students. To be the best instructors and advocates for our students, staff needs also need attention - our Wellness Leader is regularly providing resources for staff meeting activities and optional wellness activities (such as mindfulness) at our buildings or via Zoom. As a way to provide remote instruction and support to students in isolation and quarantine, two "quarantine facilitators" were hired to prevent additional learning loss while out of the classroom.

American Rescue Plan 2021

East Shore Leadership Academy - 74900

1. 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:

In order to ensure a "Physical Healthy Learning Environment" the school will use the appropriate guidance that emphasizes the importance of in-person classroom learning as follows:

The school will continue to address cleaning and sanitation strategies to mitigate the spread of any type of virus by increasing custodial hours, purchase cleaning supplies that will help eliminate the spread of COVID-19 and other viruses on hard surfaces throughout the building. In addition the appropriate PPE (masks, gloves, etc.) will be purchased and provided to all students and staff to use when deemed necessary.

The school will continue to implement social distancing requirements, classroom cohorts, and encourage minimal movement throughout the building to minimize any spread. In addition, the school will encourage proper hand-washing, respiratory etiquette, guidelines for staying home when sick, in coordination with the local health department.

The building principal will continue to work with the custodial staff daily and make the necessary recommendations for cleaning and disinfecting of the facility as well as ensuring the proper strategies are being followed in order to address everything in a proactive manner.

The school will communicate with parents the protocol and plans that the school has in place for mitigation to ease any concerns about the potential spread or transmission of any type of virus.

2. 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:

In order to address the academic impact of lost instructional time the school will:

The school will address the academic impact of lost instruction time by implementing in-school acceleration using grade level material that teaches the student to learn at their individual grade level rather than using remediation.

The school will implement a robust after school tutoring program throughout the year to address a wider range of students that are in need of additional instruction time by using evidenced based interventions and resources. The student maximum per each tutor will not be more than five at a time.

The school will engage students in summer learning and enrichment by offering programs and or materials to help eliminate summer learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP funds on a variety of different items as follows:

The school will purchase new reading and math programs that address consistent and in-depth instruction for grades K-8. This will ensure that students will have the appropriate materials skills toward mastering content before moving on to the next grade.

The school will schedule field trips both out of school and in school in order to offer students hands on, real-life experiences that will enhance and reinforce core content standards.

The school will offer additional professional development that includes Orton Gillingham, iReady reading and math, social and emotional training that the teachers need now and in the upcoming school year.

The school will ensure all students receive the necessary technology that will allow them access to the curriculum and instructional programs that the school has in place.

The school will develop and implement community marketing strategies in an effort to boost enrollment that was effected by the loss of students in response to the pandemic and as well as strategies to retain present students.

4. 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.

The school will ensure that interventions strategies will be implemented to address the academic impact of lost instructional time with ALL student populations as follows:

To address academics, the school will purchase intervention materials to assist in helping facilitate learning for students that are below grade level and who are in need of additional instruction time and who need alternative resources.

To address social emotional needs/mental health, the school will employ staff who specialize in addressing students' social and emotional needs. The support staff will also assist the teachers with whole group social emotional lessons and how to execute them in their classrooms. This type of positive behavior support will reinforce behaviors that will in turn teach and allow the student to better handle classroom situations and reinforce active learning.

In addition, the Leader in Me program that is designed to meet the three core areas; 1)Leadership 2)Culture 3)Academics will continue to used by the school and meets the criteria of the majority of the categories under ESSER III.

American Rescue Plan 2021

Easton Township S/D #6 - 34340

1. 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:

Easton Township has worked closely with the Ionia County ISD and the Ionia County health department to ensure a safe reopening and operation of school facilities throughout the pandemic. The school system has a layered approach to prevention and mitigation strategies and will continue to do so in consultation with state and local health officials, and informed by CDC guidelines. Easton township will continue to provide enhanced cleaning protocols, hand washing, and social distancing whenever feasible inside the classroom. Staff continues to partner with The Ionia County Health department to communicate vaccination clinic and will continue to track the vaccination rate of students and staff. Additionally, Easton Township has trained staff members to administer Rapid COVID-19 tests and will continue to implement CDC recommended isolation and quarantine guidelines.

2. 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:

Prior to the start of summer school, Easton township will host a summer learning kick-off event to create family engagement. ESSER funds will be utilized to support the implementation of this event. At the summer learning kick-off, students will receive individualized summer reading and math materials to support independent hands-on learning through the summer. Teachers will assist students in setting summer learning goals based on local assessment data.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of the ESSER funds will be prioritized based on the data collected through meaningful consultation with stakeholders and analysis of state and local assessment data. Items in order of priority of include:

Top priority will be given to intervention support for struggling students. This includes staffing for small group instruction and high-quality intervention materials.

4. 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.

Easton township will address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic by identifying students disproportionately impacted through family survey data, and local assessment data. Once students are identified those learners will be prioritized for small-group instruction with research-based intervention programs. Through our partnership with the Ionia County ISD, Community Mental Health, Easton Township assure that students are being identified in a timely manner. Progress monitoring will be utilized to ensure adequate progress.

Eastpointe Community Schools - 50020

1. 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:

Eastpointe Community Schools has reviewed our meaningful consultation data (surveys), conducted monthly performance management meetings (building and district data reviews), and served on various state and county committees to stay up to date on the safe operation of schools for in-person learning. Our funding priority for air quality ranked #2 in stakeholder surveys. Our funding will include: HVAC improvements, boiler replacements, air conditioning, ventilation and air purification systems, as well as an allocation of time and resources in planning unique schedules for students to continuously and safely operate in person instruction.

2. 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:

Through our cycles of improvement and systems review processes, we have determined that student social emotional needs, math fluency, stamina for learning, student attendance in face to face learning, and our inability to retain high quality staff have been greatly impacted by the pandemic. In order to address these issues, our team is partnering with MSU Office of Extension to improve teacher practice, and hired a consultant to improve teacher actions with an emphasis on the Danielson Framework focus on learning routines/ procedures and student empowerment and engagement. The district will also purchase a new math curriculum and schedule professional development for deficiencies in mathematics. We will offer extended year and day learning, and fund resources for improvement of social emotional learning in tier 1 instruction through curriculum and curriculum revision.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Per meaningful consultation data, Eastpointe Community Schools will fund the improvement of our physical facilities, the retention and recruitment of high quality educators and school leaders, continued improvements in educational technology to support multiple modalities of learning, school libraries, professional learning for teachers, school leaders and staff supporting the learning loss of students including the socialization loss and mental health services for students. Our team will also fund building level initiatives based on comprehensive needs assessments for attendance, behavior and social emotional support.

4. 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.

Eastpointe Community Schools will respond to serve the needs of our students disproportionately impacted by the COVID -19 pandemic by funding preschool programs to non-school age children, increased funding for a full time homeless liaison/foster care support, and partnering with community partners for additional supports and services for identified students. We will monitor through monthly performance management meetings at the building and district level and through building level MTSS processes.

Eaton Academy - 82915

1. 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:

Eaton Academy will use ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance in order to ensure the health and safety of our entire school community. Eaton will use ESSER III funds to implement the school strategies and policies that will address prevention and mitigation such as cleaning services which ensure building sanitation and disinfection which prevents the spread of Covid-19. Increased use of alternative learning spaces in order to adhere to physical distancing guidelines and use outdoor spaces whenever possible. ESSER III Funds will be used to provide masks, sanitizer, disinfecting materials and supplies, while also continuing to plan, support and coordinate with our school community in the event of long-term closures through technology support and access to online learning.

2. 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:

Eaton Academy will allocate its ESSER III funds on strategies to address lost instructional time by purchasing educational technology (devices, online site licenses, and connectivity) for students to assist in interventions and ongoing assessment of learning. Funds will be used to hire additional staff to work with students using evidence-based programs that target mastery of standards and ensure student academic growth. We will also address the impact of lost learning time through the implementation of evidence-based interventions, such as individualized session summer learning or summer enrichment, extended day, and comprehensive after school programs. Eaton Academy will also use its funds to provide additional mental health services and supports for students, staff, and families.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Eaton Academy will allocate the remaining funds to staffing, training, and support for providing high-quality instruction and activities inside and outside the classroom, which could include quarterly nationally normed growth assessments, standards-based benchmarks, and summative/formal measures, and other online learning tools that are intuitive and mastery based. To ensure the successful implementation for all of these resources, Eaton Academy will use ESSER III funds to provide meaningful, focused professional development for staff and training for families.

4. 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.

To help ensure social, emotional, and mental health needs of all students, and particularly those students directly impacted by the COVID-19 pandemic Eaton Academy will dedicate funding to a SEL by adding a two-year School Counselor position and providing additional resources to students and families identified by our SEL team.

American Rescue Plan 2021

Eaton Rapids Public Schools - 23050

1. 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:

Eaton Rapids Public Schools intends to use the funds for personnel to coordinate our test to stay program, which under the guidance of the CDC and MDHHS, will allow us to provide in-person instruction to students who would otherwise be quarantined.

2. 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:

We plan to use the funds for a variety of uses under this category:

Summer enrichment programs for K-8 students: We plan to run a half-day program, 4 days per week for 6 weeks in the summer. Students will have hands-on experiences in Literacy, Math, Science, and Social Studies as well as opportunities for physical activity and learning about their community. They will engage with field trips to local partners and have guest speakers related to the curriculum. Students will have extended opportunities to work with personalized digital tools to address learning gaps, bring students to grade-level expectations, and provide extensions for students already at grade level.

Summer credit recovery programs for traditional 9-12 and alternative 9-12 high schools. Staff will be hired to provide in-person support to students working to complete courses using a digital curriculum.

Summer Reading Program K-5: Funds will be used to purchase Kids Read Now!. Kids Read Now! provides a summer reading program to all students K-5. Students choose books in the spring which are mailed to their home. Funds will be used for staff to implement, monitor, and encourage students to read.

After-school credit recovery programming (9-12): Staff will be hired to provide support to afterschool credit recovery students.

After-school academic support (6-8): Staff will be hired to provide support to MS students after school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will purchase subscriptions for personalized learning software in Reading and Math for students K-8. We will purchase access to Kahn Academy for our 9-12 students to address additional practice opportunities in math and SAT practice.

We will hire an additional staff member certified in Science at our Alternative High School. This staff member will also provide academic and mentoring support to High School and Middle School students placed in quarantine.

Because of increased demand for K-5 Virtual Scholars, we will hire a Multi-Tiered Systems of Support staff person to mentor our K-5 Virtual Scholar's. This staff member is also responsible for coordinating our academic response for students who were placed in quarantine.

We had an increase in students who wanted to enroll in Kindergarten, most of which came very late in the summer. In order to keep our class sizes small and provide the best opportunity for our Kindergarten teachers to meet students where they are, we will hire an additional teacher.

ARP Act Section 2001(e)(2)(L): We will hire a full-time Counselor for our DK-3 Elementary School to provide mental health support to our youngest students.

ARPA Section 2001(e)(2)(Q). We hired additional custodians to address the increased need for cleaning and sanitizing spaces for students, educators, and other staff.

ARP Act Section 2001(e)(2)(P): We plan to use funds to improve the air quality and air conditioning of buildings in the district.

4. 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 programming will be provided for all students. Summer and after-school programming will be made available to students most impacted by the pandemic first and then opened up to others. We have Tier I, Social-Emotional Learning curriculum K-12, so any additional supports are provided based on student need in Tier II and Tier III.

American Rescue Plan 2021

Eau Claire Public Schools - 11250

1. 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:

Repairing and improving district facilities to reduce the risk of virus transmission and exposure to environmental health hazards. HVAC Systems - ECPS will dedicate a large portion of the ESSER III funding to improve District HVAC systems. The district is working with a third party contractor to determine the priorities.

2. 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:

Through public meetings, teacher meetings, admin meetings, transportation/food service employee meetings, and surveys the district will allocate a portion of ESSER III funds towards after school enrichment programs for the Students of ECPS, which may include: a K-5th after school Program from 3:00-5:00 and ½ Days and 6th-12th: After School Homework Club Monday and Wednesday and 8th Hour on Tuesday and Thursday. The District will allocate a portion of ESSER III funds towards summer learning and enrichment programs for the Students of ECPS, which may include: S'More than just Camp, MS Summer Enrichment Program, and HS Summer Credit Recovery Program.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Through public meetings, teacher meetings, admin meetings, transportation/food service employee meetings, and surveys the district will deliver interventions and/or small group instruction for students (i.e. Orton Gillingham, Kagan, Guided Reading, Haggerty, Delta Math). To cover substitute cost for Grade Level Data Digs (planning for small group interventions F-W-S). Other activities that are necessary to maintain the operation of and continuity of services, including continuing to employ existing or hiring new district and school staff: technology related expenses, Elevate Contract - virtual math class, Full-time substitute costs.

4. 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.

Through public meetings, teacher meetings, admin meetings, transportation/food service employee meetings, and surveys ECPS has decided to provide after school learning and enrichment opportunities through a A K-5th After School Program from 3:00-5:00 and ½ Days and a 6th-12th After School Homework Club Monday and Wednesday and 8th Hour on Tuesday and Thursday. ECPS will also provide summer learning and enrichment opportunities through S'More than just Camp for elementary students, MS Summer Enrichment Program, HS Summer Credit Recovery Program. Evidence based strategies to address learning loss.

American Rescue Plan 2021

Ecorse Public Schools - 82250

1. 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:

A portion of these funds will be used to purchase additional cleaning supplies for the district. Also we will be using a portion of these funds towards renovating one of our closed buildings to increase the number of classrooms in the districts to spread students out into more buildings. Part of these renovations includes HVAC improvements to improve air quality.

2. 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:

The district is using a large portion of these funds to implement afterschool tutoring to extend the school day to address learning loss from COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of these funds will be used to purchase devices for student use and other materials to address learning loss.

4. 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.

This will be accomplished by aligning District Goals and objectives around four areas:

- 1) Addressing the impact of lost instructional time by providing an evidenced based programming targeting our students, particularly those students disproportionately impacted by the COVID Pandemic.
- 2) Addressing the impact of lost instructional time by extending the school day 2 days a week with after school tutoring .
- 3) Respond to social, emotional and mental health needs of all students.
- 4) Implement preventative strategies aligned to the latest CDC guidance on reopening schools and to improve indoor air quality.

American Rescue Plan 2021

Edwardsburg Public Schools - 14030

1. 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:

Edwardsburg Public Schools will use the funds to provide in person instruction with smaller class sizes at the elementary level (including 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) to maintain the operation of and continuity of services in employ staff.

We have also planned to intentionally use ESSER III money to buy Chromebook to provide 1 to 1 technology support. Each student will have access to a technologically relevant device that allows them to access course work for every class, as well as our Benchmarking/Individualized Lessons from Curriculum Associates (iReady).

When the ESSER III remaining funds become available we will fully fund the above as approved.

2. 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:

Edwardsburg Public Schools plans to use ESSER III funds to respond to learning loss for students most at need (including 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) by adding instructional programs designed to target those specific needs. We have found, specifically in the areas of Math and Science a need to increase instructional programming focusing on the students academically at risk of failure. Secondary classes designed specifically with the intent of providing remedial support, as well as current content, supported by highly qualified staff, time, curriculum, and intentional instruction have been added.

When the ESSER III remaining funds become available we will fully fund the above as approved.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the purchase of Chromebooks to provide 1 to 1 technology support to enable each student to have access to relevant instruction and instructional resources, we will be using the ARP ESSER funds to maintain the operation of EPS services by continuing to employ our highly qualified elementary teachers. These instructors enable us to maintain small class sizes to more effectively address the unique needs and learning loss encountered due to the pandemic.

4. 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.

Benchmark assessments, local assessments, and communication from stakeholders shows a need for intentional instructions from highly qualified teachers and staff in both the areas of Math and Science. Providing remedial support, as well as providing current content for students showing the most need is the intention of adding additional opportunities at our secondary level to address the possible learning loss due to the pandemic. Progress will be monitored through our local benchmarking and progress monitoring as well as state assessments.

Also, having smaller class sizes (which include 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) at the elementaries staffed by Highly Qualified staff with support from our Title I staff, Student Support Service Staff, 31n Staff along with administration dedicated to address any learning loss from the pandemic will be monitored and adjusted closely by our benchmarking and progress monitoring system.

American Rescue Plan 2021

Elk Rapids Schools - 05060

1. 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:

The intent for this plan is to use funding to assure small class sizes by hiring staff to keep students as socially distanced as possible in classrooms. In addition, funding will be used to keep masking and cleaning supplies plentiful and assure low transmission rates.

2. 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:

The academic impact is best met with fewer students in the classroom, use of MTSS staff to support students who are behind grade level based on benchmark assessments and provide extended day and year learning opportunities. Summer school is a primary mode of academic recovery providing core instructional and enrichment programs and providing meals and transportation to and from summer programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Staff is continually trained on the best safety and mitigation strategies to best combat the COVID-19 pandemic. Daily cleaning of high touch points (door handles, restroom fixtures, desks, etc.) is a highly trained and reminded strategy. Additionally, staff provide training and reminders for students to use cleaning products to keep desktops clean, wash hands regularly, and wear face coverings when in hallways, cafeterias, etc. Monthly health department updates are shared with staff, and principals and directors update their staff regularly on changes to the COVID-19 pandemic.

4. 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.

The district has added both a social worker and counselor to the staff for the 2021-2022 school year. These positions are specifically designed to meet the needs of our struggling students, especially our students from underserved and underperforming populations (economically disadvantaged, special education, etc.). Partnering with community leaders to mentor students who have been negatively impacted on a social/emotional level is proving to provide much needed support to kids, and we see academic improvement as a result of meeting the emotional/social needs of kids.

Elkton-Pigeon-Bay Port Laker Schools - 32050

1. 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:

All of our efforts are focused on keeping students healthy and safe for in-person learning. We intend to do this by doubling down on disinfecting tools and treatments, providing furnishings that allow us to create more spacing in classrooms, and updating technology to add efficiency and effectiveness to our formative assessment practices and intervention efforts within our learning spaces.

2. 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:

We have a variety of plans to address learning loss through extended-time programs. First, we will use new intervention personnel on staggered schedules to meet with students before and after school to provide personal and small group remediation. Secondly, we will expand our summer school programs across all buildings to provide time for academic skill-building and credit recovery. Finally, we will add summer enrichment programs such as day camps, site visits, and nature studies to provide students with opportunities to recover lost learning time and enhance their learning beyond the curriculum.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

This district will use funds consistent with allowable uses for ESSER funds. Cleaning protocol will be used with extra custodial help to lessen COVID spread to help keep students and staff safe/healthy to provide best education possible. Also, purchasing of technology to help with instructional resources remotely when needed and for in-class instructional needs. Also, providing mental health services to staff in the way of services offered through a third party, which will keep things confidential. Retention efforts will also be used in the way of a retention salary and signing bonuses to attract new teachers to our school district. Also looking to purchase furniture to address needs to social distancing as necessary and promote new learning techniques.

4. 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.

We will continue to add programs and personnel to support students' social-emotional and mental health needs. We will provide onsite health clinics in all buildings, provide office space for community mental health partners to provide students with onsite counseling services, and investigate tele-health programs that offer physical and mental health services in-home to students in need of those services. We will also offer expanded food service programs to low-income families to assist our students who struggle with food security.

American Rescue Plan 2021

Ellsworth Community School - 05065

1. 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:

The district will pay for additional staff for providing meals with more frequency to reduce the number of students assembling together at times when they do not have face masks on. Compensate custodial staff to provide extra duties related to sanitation and disinfecting of the building to keep students and staff safe.

2. 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:

High quality afterschool tutoring provided by Highly Qualified teachers for students identified as having an academic slide and/or need for added support. High quality summer school programming for one on one or small group to address subject specific instruction for identified students provided by Highly qualified teachers. Replace and add learning library books and materials in each elementary classroom to address literacy needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Provide mental health supports and community outreach to help students and families connect to resources to assist with health and safety for students; Building improvements to address quality air, circulation and safety for students and staff.

4. 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.

The district hired an additional special education teacher to address added needs for student receiving special education services and supports; worked with Community In Schools to provide a district contact to help families and students connect to needed resources within the district and/or county; provide high quality tutoring afterschool by highly qualified teachers to assist students with academic needs to bring the knowledge to or above grade level.

American Rescue Plan 2021

Endeavor Charter Academy - 13902

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Engadine Consolidated Schools - 49055

1. 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:

One of the greatest concerns for Engadine Consolidated Schools is maintaining and hiring additional staff to keep class sizes small. Currently, one teacher was offset with ESSER II funds to reduce class sizes in the K-6 level. This has assisted in reduction of having a large split grade classroom. Currently, two additional teachers in the elementary are funded by the district to keep class sizes small, but ESSER funds are needed to offset and stabilize budget, otherwise we are looking at larger split-grade classrooms across K-6. Additionally, there are more special education students needing one-on-one services, which has decreased our teacher aide availability. We have had to hire an additional aide to address the K-6 needs and are unable to fund an aide we previously had for 7-12, so ESSER funds are utilized for this. Furthermore, the increase of special needs students has facilitated the need for an additional teacher at the 7-12 level. Transportation is a concern, as we had to offset these needs from general budgets and are in dire need of two busses to replace two with issues. Without this, we are unable to transport many of our high risk and high needs students to school or our CTE high school students to vocational programs. It is the concern that these funds will keep class sizes small, provide additional staff for intervention services, address our neediest students have access to school services and allow technology to provide one-on-one access and connectivity.

2. 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:

Funds will be used to maintain current staff to keep class sizes small and increase both certified and instructional staff. This will allow for one-on-K-12. one instruction for the neediest students, provide intervention programs for those with academic needs such as before and afterschool tutoring, summer learning opportunities, and employ an interventionist K-12. It will also allow for restructuring of staff in the 7-12 level to provide in-school intervention for students unable to participate in extended school day opportunities. In addition, it will allow for counseling services to increase in the building from the current 7-12 level to K-12 so we are addressing the social, emotional and mental health, behavioral needs and attendance concerns. Funds will also be utilized to update outdated curriculum, provide for intervention programs, and strengthen current curriculum. Additionally, funds will be used to provide transportation services, as our district is large geographically (460 sq miles), will will shorten transportation times and allow for restructured routes for before/after school learning opportunities for families that are unable to transport. Additionally, funds will be used for an extra Special Education teacher for grades 7-12 and to replace an Administrator who served as our Special Education Director. By offsetting these funds, we will be able to reallocate from general budgets directly into curricular , academic and intervention needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER funds will be utilized to reduce class sizes K-12, particularly among K-6. Funds will also be used to maintain certified staff and support staff while also allowing us to add staff to address learning loss. Engadine plans to have Summer Learning opportunities for all K-12 students and allow for a teacher to provide Credit Recovery for 9-12 students. Additionally, we are concerned of the social, emotional and mental well being of the students as we have seen an increase of stress and fear among our student since the pandemic began, which has impacted learning. Within this past year, we experience transportation needs that facilitated the replacement of two busses. Without the replacement, we would not be able to provide transportation to approximately 2/3 of our student body. It will also allow us to continue transporting CTE high school students to vocational training programs., thus reducing the drop-out rates and sending students to the alternate CCSS program. By doing so, we will also be able to offer before and after school opportunities for tutoring, Funds would also be used to purchase technology with one-to-one capacity and all homes have connectivity and we want to grow our staff professionally by providing training options to have certified staff in areas that we are currently contracting services with our local ISD. It is the intent that funds will also assist us in stabilizing our budgets to to maintain these programs after ESSER disappears.

4. 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.

It is a concern that all students, regardless of needs, will receive equitable education. Engadine is approximately 75% low soci-economic and almost 25% of students are targeted for special education services. Approximately 5% of students are identified with 504 needs and/or identify as homeless. We are large rural district and most of the students facing the greatest needs, due to economic needs, disabilities, homelessness, foster care and migratory, live long distances from the school. Without reliable transportation, many of these families would struggle getting their students to school, so part of our request for funds directly addresses the replacement of busses. This will also allow us to provide before and after school tutoring and enrichment programs for those students needing intervention due to learning loss. Transportation services also allows us to provide CTE vocational opportunities for 9-12 students. These programs are almost exclusively with students that meet one or more of the highest risk needs and is effective at keeping kids from dropping out of the traditional learning program or having to enroll at the alternative CCSS program that we partner with. Additionally, we have noticed that over 90% of all students that are exhibiting attendance issue, behavior problems, or severe emotional, emotional and mental health identify with one or more of these high risk factors. By allocating funds to maintain/add staff, we are able to effectively meet at risk needs.

American Rescue Plan 2021

Escanaba Area Public Schools - 21010

1. 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:

Our buildings have been open with students taking part in in-person learning. They were also open for in-person learning for all most all of last year. We have taken steps to keep our buildings sterilized and clean by adding additional cleaning staff, and will be purchasing new automated equipment to help with the process. We are also replacing the boilers at Webster and investigating improving the chillers at Lemmer to improve air flow.

2. 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:

Our district has chosen to use funds for Early Middle College, Dual Enrollment, MI Virtual. As Barnett, Maclutsky, and Wagonlander (2015) note, there is convincing evidence to show that these programs offer valuable learning experiences that are not part of the traditional K-12 programming and provide additional opportunities for students to encounter content and instruction that compensates for instructional time lost due to the pandemic. Because the school actively recruits at-risk students into these programs and provides them with consistent, targeted supports, students disproportionately impacted by learning loss are very likely to benefit from participation. In the elementary grades, the District has aligning grades 4-5 with our Bk-3rd grade ELA program. The purchase of these new materials provides an evidenced-based instructional system that meets the needs of all students, including interventions for those impacted by learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All of our planned expenditures fall under the allowable categories to support learning loss, Purchase of Sanitization Supplies, Purchase of Educational Technology for Students Served by the LEA, Other Activities Necessary to Maintain the Operation/Continuity of Services in the LEA, Administering and Using High-Quality Assessments, Implementing Evidence-Based Activities, School Facility Repairs and Improvements to Reduce Risk of Virus Transmission, Upgrade Projects to Improve the Indoor Air Quality

4. 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.

The District has added layers of support for students in Dual Enrollment, Early Middle College, and Virtual Learning. This includes a Student Services Coordinator and Online Learning Coordinator who follow up with students multiple times per week and interact regularly with providers to coordinate additional help for students when needed. These efforts are actively supervised by school administration. Through a team approach, student needs are identified and targeted supports are provided. These may include academic support, but also include social/emotional and mental health supports from dedicated school social workers and At-Risk Coordinators. As a result, all students, but especially those disproportionately impacted by the COVID-19 pandemic, receive the individualized care and attention required for academic success and overall well being. The same system operates at elementary levels, where students have access to high quality teaching and a guaranteed, viable curriculum along with dedicated social/emotional, mental, and academic supports in the form of At-Risk Coordinators and social workers who operate under the supervision of school administration.

American Rescue Plan 2021

Escuela Avancemos - 82744

1. 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:

The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. ESSER III funds will be used to implement and sustain this plan in accordance with the guidelines.

In order to implement prevention and mitigation strategies, EA will use ESSER funding to purchase PPE and cleaning equipment for the school. This includes enough masks for staff and students to wear each day, clear desk/table dividers, classroom-sized air filtration systems, hand sanitizer dispensers, and signage for hand washing and social distancing in common areas and classrooms. The funding will be used to continually supply and refill the necessary PPE and sanitation products and equipment.

2. 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:

EA will fund the temporary position of Learning Loss Aide to support classrooms during small group instructional time. Under supervision of certified staff, the Learning Loss Support Aide supports the homeroom teacher in monitoring students working independently, as well as provides translation support as needed between student and teacher, student and student, and teacher and families. The aide is able to assist the homeroom teacher in monitoring all students closely and actively at all times to ensure students are behaving appropriately, following required CDC recommended safety guidelines, and successfully completing assigned activities.

EA will also use the funding to implement a research-based best practices summer program option for all students. This will address the gaps in learning students have faced since the onset of the pandemic. EA will use benchmark assessments to determine specific gaps for individual students and then use research-based best practice small group instruction to support each learner's needs.

Ea will also use funding to implement additional researched-based best practice curricular resources for teacher use with students in all grades K-8. In order to continue supplementing the homeroom curriculum, knowing our students have more gaps than in the past, a supplemental curriculum that is aligned to common core state standards will support the homeroom teacher in meeting student needs when students are performing significantly below grade level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Consistent with section 2001(e)(2) of the ARP Act, Escuela Avancemos will spend its ARP ESSER funds in accordance with established and published 15 allowable uses and in accordance with applicable federal regulations, rules and guidelines that pertain to all federal grant awards. Specifically funds will be used to coordinate preparedness and response efforts, fund activities to address the needs of low-income students and English learners, purchase supplies to sanitize and clean facilities, purchase educational technology, provide mental health services, plan and implement summer learning and supplemental afterschool activities, improving air quality and other activities that may be necessary to maintain the operation of and continuity of services and continue to employ existing staff.

4. 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.

Escuela Avancemos will implement interventions that are evidence based to address the academic impact of lost instructional time and to respond to the academic, social, emotional, and mental health needs of all students especially those from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness and children in foster care and/or migratory students.

Leadership, grade level, department, and special service teams meet frequently in Professional Learning Communities (PLCs) to review student data and make adjustments to instruction to improve student learning. Benchmark testing and progress monitoring assessments are conducted. Teachers use those tests and other tools (iReady, Zearn, Imagine Learning, etc.) to evaluate and track student growth. Additionally, teachers and administrators will use high-quality assessments, which are valid and reliable, to inform teaching and learning. Some teacher teams meet weekly to monitor student progress. All PLCs meet monthly at minimum to review student data.

Essexville-Hampton Public Schools - 09050

1. 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:

EHPS response to the Covid-19 pandemic has been and continues to be based upon the most up-to-date guidance from state and local health officials as well as the CDC. At the heart of our response has been our students' academic, social, emotional, and mental health needs. Our ultimate goal has been to continue with in-person teaching and learning as safely as possible. The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning.

A portion of the ARP ESSER dollars are being used to upgrade HVAC equipment and filtration systems on existing units to allow for improvement of air quality indoors while reducing airborne pathogens and improve indoor air quality for staff and students. Select doors and windows will also be replaced to improve the efficiency and effectiveness of the entire HVAC system. These tasks will assist in the prevention of the spread of COVID-19 and, therefore, will help ensure a continuity of services.

2. 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:

EHPS will reserve 20% (app.\$270,000) to address academic learning loss. We will hire a full-time staff member of curriculum & instruction to best address all facets of learning loss, will provide/coordinate professional learning and community engagement. We will continue to implement evidence-based strategies that have proven to be effective tools for enhancing student learning & strengthen academic programs with additional Tier 1,2,3 evidence-based strategies & programs in both academics & behavioral initiatives. We will expand classroom support by hiring intervention teachers & paraprofessionals to ensure that students are being provided with interventions, small group instruction, student supports, and learning environments that are conducive to supporting students who are in need of Tier 2&3 interventions. EHPS will provide extensive PD in the focus areas of data-driven instruction, data analysis, instructional delivery, foundational skills instruction and components of foundational literacy, and integrating cross curricular skills which impact teacher quality & enhance student learning. EHPS has spent much time researching/sampling multiple K-12 ELA Tier I curriculum to better support students. Selected curriculum will encompass digital & student consumable materials and will be specifically chosen for inclusion of remedial, grade-level, and enrichment lessons within each instructional lesson to help differentiate instruction to meet each child's specific learning needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In order to inclusively support student success across EHPS, the remaining funds may be spent on the following: purchasing supplies to sanitize and clean facilities; repairing and improving school facilities to reduce risk of virus transmission and exposure to

environmental health hazards, including improving air quality; purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aid in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities; and providing mental health services and supports.

4. 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.

EHPS will progress monitor all students regularly regardless of race, income, disability, or economic status that we have identified are in need of academic or social emotional support. School staff will meet bimonthly to ensure that interventions put in place for each individual student are effective. Additionally, EHPS has both school wide and targeted supports for social emotional learning. The district will continue to work with administrators and teachers to identify gaps in content standards. Identified standards will be incorporated into the grade level or course curriculum standards that most closely match those that were not taught previously. We will continue utilize district and state level assessment data to identify and address student learning gaps. We will utilize surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making. We will allocate funding for high quality student assessment tools to provide data to measure ongoing academic supports and interventions. Professional development for teachers on how to use data to drive instruction will also be ongoing both by local experts and outside professionals. Teachers need to know they have access to good data and have support in implementing that data to make informed decisions to best meet each student's educational and social emotional needs.

American Rescue Plan 2021

Evart Public Schools - 67020

1. 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:

Using the knowledge we gained in the 2020-21 school year when we were able to keep our students face to face the entire school year, we will use the funds to continue to provide and improve on the things we found to be effective in safely opening and keeping them open for in person learning. First we will focus on getting all our students to and from school and then our focus will be on transporting our high school students to the career center. Additional teachers will be added at every level to reduce class size allowing more social distancing. Students have been assigned seats in the regular classroom, in special classes and at lunch. This has greatly helped to minimize the number of students who have had to quarantine for being a close contact. An additional custodian has been added during the day to increase cleaning and disinfecting especially at the elementary level. Students who are close contacts to someone who has been diagnosed with COVID will immediately be quarantined. If the student is in school, parents will be contacted to take the student home. To create a healthier environment improving ventilation is a priority use of funds.

Frequent communication is sent to district families strongly recommending that all students wear masks not only on the bus but in the classroom. Masks are given to anyone who would like one. The district encourages all staff and students to be vaccinated.

2. 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:

The academic impact caused by the pandemic must be addressed not only by providing additional programs after school and during the summer but during the regular scheduled school day as well. A summer school experience will be available for students in grades K-8 taught by Evart Public. Aimsweb will be implemented this year to provide more frequent progress monitoring for students in grades kindergarten through ninth grade who are not yet on grade level. The addition of a middle school counselor and an elementary behavioral specialist will help to address the needs of students with disabilities. Educational assistants will also be employed to support students receiving special education services. Other considerations for addressing the learning loss students have experienced include: creating smaller class sizes so that teachers can reach and help those students who are struggling. This is being done by adding six teachers impacting all levels.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Evart Public School Administrative Team had put together a list of building improvements that were needed. The original list was modified many times over the course of the past several months. A final list of district needs was developed and then sent to each member of the committee to prioritize. From this list a survey was generated asking stakeholders in the district to complete. Results from a survey of stakeholders who represent the interests of students with different needs were used to help determine priorities for ESSER III funds. 347 surveys were completed. 343 assigned themselves to a group. 39.7% were in the parent/guardian group; 28.3% were students; 16% were community members; 9.3% were teachers; and 6.7% were school staff members. The percentages of stakeholders responding representing these students are: Homeless – 10.9%; Foster Care- 12.4%; Special Education – 22.2%; 504 Plan – 12.7%; Free/Reduced 27.8%. Stakeholders could indicate involvement in more than one category. The results of this survey helped to guide the priorities in budgeting the ESSER III funds. Highlights include updating technology and improving indoor air quality, including ventilators, fans and window/door replacement. Other items listed are to maintain quality transportation and employ additional support staff, including educational assistants, nurses and medical personnel.

4. 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.

With 72% of our students from low income families and having an above average number of students with disabilities, many interventions were already in place prior to the pandemic to meet the needs of our students. Funding was always a concern. With the ESSER III funds, the school board has the opportunity to enhance existing programs as well as hire additional personnel to ensure the needs of all students are being met. Before we can help students recover the learning that was lost during the pandemic, we must ensure that their basic needs are met. EPS participates in the Universal Lunch Program where every student is offered a free breakfast and lunch. We must address the academic learning loss and help students achieve at their highest level. To do this students must receive more individual attention from the classroom teacher, additional opportunities to work in small intervention groups, as well as be provided with additional learning time outside of the regular school day or traditional school year. The Ewart Promise Plus Program gives every graduating senior the opportunity to attend a post-secondary institution for a \$2000.00 scholarship if they enroll in a non-traditional program. The hiring of additional teachers to ensure that class sizes are small will help all students to receive additional teacher support. Teachers have received extensive professional development on trauma informed practices to deal with students who need additional support as a result of trauma.

Ewen-Trout Creek Consolidated School District - 66045

1. 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:

The District will continue to reference the CDC Guidance for COVID 19 Prevention in K-12 Schools to generate recommendations on social distancing, masking, testing, and quarantine times. We will work with the WUPHD to monitor all positive and probable cases as well as provide a location for vaccination clinics as this is the leading public health COVID-19 prevention strategy.

Additional staff hires will help reduce class size which will aid in social distancing. This will also allow a greater staff to student ratio which will aid in academic remediation efforts.

The District will ensure all supplies, equipment, janitorial staff, and protocols necessary to maintain a safe and sanitary building. A sanitizing schedule will be established and followed. We will provide hand-sanitizing stations throughout the building. Students will be reminded to wash their hands and sanitize regularly. Social distancing will be in effect wherever reasonably possible. Masking and testing protocols may be implemented during periods of high transmission in our District. Students will be encouraged to stay home and get tested during illness. Student testing will be provided upon request. Parents will be notified of the possibility of exposure. Testing/quarantining will follow CDC and Board of Education guidelines. All modes of transportation in the district will be included in the sanitizing protocols. An additional bus will be added to the fleet to prevent overcrowding on routes.

2. 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:

Additional staff will be hired to reduce class size. Students will be assessed through state and District-approved benchmark testing (STAR, Dibels, classroom assessments). Results will be reviewed by our Student Assistance Team with particular focus on demographics which may have been more negatively impacted by the pandemic. Civil Rights Data Collection information for our district will be reviewed to ensure we are addressing needs of all sub groups. Upon identification of students achieving lower than expected, students will enter our SAT process. Parent input, testing, observations, and evidence-based remediation will be implemented. Progress monitoring will be conducted. Summer learning and enrichment programs will be provided to remediate potential learning gaps.

The District will maintain the current level of social emotional support and counseling. The SAT will gather info on behavior, social, emotional, mental health, and academic issues which may stand in the way of student success. Services will be provided .

The School Success Coach will identify needs and provide access to services with a particular focus on homelessness, inability to meet basic needs, and barriers which are creating attendance issues or the inability to attend activities.

These strategies will be incorporated into our strategic planning process to ensure longevity and sustainability of systems which will result in a safe, equitable, and inclusive environment for all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will ensure a continued high level of quality education by maintaining current employment of existing staff. Maintaining current staff members is crucial to the continuity of existing programs and routines and will help alleviate student stressors related to Covid-19.

Staff stipends will be issued to help compensate staff members for the time associated with extra duties related to Covid mitigation, the stress of potential exposure to Covid in the workplace and preparation for virtual learning. Extra duties include but are not limited to, establishing a socially distanced classroom, routine, and seating assignments. Providing handwashing education/ breaks and sanitizing stations in their classroom. Providing information related to close contacts of students if there is a positive case in their class. The District will also work with GOISD nurse and the WUPHD to provide resources and information to staff members with health concerns related to Covid-19 and their constant potential exposure. Staff members will also be expected to return to virtual learning at any point if we experience an outbreak in this area.

New text books with a strong online component will aid in preparation and ultimately the delivery of content aligning with state standards in a user friendly format. This, combined with current technology, will provide the strongest educational option both for in-person and virtual learning and reduce the learning loss caused by Covid-19.

4. 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.

Upon student identification and implementation of research based remediation strategies to address learning gaps due to loss of instructional time, progress monitoring will be conducted to identify the effectiveness of the strategies. If adequate progress is not made by the students, the SAT team will modify the learning plan to change to an alternate remediation strategy.

Input from parents, educators, and counselors will be used to assess effectiveness of support plan. Modifications to increase/decrease the level and frequency of support will be based on progress toward student goals. The number of Powerschool log entries will be monitored to provide data on effectiveness of behavior plans and supports. The School Success Coach will work with parents/administration to monitor attendance and provide support to families. Plans and resulting data will be reviewed and modified on a continual basis to help mitigate the negative impacts of COVID 19.

If a transition to online learning presents itself, the District will close the digital divide and address resource inequities by working with families to provide Chromebooks and access to the internet. The online component of our curriculum will ensure students have access to all learning materials.

These strategies will be incorporated into our strategic planning process to ensure longevity and sustainability of systems which will result in a safe, equitable, and inclusive environment for all students.

American Rescue Plan 2021

Excel Charter Academy - 41905

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Excelsior Township S/D #1 - 40060

1. 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:

ARP ESSER III funding will be utilized at Excelsior Twp S/D #1 to continue the implementation of prevention and mitigation cleaning strategies according to CDC guidance to maintain open and operating schools for in-person learning. Excelsior Twp S/D #1 will utilize ARP ESSER III funding for purchasing personal protection equipment in addition to cleaning supplies consistent with the most recent CDC guidance.

2. 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:

ARP ESSER III funding will be utilized in district for hiring highly qualified staff to provide additional intervention supports for students identified with learning loss. ARP ESSER III funding will also be used to purchase intervention programming with supplemental resources and supplies that will support experiential learning in the classroom and afterschool programs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Excelsior Twp S/D #1 will utilize ARP ESSER III funds maintain currently level of staff for instruction of the students in the district along with hiring of additional interventionist for providing high quality interventions. Staff will work with students in targeted areas of need to address identified learning loss.

4. 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.

Excelsior Twp S/D #1 will ensure the interventions that are implemented are addressing the impacts of the pandemic by measuring student growth data gathered through NWEA testing. Test results will be monitored in comparison to prior year tests throughout the upcoming testing cycles.

American Rescue Plan 2021

Fairview Area School District - 68030

1. 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:

When determining how ESSER III funds would be allocated, the district identified three main areas of importance:

1. Maintenance/Custodial, 2. Technology, and 3. Learning Loss.

In regards to these three areas of concern, ESSER III funds will be used to provide immediate safety improvements to the school building and grounds by purchasing maintenance equipment and custodial supplies to be used for specialized cleaning and sanitation procedures above and beyond what is normally provided, to upgrade and expand classroom ventilation units for better filtration and air purification, to replace several classroom windows in order to introduce fresh outdoor air, etc. Funds will also be used to purchase technology including hardware, software, devices, connectivity, etc., to facilitate distance learning to all students, and to aid in substantive interaction between students and instructors. Finally, the funds will be used to introduce new curriculum and professional development opportunities specifically designed to overcome learning loss, to administer high-quality assessments to accurately determine academic progress and areas of need, to implement evidence-based activities to target specific academic and social-emotional challenges, and to provide mental health supports to all students and staff.

2. 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:

Teachers will develop and implement actionable strategies to meet the targeted needs of students' academic, social, and emotional challenges, especially those addressing the educational inequities that have been exacerbated by the COVID-19 pandemic, such as learning loss and mental health. Funds will be used to target specific areas of academic learning loss in reading, writing, math, and science across all grade levels. The district will implement and utilize specific curriculum and academic programs which provide differentiated instruction, partner with community resources such as the School Success program, conduct summer-school and credit recovery programs, provide professional development to help teachers plan and implement focused curriculum, activities and enrichment programs designed to overcome learning loss, and invite well-known guest motivational speakers to encourage student engagement and success. The district will conduct parent nights to help parents engage in the learning process both academic and social-emotional, as well as help parents recognize underlying issues that may affect academic performance such as depression, anger, anxiety, and other social and emotional issues.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will purchase proper safety equipment to reduce the spread of the virus as well as specialized cleaning / sanitizing equipment such as floor cleaners, steamers/sanitizers, spray foamers, and a HEPA air-filtration machine for the central office space. The district will also be replacing several classroom unit ventilators and installing GPS ionizers to provide better air quality. Funds will also be used to purchase equipment in order to provide more equitable and available access to technology and internet for all students and staff. This includes the installation of both indoor and outdoor wireless access points, replacing broken and outdated laptops to accommodate remote learning, adding several teacher smartboards and sound systems for a more interactive classroom learning environment.

4. 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.

The district will utilize all available resources to assure that the academic, social, emotional, and mental health needs of all students are met. Teachers and staff will monitor student progress, reward student growth and achievement, evaluate the effectiveness of specialized programs and curriculum, and make appropriate changes as necessary. The district will also encourage parental involvement by providing several nights of parent learning opportunities which will include both academic subjects as well as social and mental health topics relating to student well-being. Teachers will work with students, parents, board members, community members, local health providers, and mental health partners to seek input and determine best practices for achieving student safety and success for all students.

American Rescue Plan 2021

Farmington Public School District - 63200

1. 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:

Farmington Public Schools has continued to maintain a mitigation plan in order to continuously and safely open and operate schools. These measures include:

- Masking requirement as determined by the county's identified risk level with masking currently always required on buses.
- Use of air purifiers in classrooms and other common spaces where people congregate.
- Social distancing (3-6 feet) where possible.
- Masking, social distancing, and sanitizing signage.
- Utilization of hand sanitizing stations in classrooms and hallways and 360 Disinfecting/Electrostatic sprayers in buildings and on buses.
- Communication to staff and families to continuously monitor for symptoms and asking symptomatic students and staff to quarantine until receipt of negative covid tests.
- Quarantining/Isolating positive cases for 10 days from onset of symptoms.
- Moving classrooms to remote learning as needed in response to multiple cases in a given classroom.
- Maintenance of HVAC system.
- Providing vaccination information and availability to the community.
- HVAC upgrades and replacements

2. 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:

We identified key areas of focus as we built our plan to be a student-centered system for learning. This plan is anchored in sincere reflection and a focus on continuous growth. Farmington Public Schools instructional focus is on learner engagement. To this end, we identified two instructional strategies to focus district-wide on this area: Building learning environments that position each and every learner to be engaged - in a way that they know they are at the center of the learning, their thoughts are valued, and they know they are competent to do the learning. Using authentic tasks to provide each and every learner the opportunity to learn higher level thinking and problem solving skills as well as knowledge of the world and people. These two areas attend to increasing rigor for all students through meaningful learning opportunities and ensuring that learning environments are student-centered and inclusive of each and every learner. These strategies are consistent with culturally responsive instruction. FPS will have outside of school learning supports and enrichment opportunities, particularly for the populations targeted in this grant as it pertains to learning loss. One evidence based intervention that we will use to combat student learning loss in math is using the funding to hire 3 AARI teachers to provide intervention for middle school students and 3 math recovery teachers. We also will add additional staff to our Community Services Support department.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ESSER III funds will be used to implement and support this work through professional development and potential resource purchases. We will develop Intentional Technology Integration. We are developing a K-12 technology plan that builds a strong technology infrastructure, develops a vision for use of diverse sets of tools, and supports families with technology. We are committed to building a system of support to meet the social emotional needs of staff and students within our school community. We will be hiring additional social workers and social/emotional staff to support student learning as well as teachers. Through the use of our equity audit data and our professional development in equity system work, we are developing a layered plan including professional development, mentoring for students of color and the purchase of diverse student text. We are adjusting our middle school instructional model that will provide a learning environment that is supportive and meets the needs of all students. We will develop choice time each day for high school students and staff to seek additional learning opportunities and academic and emotional support. We will have outside of school learning supports and enrichment opportunities, particularly for the populations targeted in this grant as it pertains to learning loss. These include on-demand tutoring, cohort tutoring and opportunities for accelerated learning in literacy and math.

4. 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.

We will ensure that our interventions are responsive through continuous school improvement work, strategic planning efforts, Key Indicators of Success progress shared with the FPS community; program evaluations; progress monitoring through MTSS and SIP process and monitoring of other assessments and data points such as WIDA and IEP goals. Monitoring of our other specialized populations such as homeless, low-income, students in foster-care, etc., will be coordinated by our Community Support Services Department via their targeted monitoring program. Our Instructional Department and Special Services Department will meet bi-weekly to discuss the alignment of the plan for students who are homeless, students from low income families, students of color, students who are English Learners and all students with special needs. The bi-weekly meetings will focus on progress monitoring, data analyzing and professional development and support.

We will continue to review discipline codes in our SIS to ensure they are consistent across the district; provide training for building administrators and teachers to understand discipline codes; review of Positive Culture Handbook; tracking of disproportionate data (SE); Continue to engage with parents, students, staff and community, continued use of SEL surveys for students and families and staff.

American Rescue Plan 2021

Farwell Area Schools - 18020

1. 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:

Farwell Area Schools plan to spend approximately 22% of our ESSER III budget on addressing the academic impact of lost instructional time. We will purchase Math Recovery Products, User License for Primary Numeracy, multiplication, division and fraction. We will also purchase LLI Kits. Farwell Area Schools will be funding Seat Time Waivers, Dual Enrollment, Early College, and CTE.

2. 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:

Farwell Area Schools plan to spend approximately 56% of our ESSER III budget on the Safe Return to In-Person Instruction and Continuity of Services. We will fund our custodial and maintenance wages and benefits, Technology wages, contracted sub wages for elementary, middle and high school. Farwell Schools will also fund PPE, cleaning, and sanitizing supplies. We will also fund the monthly cost of 50 hotspots. We will also fund a School Liaison Officer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Farwell Area Schools plan to spend approximately 22% of our remaining ESSER III budget in this area. We will fund secretarial wages and benefits for all four buildings, Covid committee stipends, grant director wages through indirect cost and facilities cleaning equipment.

4. 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.

Farwell Area Schools is located in Clare County which is one of the poorest counties in our state. This being said, there is a high majority of student from low income families that attend FAS. We began purchasing curriculum with ESSER II funding and will continue this with ESSER III funding to reach our students that have experienced learning loss throughout the Covid pandemic. We have also added interventionists and math coaches as well as psychology services to address social, emotional, and mental health needs. We hope to keep class sizes small and continue to fund after school and summer school options for our students. Our purchases beginning with ESSER I and ending with 11t funding allow FAS to thoughtfully and purposefully plan for the years ahead.

American Rescue Plan 2021

Faxon Academy - 63926

1. 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:

The District adheres to CDC, State, Authorizer, and local guidance for Covid-19. To provide preventative and mitigation strategies the District considers the following funds as we safely opened to operate for in-person learning. To value our educators we will provide stipends to our teaching staff as educators continue to be 'essential workers.' To support safety and reduce class size we provided an additional teacher. We are also allowing for substitute funds to support any potential days off due to illness or mental health days for our educators to ensure the continuity of instruction. The District continues to be consistent in our Covid-19 mitigation strategies and provide required PPE for our scholars, staff, families and any visitor. In response to our scholars needs, a counselor with a social work background will be providing additional support. An instructional coach will support general education teachers with a feedback cycle to support Tier I instruction, a paraprofessional will support students that are eligible for special education services to mitigate any learning loss, an instructional aide will provide a tiered level of support for identified scholars, and we are ensuring a continuation of services by planning and providing a 2022 Summer School program.

2. 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:

A MDE benchmark assessment in the Fall 2021 provided current academic data of our scholars. Scholars that qualify for additional support receive the support needed. A tiered delivery of intervention services is provided for scholars that qualify based on gathered data. Special Education services will continue according to the student's IEP. 504 services and accommodations continue according to a scholar's 504 plan. Summer School: The District will provide a 2022 Summer School program. Instructional Coaching: The District uses coaching to model and monitor instructional practices with new staff. Intervention in response to learning loss: The Instructional Support Team collects all academic data and hold Data Drop meetings to analyze, discuss, and determine tiered services for intervention. We continue to monitor our scholars well-being and academic growth by ensuring all of our scholars are able to access grade level and age-appropriate academic content with social / emotional curricular supports and personnel with these provided funds.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will continue to ensure that our team includes all voices of our school community in the determination of how the remaining funds will be utilized. We will submit the remaining plan of action after this first phase of submission. The District will conduct a marketing campaign to support the retention and recruitment of scholars for in-person learning with provided funds. In addition, included in these detailed funds are also indirect costs. These provided indirect costs will support the management of all provided ESSER III funds. This management is necessary to ensure for intentional spending based on the needs of our scholars and school community. To support the accounting of the funds, a much needed accounting software tool is included to support the management and tracking of these anticipated funds.

4. 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.

The District recognizes the importance to support our scholars who may experiencing trauma and challenging social-emotional situations. When schools are closed and scholars receive instruction in an online setting, many of the personal connections and interactions for scholars' well-being are minimized. We will ensure trusting relationships at all times no matter the instructional model (Remote, Hybrid, or In Person). We will continue to provide our scholars with every possible support and connection to ensure they are healthy and are growing socially, culturally, and academically. Our team of educators will remain closely connected to our scholars and responsive to all of our scholars needs. We are providing additional personnel (teacher, paraprofessional, coaches, and instructional aide) that allows for smaller class sizes and more individualized small group instruction. The District also finds it necessary to provide a counselor as a preventive and responsive measure that will provide individual support through social/emotional lessons. In response to our families we are providing a hybrid instructional model, which is a viable option for our families who still feel that at home learning is best for their scholar at this time, regardless of how many mitigations factors the District takes. All scholars are provided equitable opportunities as we are mindful of scholars who continue to be disproportionately impacted by COVID-19 and other factors out of their control.

Fennville Public Schools - 03050

1. 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:

Our district will continue to implement best practices in alignment with CDC guidance to remain open for in-person instruction. A key mitigation strategy that allowed FPS to conduct in person learning during the 2020-2021 school year is our school buildings updated ventilation systems, which allow us to bring in outside air and filter indoor air to limit the spread of illness in our buildings. Through our use of ESSER III funds we plan to further enhance our HVAC system to continue to ensure high quality indoor air. An additional mitigation strategy includes the encouragement of students and staff to maintain physical distance as much as possible to limit the need for quarantining due to exposure. Further, FPS requires daily health screening for students and staff each day before going to school, with a recommendation to test if there are symptoms. Further, Fennville Public Schools encourages handwashing and following local health department recommendations for contact tracing and quarantining. The implementation of an enhanced cleaning routine is an example of one of our mitigation strategies represented in these funds, evidenced by sanitation supplies and additional cleaning contracted services to cover the additional cleaning routines. An increase in upgraded equipment for implementing these cleaning routines can also be found within this budget, to be more efficient and effective in our cleaning regiments.

2. 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:

Fennville Public Schools will be implementing key practices to address the academic impact of interrupted instruction. A key strategy is through the addition of additional staff that will help focus our key needs for intervention and acceleration in our recovery efforts. These include Highly Qualified Teaching staff to provide for a continuity of services within our Tier 1 instruction when teachers are absent due to illness or quarantine. This also includes a key evidence-based practice of building MTSS structures to better serve students academically, behaviorally, and social emotionally. Through the addition of an Academic and Behavior Systems Coach, we will be better equipped to ensure the systematic structures, interventions, and teacher support is comprehensive in both the PBIS/behavior sector as well as within the academic realm. Our Assistant Principals and Student Success Coordinators are working closely with our specialized Mental Health staff (including Social Workers) to ensure our behavior and social emotional systems and response plans are supporting student and staff wellness. Further, to allow flexibility for students, access to credit recovery and teacher support in completion remains a funded aspect of our ESSER allocations. In considering acceleration efforts, a crucial strategy for FPS is the development and implementation of robust summer programming with increased teacher pay to attract and retain qualified instructional staff.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Fennville Public Schools has continued to implement strategies and public health protocols in line with guidance from the CDC to remain open and in full operation of our school facilities. Our ESSER III funds allocated to additional contracted cleaning services, supplies for sanitization and masking across district buildings and transportation vehicles, and upgraded custodial equipment all remain consistent with section 2001 (e) (2) of the ARP Act. Further, our ESSER III funds include part of our contracted nursing services, which helps in our COVID-19 response in limiting virus transmission and supporting staff, students, and families in navigating and implementing quarantine and contact tracing protocols.

4. 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.

In Fennville Public Schools, approximately 78% of our current student body are students from low-income families. Approximately 20% of our students are English learners and we also have representation within our student body of students experiencing homelessness, children in foster care, migratory students, students with disabilities, and students of color. In determining any implemented intervention, FPS uses a data-informed protocol. Universal screening and evidenced-based diagnostic assessments are used to help guide decisions as to which students could most benefit from the intervention being considered. Another important layer is the use of progress monitoring, in which growth should be measured and monitored by teachers and interventionists to determine if adequate progress is being made. If progress is not being made, we change the frequency or intensity of the intervention. This pertains to both behavior and academics.

American Rescue Plan 2021

Fenton Area Public Schools - 25100

1. 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:

Fenton Area Public Schools mitigation strategies have been and will be to provide access to learning whether in the building or at home. To that point, we are finding our students need access to technology and curricular resources through technology. We are also looking at providing a consistent learning environment for our students in person, which means using resources to make sure we have sustained staffing to ensure appropriate class sizes that deal with the impact of learning loss. Part of the CDC's recommendations is to also deal with the social-emotional whole child component of reinstituting in person learning. Our plan is also to provide extra support in the counseling department to track and help student progress.

2. 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:

Fenton Area Public Schools is utilizing research-based evidence-based interventions with extra support in MTSS areas of Academic, Behavior, and SEL. We will utilize our MTSS processes to identify the needs of our learners and best match them to evidence-based interventions that match the needs of the students inclusive of but not limited to summer enrichment, afterschool, or summer intervention. Also, Fenton will utilize dollars to sustain programming and staffing to reduce class sizes at our highest need buildings with ESSER III dollars to ensure those students at risk and those that have experienced learning loss have the greatest chance at accelerated learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Providing a dean of students that allows for extra support with behavior interventions will allow students the structure they need to be successful behaviorally so that in turn students can be successful academically. A dean of students will also help carry out the MTSS tiered of interventions within our FAPS MTSS Plan. Also, providing additional EDP hours will provide students with the support they need for post-secondary planning. Also, look to sustain staffing levels that will address the pandemic learning loss for the next 3-4 years to help students recover.

4. 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.

Fenton Area Public Schools is utilizing research-based evidence-based interventions with extra support in MTSS areas of Academic, Behavior, and SEL. We will utilize our MTSS processes to identify the needs of our learners and best match them to evidence-based interventions that match the needs of the students inclusive of but not limited to summer enrichment, afterschool, or summer intervention. We will also implement research-based evidence-based interventions in the area of data-driven decision making, provide additional math tutoring support during the school day, access to technology especially for those without access at home, provide additional support in the area of attendance and behavior at the secondary level to build relationships for student success, provide additional career and college counseling for secondary students and lastly the ability to sustain this programming through 2024.

American Rescue Plan 2021

Ferndale Public Schools - 63020

1. 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:

Ferndale Public Schools will utilize funds to mitigate the risk of Covid-19 in schools by purchasing technology to better ensure social distancing in classrooms, purchase PPE including masks, hand sanitizer and other cleaning products, a unit ventilator to improve air quality, vacuum cleaners with HEPA filters, and a nurse to test for Covid-19 regularly. Funds will be used to pay for moving furniture for social distancing and a storage pod for furniture for social distancing. Ferndale Public Schools will use funds to purchase outdoor seating for social distancing. Ferndale Public Schools held a community input meeting and worked to ensure that community members' wants and needs were included in the plan.

2. 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:

Ferndale Public Schools will utilize fund to pay for extended day, credit recovery and summer school programming. We will purchase materials needed for virtual programming. The funds will be utilized to pay for building subs at all locations to ensure there is continuity of learning even when teachers are sick and not in the classroom. Ferndale Public Schools will utilize funds to pay for educational licenses which will be used to address learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Ferndale Public Schools will utilize funds to pay for teacher hazard pay to ensure that students remain in classrooms with teachers present. Ferndale Public Schools incurred additional cleaning costs and will utilize funds to pay for increased cleaning needs.

4. 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.

Ferndale Public Schools will utilize funds to provide teacher professional development related to the mental health needs of students and learning loss recovery. Ferndale Public Schools will utilize funds to pay for mental health support positions and additional teaching support positions to address learning loss.

American Rescue Plan 2021

Fitzgerald Public Schools - 50090

1. 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:

FPS returned students to in person instruction in the fall of 2021, with an option for medically fragile students (or students of family members) to participate in our virtual academy. While bringing students back, for in-person learning we've monitored data and requested face masking for our 6-12 students. We maintain 3 feet of physical distancing when possible. We've increased hand washing and hand sanitizing stations for everyone in the district. We hired a district nurse to help with preparing and preventing COVID, as well as contract tracing, COVID testing and setting up vaccine clinics. We've purchased additional cleaning supplies for disinfecting offices and classrooms, and trained custodians on appropriate techniques to clean buildings. Larger scale items include air-purifying units, air conditioning, spaces to work outdoors. We meet weekly with the Macomb County Health Department, and are diligent about tracking our COVID numbers. We use cameras, seating charts, student group check-ins to determine close contacts, and will continue to work on preventing and mitigating in our district.

2. 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:

FPS plans to address learning loss in several ways. We have created tutoring opportunities at all 5 of our buildings. Principals and other teacher leaders evaluated student data and make recommendations to families for tutoring to take place either before or after school. We plan to offer our summer school program to all students in need of closing the achievement gap from PK-8th grade and credit recovery courses for our 9th-12th graders. During the day we will continue to utilize our MTSS Practices, where we have begun to evaluate textbook adoptions for our Tier I Curriculum Tools in math this year, and other contents in the coming years. In addition, we are able to support individualized or small group tutoring for student sin Tier II or III interventions. All of our learning can take place either face to face, or when necessary in a virtual setting, because we have given all students and staff a laptop or chromebook in a 1-to-1 initiative. For students who struggle with connectivity, they can also use a hotspot purchased by the district. As a district, we continue to evaluate all of our programs using data to ensure we are informing our instruction, in when possible individualizing the needs of all of our students. We blend and braid our ESSER funds with other state and local grants, as well as our school district general fund.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

FPS gave all students, staff and other stakeholders an opportunity to give feedback on how we should spend grant funds. Feedback focused on implementing key components of effective instruction, ensuring all students have access to high-quality instructional tools, wrap arounds services - specifically targeting mental health and tutoring. The focus of all feedback was that the money should be spent direction on students. Some of our feedback also included facility improvements, and adding additional support staff; which ultimately benefit our students. After learning of stakeholder feedback, our district administrative departments, as well as, buildings took time to create budgets that would specifically meet the needs of the students they serve. Each of the items that were listed in the building level budgets had to tie to one of the allowable expenditures. When creating the multi-year budget, we decided to use our 2/3 that have been allocated in the 21-22 year first, and the remaining 1/3 in the 22-23 and 23-24 school years. Based on feedback we worked hard to ensure the allowable expenditures that we prioritized targeted student needs first. Remaining funds will be used for building needs and additional staff.

4. 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.

FPS plans to build safe and inclusive learning environments for all students. Fitzgerald opened to all students face-to-face for the 21-22 school year, with an option for medically fragile students or families to apply for our virtual program. For students returning F2F, we've implemented layered strategies for preventing the transmission of COVID. As

Flagship Charter Academy - 82997

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Flat River Academy - 41911

1. 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:

According to the CDC guidelines for the 2021-2022 school year, social distancing is one of the most effective tools to avoid the spread of the Covid-19 virus. In order to facilitate social distancing, the LEA hired additional teaching staff to keep class sizes small. Class sizes are 15 students or less in each classroom. Additional, extra classroom materials are purchased so students do not need to share resources. Funds are also used on maintenance staff who clean and disinfect the building to reduce the risk of COVID-19 spreading.

2. 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:

The LEA provides grade level instruction to all students ensuring students have frequent access to rigorous grade-level content so they can reach those standards. Additionally, students receive daily, Tier II differentiated instruction (DI) aimed to accelerate student learning and provide scaffolding and support for struggling students. Each teacher is assigned a DI time and additional highly qualified support staff are scheduled with the teacher so students may be grouped and provided instruction based on formative data. Finally, students identified as Tier III are provided additional instructional time by highly qualified staff in groups of 2-3 that are individualized and intensive.

The LEA provides students after school learning through clubs operated by highly qualified staff. These clubs are interest-based and give students opportunities to acquire knowledge and foster critical thinking skills.

The LEA also offers summer programming to all students. The programming is innovative in that it provides students extended learning opportunities at grade level, interventions, and STEM-based education that teaches children science and mathematics concepts with a focus on hands-on learning with real-world applications.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA plans to spend its remaining funds on recess aids so the LEA can spit students up into small groups, maintenance staff to provide additional cleaning within in the school, additional classroom supplies needed to ensure students have their own supplies and to provide hands on instruction aligned with best practices, ongoing staff professional development/instructional coaching to ensure high quality instruction and interventions, and covid supplies. Funds will also be used to support after school learning teachers and supplies as well as summer school teachers and supplies.

4. 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.

ESSER III funds are used for evidence-based programs, the implementation of nationally vetted curriculum, and high quality staffing to invest in the disproportionate impact of COVID-19 on the Academy's community. The LEA has a full time social worker and paraprofessionals on staff to help students acclimate back into the classroom and thus alleviate some of the social emotional and mental health needs. The overall goal was to provide equitable access to all students at the Academy before, during, and following the pandemic. Additionally, attendance mitigation factors (staff and transportation) are designed to promote equity and support students who have more barriers in getting to school.

The LEA ensures instructional interventions it implements address the academic impact of lost instructional time by providing frequent formative assessments. After each formative assessment testing period, the Academic Team meets to review each student's progress and makes changes to the interventions as needed. The Academy also contracts with an instructional coach who helps monitor interventions, assists with data meetings, and provides instructional coaching for staff.

American Rescue Plan 2021

Flat Rock Community Schools - 82180

1. 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:

The district has reached consensus with stakeholders on a plan to use these funds. The district plans to use 80% of the funds to replace / restore HVAC equipment to allow for a more suitable learning environment, this is a mitigation strategy that will benefit all students, staff and visitors that use the school buildings. The focus on closing learning gaps resulted in significant discussion on mental health and well-being of all students and staff. The addition of staffing (counselors, School social workers, behavioral interventionist have all been discussed in an effort to support students and staff from a social, emotional and mental health perspective. This support will be implemented either on a specific schedule or on a needs basis.

2. 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:

The district will use the funds to address the academic impact of lost instructional time by supporting the implementation of additional staffing (counselors, School social workers, behavioral interventionist have all been discussed in an effort to support students and staff from a social, emotional and mental health perspective. In addition to the human resources listed, we will create an advisory period built into the school day in grades 6-12 to offer additional educational support for students as well as social, emotional and mental on a regular basis two times per week.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will spend the remaining ARP ESSERS of the funds to replace / restore HVAC equipment as well as window replacements to allow for a more suitable learning environment.

4. 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.

Mental health needs are spiking in students and staff at all levels, additionally we have experienced behavioral manifestations inconsistent with a students corresponding grade level. By addressing the mental health and behavioral concerns more time can be spent learning with less interruptions allowing for more successful interactions between students and staff.

American Rescue Plan 2021

Flex High School of Michigan - 25918

1. 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:

ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning. Flex High School of Michigan will use ESSER III funds to support prevention and mitigation strategies. ESSER III funds will be used to purchase sanitizing wipes and gel, disinfecting sprays/solutions, disposable gloves, and masks to maintain a safe and clean learning environment. Additionally, students will be provided with supplies to take home as needed to ensure students have the ability to have a safe and clean environment both at school and at home during their day to day lives.

2. 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:

Flex High School of Michigan operates a year round schedule and targets at risk students who have a history of dropping out of school and as a result have fallen behind their peers of the same age in their academic progress. Flex High School of Michigan recognizes the impact of classroom teachers on student success. To support and increase our teachers' ability to effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close achievement gaps, Flex High School of Michigan will use ESSER III grant funds to hire additional core content teachers to maintain a low teach to student ration and increase one on one instruction for all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Flex High School of Michigan main focus will be to address learning loss in students as that is already a critical issue with the target demographic that Flex High School of Michigan serves in the the Flint area. With any remaining funds, Flex High School of Michigan will provide the faculty and staff the ability to attend or participate in continuing education with a focus on sanitation and minimizing the spread of disease and sickness.

4. 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.

Flex High School of Michigan is located in Flint, Michigan, and as a result knows the impact a large public health issue can affect both the physical and mental health of students. Flex High School of Michigan's student population is made up almost exclusively of low-income families as over 95% over their population qualifies for free and reduced lunch. In addition, the majority of Flex High of Michigan's student population consists of students of color. As such, Flex High School of Michigan plans to add a full time social worker to its staff to assist students. In addition, Flex High School of Michigan plans to add psych services on contractual basis for students that would benefit from the service.

American Rescue Plan 2021

FlexTech High School - 47903

1. 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:

The ESSER III funds will be used to ensure the prevention of the virus through comprehensive cleaning and social distancing protocols; through regular and ongoing communication and contact tracing; and a commitment to following CDC health guidance which may require virtual learning for exposed and quarantined students. The school will prepare for any extended impact on student physical, mental, and academic well-being by offering a fully digital learning option, school-to-home connectivity via Chromebooks and Wifi, and both in-person and virtual mental health services. Additionally, the school will institute in-person academic supports through the FlexTime program, reduced class sizes, and an emphasis on trauma-aware teaching.

2. 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:

- intersession, flextime, drop-in hours, enrichment projects (intersession, printing press),
- "- Continued support of credit recovery programming during FlexTime and on Fridays. Staff spend 20-30% of school week supporting students recovering credit.
- Advisory program supports students with academic and social emotional development
- FlexTime (academic support time) - scheduled and structured academic support time built into the school day
- Maintaining a small staff: student ratio allows for small class sizes allowing for social distancing and increased academic support"

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will strategically use purchased software to identify students in need of academic and social/emotional support. Based on the findings through this MTSS process, we will provide targeted academic and mental health supports to students with specific needs

4. 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.

The school will evaluate the effectiveness of the programs through:

- Weekly student attendance meeting to review attendance data
- Monthly MTSS meetings
- Auditing marking period report cards
- Student self-reported data through our Waypoints (Advisory) program and the Youth Truth Survey data

Flint Cultural Center Academy - 25919

1. 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:

The academy will engage (1) contracted Covid-19 Responder to provide support with the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum. The Covid-19 responder also facilitates improving the use of technology in the classroom and/or in a remote setting to assist students, staff, and families. The CoV-19 Responder organizes and facilitates the school community's response to challenges caused by the CoV-19 pandemic. The CoV-19 Responder works with students, staff, administration, parents, and community partners to aid in online access, technology coaching, collaboration, and support, and assist students and educators with instructional engagement strategies that increase student participation and achievement during this pandemic. The CoV-19 health pandemic has increased the technology demands on school personnel. This has led to the need to restructure staff meetings, increase training opportunities, and develop new staff trainings focused on online teaching.

The academy will purchase PPE such as cleaning and sanitizing materials, and other emergency supplies necessary to adequately respond to COVID-19.

The academy will provide a special COVID-19 payment to staff in recognition of extra duties related to addressing the impact of COVID-19 on the instructional day both within and outside of the classroom.

2. 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:

The Academy will identify approximately 100 students that have fallen behind in the areas of reading, writing and mathematics for three weeks of intensive academic intervention provided by a certified teacher and supported by a highly qualified paraprofessional.

The academy will engage (5) HQ contracted interventionists, trained in Leveled Literacy (LL) and math intervention (MI), at school under direct teacher supervision, to provide LL and MI for 8 hours/day to students during the school day.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER funds will be used to provide student social, emotional, and mental health supports through:

(1) (1) contracted certified school counselor (NT) that also has a teaching certificate will be engaged to provide mental health services and supports. The counselor will develop individual and group counseling sessions with students that have experienced trauma and need social and emotional development and guidance. The school counselor will also teach a life skills course for middle school aged students to assist with managing emotions and healthy living.

(2) (1) contracted Dean of Students to facilitate student intervention programs for academics, attendance, and behavior; facilitate positive behavior support (PBS) system and establish processes and procedures to support PBS and multi-tiered system of supports (MTSS); supervise student activities and process and implement progressive discipline; Assist CEO in the development, implementation, and evaluation of efforts related to student academics

(3) (1) contracted Social, Emotional, Behavior Support Liaison to provide social, emotional, and behavior support to students and staff through research-based brain therapy strategies in order to address anxiety and impulsivity, reduce stress and anger, and develop greater self-confidence. Provide student therapy through the use of a trained/certified therapy dog; support restorative justice practices with students experiencing social and peer challenges

4. 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.

FCCA recognizes that a student's reading ability may result in being disproportionately impacted by the COVID-19 pandemic. FCCA is committed to ensuring ALL students have appropriate interventions and supports that address specific needs including academic, social, emotional, and mental health to assist students in overcoming disabilities such as reading or math deficiencies. Student data is used and consultation takes place between the administrator (counselor, dean of students, social emotional liaison, CEO), teacher, parent, and/or student to determine and provide the most appropriate support and intervention for the students supported by federal funds.

Flint, School District of the City of - 25010

1. 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:

The District, in consultation with local public & medical health professionals, has developed guidelines concerning appropriate methods for delivering face-to-face pupil instruction based on local data, key metrics & CDC guidelines.

With that in mind, ARP Funds will be used to support the mitigation & prevent the transmission of COVID-19 by funding Medical Assistants & staff tasked with testing staff & students, completing contact tracing & providing education to staff, students & parents on healthy strategies that prevent the spread of COVID-19. Funds will also be allocated to purchase necessary PPE for staff & students, including mask, gloves, soap, disinfecting wipes & cleaning supplies. Funds will be allocated to support cleaning/ custodial services to ensure the surfaces are clean & appropriate for face-to-face learning. As well as ensure proper air circulation & quality through the purchase of air filters, air handlers, HVAC systems, roofs & purifying systems. Air quality testing will also be conducted to ensure safe air quality. Resources will be allocated to renovate District schools to support social distancing & create & furnish additional learning spaces to ensure face-to-face instruction can be delivered in a safe & appropriate manner. Student, staff & visitor screening tools such as temperature check machines, waiting areas, & screening stations will be purchased to ensure all individuals entering the schools are healthy enough to do so.

2. 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:

District stakeholders have expressed a desire for more instructional time to address the learning loss students have experienced. The District will allocate resources for out of school time tutoring, and additional afterschool programs. Programs that engage parents & guardians will also be initiated to support the home-school connection. Additionally, there is a need to invest in new curriculum and curricular resources that engage students in hands on, project-based learning that integrates the use of technology in all subject areas. CTE program materials and instructional resources for disproportionately impacted scholars to ensure equity, will also be purchased. Resources will also be allocated to secure building guest teachers and classroom aids to support teacher absences and vacancies to ensure a continuum of learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will allocate the remaining funds to support the ongoing operation of the school district and improve District systems to increase efficiency and flexibility in the event a remote working environment is warranted. Included in this is the salary and benefits of District staff and the necessary supplies and materials needed to support efficient District practices. Additionally, staff stabilization payments will be issued to ensure a continuum of services to scholars in an effort to reduce vacancies. Technology for staff and scholars to promote access for all including network support and connection will be procured. Transportation services for scholars to support access to school.

4. 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.

Flint Community Schools will use benchmark assessments as evidence to monitor and evaluate patterns in school/district academic performance and to identify effective instructional programs. We acknowledge that many students may have significant gaps in their learning, and equity issues are more pronounced amongst our at-risk pupil populations. With the use of a multi-tiered system of support the District will address emerging student needs and respond appropriately taking a whole-child approach in delivering evidence based interventions. Funds will be allocated to support multiple learning environments for scholars to choose from.

American Rescue Plan 2021

Flushing Community Schools - 25120

1. 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:

The plan for the use of funds was based upon meaningful consultation and opportunity for input per the recent stakeholder survey. (Survey met all requirements of ARP ESSER III.) FCS will allocate funds to promote and sustain safe, in-person learning for all students and staff through implementing prevention and mitigation strategies consistent with the CDC, MI Dept. of HHS, and Genesee County Health Dept. guidance. With the highly contagious Delta Variant, per CDC, strategies to promote strong emphasis on "layered prevention" including universal masking for all students and staff. Utilize grant funds to purchase child, youth, and adult masks available at all schools/facilities in district. Funds will be used to purchase hand sanitizer for availability at all schools/facilities. To continue efforts to reduce transmission, contracted professional sanitization services will provide supplemental sanitizing in addition to cleaning by district custodial staff. Utilizing grant funds for employment of a medical liaison and additional nurse will support students and parents in contact tracing, testing/screening and quarantine procedures, per CDC guidelines. Finally, the purchase of (2) additional buses, increase district fleet, will reduce number of students/bus run, allowing for social distancing while transporting students to/from school per CDC guidelines. This reduced number of students on each run will ultimately promote students to return to school for in-person learning.

2. 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:

Funds will be leveraged to address academic impact of lost instructional time. The plan for the use of these funds was based upon meaningful consultation and opportunity for input per the recent stakeholder survey. (Survey met all requirements of ARP ESSER III.) The district will hire and retain for 3 years, additional HQ MTSS paraprofessionals for (5) elementary schools to utilize evidence-based tutoring strategies during the school day specifically to address critical skills/concepts gaps in learning which impede students from accessing grade-level work. Hire and retain for 2 yrs additional IT support and MS teacher to provide information and assist families with Chromebooks and other devices used to facilitate instruction. Purchase Edmentum software to support HS special education students to individually address learning skill gaps. Purchase DK-2nd Gr and 6-12th language arts/English curriculum and materials, focus on evidence-based lessons, differentiation of individual instructional needs, support for sp. ed. and ELL students. Additional focus on summative/formative assessments to monitor academic performance and identify critical skills/concepts gaps. Includes online component to access instructional materials 24/7. Purchase elementary Sp Ed students supplemental curriculum to connect to grade-level standards and accelerates achievement. Funding Summer School/Credit Recovery K-12 to address critical skills/concepts gaps with evidence based interventions summer 2023.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The plan for the use of funds based upon meaningful consultation and opportunity for input per recent stakeholder survey. (Survey met all requirements of ARP ESSER III.) FCS will leverage funds for: (1) Additional Professional Staff Salaries/Benefits: general education (2) social workers for K-12 students, additional school nurse. and HS Counselor. (2) Software to support virtual/in-person student learning and teacher instruction: Go Guardian, G-Suite, Kami, Screencastify, Gizmos, EdPuzzle, Edgenuity, Presence Learning-Sp. Ed. (3) Social/Emotional support: social/emotional health training materials, staff mental health/appreciation shirts/stickers, social workers. (4) Costs Virtual Parent Requested instruction: Elementary, MS and HS virtual instruction tuition and costs for online classes for 2021-2022. (5) Sanitation: contracted staff sanitizing, staff and student masks, hand sanitizer. (6) Technology: Hot spots-equity of access, Chromebooks-equity of access, instruction, assessment. (7) School Safety: Navigate 360 (8) Transportation: (4) buses to improve social distancing, promote return to school, (CDC) (9) Voice Over Phone System Upgrade- equity, reliable and improved communication, (10) Maintenance: All-terrain utility vehicle for response to immediate/critical situation in district. (11) Additional Staff Salary/Benefits: FICA for summer school 2021, Salary/benefits for teachers providing student instructional coverage during planning time due to substitute shortage

4. 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.

As indicated from instructional staff, assessment data, general observations and meaningful consultation /input from the Stakeholder Survey, FCS recognizes that students were academically and social/emotionally impacted, most significantly those students disproportionately represented, by hybrid/remote learning models implemented from 3/2020 to 6/2021. As evidence-based interventions are implemented for all students, in particular low-income, Sp. Ed., ELL, homeless and other underserved students, we are focused on providing effective evidence-based interventions. To determine effectiveness of specific interventions, progress-monitoring and data/assessment will be used to identify growth performance and achievement for all students. Data Meetings to monitor progress and review assessment results, and develop individualized plans. Benchmark reporting to track/monitor progress of underserved students/subgroups. Monitor data/information through Data Hub specific to all students but also subgroups. Intervention program evaluation diagnostic will also be utilized. Assessments include: DRA K-5, Acadience K-6, NWEA (K-8), Quarterly assessments, SRSS, formative assessments, M-STEP, MME, PSAT, Mi-ACCESS, WIDA, Benchmark Assessments.

American Rescue Plan 2021

Forest Academy - 39907

- 1. 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:**
- 2. 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:**
- 3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:**
- 4. 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.**

American Rescue Plan 2021

Forest Area Community Schools - 40020

1. 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:

Based on feedback from stakeholders, Forest Area Community Schools will cooperate with our local health department to highly recommend all prevention and mitigation strategies to the extent possible. Local health professionals are consulted on this topic to determine best practice. Forest Area will use funds to continue increased custodial services to improve cleaning and disinfecting procedures throughout our district. We will also use funds to provide teaching substitutes to promote staying home and enable our district to operate in person learning.

2. 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:

Forest Area Community Schools will utilize ARP-ESSER III funds to mitigate learning loss of students utilizing evidence-based assessment to provide learning and enrichment programs such as after school, summer school, credit recovery, extended day, improving student attendance & engagement, and connecting with families to increase partnerships with schools. Targeted to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Additionally, allowable activities that are deemed necessary to carry out the activities to address learning loss, such as transportation, staffing, meals, and cleaning may also be budgeted as an activity to address learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Forest Area Community Schools will update HVAC equipment to improve air quality for students and staff. Also, necessary technology purchases will be made to ensure all students have access to a device to allow for in-person and remote learning if necessary. Purchases will be made to provide equipment and supplies to sanitize the facility and provide necessary PPE to students and staff.

4. 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.

Forest Area Community Schools will use a robust system of MTSS processes to support all stakeholders, particularly those disproportionately impacted by COVID-19. This system will use assessments and tiered instruction to support the academic, social, emotional and mental health needs of all students and, in particular, underrepresented student groups.

American Rescue Plan 2021

Forest Hills Public Schools - 41110

1. 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:

The district may use funds to support the purchase of personal protective equipment. In addition, we may use the funds to create additional outdoor learning spaces in the event we need to create a low-density environment for learning. Materials needed to create the outdoor learning spaces may include large canopies for shelter from weather, furniture for seating, portable whiteboards, writing utensils for the whiteboards, expanding WiFi capabilities for better external access, etc.

2. 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:

The district is required to spend a minimum of 20% of its ESSER III Formula allocation to address learning loss. We will utilize a variety of methods to address learning loss by our students including but not limited to summer academic learning, summer enrichment learning, multi-tiered system of support-tier II and tier III targeted interventions, supplemental instruction/materials for our students with disabilities, and before/after school programs.

Summer academic programs would be offered as a multi-week opportunity either right after the school year ends or as a jump start to the new school year. A highly-qualified teacher will provide instruction to students. Additional support may be provided by other staff such as counselors and paraprofessionals.

Summer enrichment programs may be utilized to attract students who need the summer academic program. Activities will vary in type and frequency, depending on the content area being taught.

Before/after school programs would look different across grade levels as accessibility will depend on the age of students. For example, at the high school level, additional math support may occur after school on Tuesdays and Thursdays of each week.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use its remaining funds in a variety of ways including but not limited to advanced teacher training, additional instructional coaching positions, addressing student social/emotional needs, accelerating academic growth for students, updating curricular resources and oversight of a learning management system.

Instructional coaching positions as well as advanced teacher training will provide additional support for teachers in areas including multi-tiered systems of support and the core-content areas. Instructional coaches meet with teachers one-on-one and in small groups, model teach in the classroom, and observe teachers to provide feedback.

Social/emotional needs of students will be addressed in a variety of methods including additional staff and resources to provide support.

Accelerating academic growth for students will be facilitated through an administrator who will work with building-level equity representatives to support students in subgroups identified in the ARP Act.

Outdated curricular resources have posed a challenge for teachers and students during the pandemic. The district may use funds to update curricular resources to provide better access by teachers and students.

The district continues to roll out its new learning management system purchased during the pandemic to prepare students and families for virtual learning. Funds will be used to support the cost of the individual who is overseeing the learning management system.

4. 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.

Paraprofessionals hired to provide multi-tiered systems of support tier II & III interventions will be working under the direction of a classroom teacher. Teachers will use formal and informal assessments to determine which students need additional support.

The district will work with building principals during their monthly meetings to review the effectiveness of the interventions and other programs being implemented with the ARP Act. Adjustments will be made as necessary to continue to best serve students in addressing the impact of lost instructional time as well as social/emotional needs.

Building principals will work with their teacher leadership team on a monthly basis to review the implementation of programs being funded by the ARP Act. Adjustments will be made as necessary to continue to best serve students in addressing the impact of lost instructional time as well as social/emotional needs.

American Rescue Plan 2021

Forest Park School District - 36015

1. 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:

The Forest Park School District does not intend to use the funds for this purpose, as we have been continuously and safely open for in-person learning for several months.

2. 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:

The Forest Park School District will use these funds to offer an extended learning day through an after school peer-to-peer and teacher to student tutor program. The program will also utilize evidence-based interventions to address learning loss and to aid in credit recovery (both during the school year and during the summer months). We will also add additional support for students in reading and math during the school year; this additional support is supplemental to the support from the regular education classroom teacher.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be used to maintain operation of and continuity of and services, including employing 4.38 FTE's in ELA, Math and Science.

4. 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.

The Forest Park School District will use funds under section 2001(e)(1) to hire additional staff to reduce class size for a grade level of students that includes a high number of low-income families, migratory students, and students with disabilities. We are also using these funds to hire 1.0 FTE support staff member to provide additional support for students in reading and math in a small group setting. This support will be monitored and assessed through a program the district already has in place.

American Rescue Plan 2021

Fortis Academy - 81906

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Four Corners Montessori Academy - 63923

1. 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:

Four Corners Montessori Academy (FCMA) will continue to incorporate mitigation strategies recommended by the CDC as well as continue to work with our local health department, the Oakland County Health Division (OCHD), to ensure we are safely operating for in-person learning. This includes:

- continued distribution of masks for students and staff
- in-house building substitute teachers to ensure continued learning when staff are absent
- frequent cleaning of high-touch surfaces such as; railings, door knobs, light switches, bathrooms, etc. by custodians
- frequent cleaning of tables and chairs by classroom staff and custodians

2. 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:

Four Corners Montessori Academy will use approximately 20% of its ARP Act ESSER III funds to address learning loss as described below.

- summer school
- summer packets
- after school tutoring
- hire an Instructional Coach to support the Montessori program by mentoring, monitoring, and assisting general education teachers in the implementation of a coherent whole school approach to the Montessori pedagogy
- hire an additional Interventionist
- hire a Virtual Teacher to provide a remote learning option when FCMA offers continuity of academic services through an online platform
- Hire a Wellness Ambassador to oversee the emotional, mental, physical, and health of FCMA students and to be the Social-Emotional Learning (SEL) Coordinator for staff and students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any funds not used to address learning loss or safety will be used to:

- purchase educational technology (including Smart Boards)
- provide a small group work space/multi-purpose room

that can be used for a diverse range of activities, such as; small group/one on one tutoring, extended learning time, social-emotional support, etc.

- COVID response pay for teachers and other school personnel, including custodians

4. 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.

Four Corners Montessori Academy recognizes the necessity to address the needs of students who have been disproportionately impacted by the pandemic. Therefore, the required 20% of ARP ESSER funds will be utilized to address significant learning loss and the increasing need for social-emotional support. FCMA will assess the needs of the students through local and state assessment data to identify at-risk students and to develop interventions/instructional supports to meet their academic, social-emotion, and mental health needs.

This includes:

- one on one/small group tutoring
- after school programs
- summer school programs
- hiring a Wellness Ambassador to oversee the emotional, mental, and physical health of FCMA students and to be the Social-Emotional Learning (SEL) Coordinator for students and staff
- developing partnerships with community organizations to assist students/families
- ongoing professional development for teachers on how to use data to drive instruction

Fowler Public Schools - 19070

1. 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:

The district will implement prevention and mitigation strategies in accordance with CDC guidelines including improved ventilation and air quality, promote physical distancing, materials and equipment for enhanced cleaning materials and ensure staff is in place to conduct contact tracing. A KaiVac 1750 Mid-Size No-Touch cleaning machine will be purchased to help with disinfecting.

2. 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:

The district administers universal screening to all students to identify those that would benefit from academic, social-emotional, behavioral and mental health supports. Through our MTSS process, the district has established a comprehensive system to ensure the timely placement of students into evidence-based interventions to address the impact of lost instructional time. The district will employ a full time, certified teacher to coordinate and monitor the intervention system. These interventions will include some of those identified within our MICIP process including those in partnership with MiBLSi. The interventions will focus on areas of reading that include phonemic awareness, basic and advanced phonics skills, fluency, comprehension and PBIS.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to employ certified teachers to implement tier I instruction for all students in the district in accordance with our MTSS process. These core instructional strategies will include implementation of research based instructional practices that support content area reading performance such as the explicit instruction vocabulary tool and graphic organizers for comprehension. It will also include the implementation of the adopted core reading curriculum. District wide, tier 1 instruction will also include the implementation of PBIS to support a positive school climate and culture for learning.

4. 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.

The LEA will evaluate the effectiveness of the intervention system by conducting data reviews with all building leadership teams three times per year. Those data reviews will be used to evaluate the strength of core instruction while monitoring intervention access and effectiveness. These data reviews will focus on universal screening benchmark data in the areas of reading and math, as well as early warning indicator data at the middle school and high school and social emotional screeners district wide. This data will be disaggregated according to students demographics including those disproportionately impacted by COVID-19. Programs will be modified based on evidence of continued need and individual plans adapted based on student responsiveness. The building level performance will be shared with the district leadership teams, administration and the school board.

Fowlerville Community Schools - 47030

1. 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:

A portion of the funds are being used to add the role of contact tracing coordinator to a previously part-time employee (making her full time.) In her role, she works with the building administrators to monitor and report Covid cases, close contacts of those individuals, and communication of return dates and best practices for avoiding further spread. She is a liaison between the district and our county health department, ensuring that the health department has timely information so they can provide support to families and complete their required tracking and state reporting.

We are also looking to purchase an additional bus. This allows us to reduce the number of students on the bus by increasing the number of routes and/or better distance students on the bus (replacing 66 passenger buses with 77 passenger models). Buses are also essential for providing transportation to/from after school and summer programming for many of our families who cannot provide their own transportation because of work schedules and/or limited availability of family vehicles.

2. 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:

These are being met in several ways. We are seeking to use the funds to provide the services of Reading Recovery teachers to enact evidence-based, 1:1 interventions with 1st grade students. We are also enlisting the services of five paraprofessionals to provide scripted interventions (prescribed by teachers) to students who need remedial reading support. Finally, we will be hiring permanent, building subs and an intervention teacher to ensure that teachers have the resources, training, and time to plan and implement direct Tier II and Tier III instruction to students with learning gaps, particularly students in the identified subgroups. These interventions will be provided during the schools day, but more layers of intervention will be provided after school and during summer programming using 11t funds that are restricted to those specific uses.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We have hired a literacy coach to assist K-3 teachers with providing quality, evidence-based, differentiated core instruction to increase the percentage of students who master grade-level literacy skills without requiring intervention.

We will also be funding Capturing Kids' Hearts training and programming for secondary teachers to improve social-emotional awareness, skill building, and supports in junior high and high school classrooms.

Both of these activities meet section 2001 (e) (2) requirements in that they align with the Elementary and Secondary Education Act of 1965, which requires that LEAs plan for improvement. Both literacy and social-emotional skill-building and supports are components of our district and school improvement plans targeted to meet prioritized student needs. Both are also evidence-based practices proven to improve student learning outcomes.

4. 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.

Students who are in the disproportionately impacted subgroups will be identified for educators providing interventions so they can prioritize the monitoring and provision of services to these subgroups. We have allocated 85% of these funds toward academic and social-emotional supports, so the additional assistance students in these subgroups receive will be quite significant.

American Rescue Plan 2021

Francis Reh PSA - 73909

1. 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:

Francis Reh Academy has set aside \$25,000 for sanitization and PPE supplies, air purifier filters, and other cleaning supplies above and beyond what would be required in a typical school year. Substantial spending has occurred with other funding sources over the past year to secure additional furniture, facility upgrades for ease of cleaning, medical-grade air filter units, portable hand-washing stations, conversion of drinking fountains to hands-free bottle filling stations, etc.

2. 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:

Francis Reh Academy has set aside ESSER III funds to hire additional paraprofessional/teaching staff to support scaffolded Tier 1 grade-level instruction and school-day academic interventions aligned with recently selected High-Quality Instructional Materials at all grade levels. Funding is also allocated to support academic tutoring & whole child enrichment both after school (during the school year) and in the summer months.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER III funds will be used to -

Maintain additional school-day academic and social-emotional staffing through the 2023-2024 school year.

Maintain afterschool and summer academic/enrichment programming through the 2023-2024 school year.

Maintain academic intervention and social-emotional learning software to support whole-child growth.

Purchase/maintain high-quality instructional materials in all 4 core-content areas.

Maintain current staffing, ensuring as little disruption as possible to programming for students.

4. 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.

Francis Reh Academy's student population as a whole is disproportionately impacted by COVID-19. Over 99% of our students are considered low-income and over 95% of our students are of color. Our students with disabilities, and/or that are in foster care/experiencing homelessness are receiving the highest level of support possible to help blunt the impact of the past 18 months. Both the academic and social-emotional support will help to build a bridge between where they left off in March 2020 and where they are today. The ESSER III funded Home-School-Community Liaison and General Funded School Social Worker collaborate to meet the needs of the students and their families.

Francis Street Primary School - 38904

1. 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:

The LEA will use the funds to the greatest extent possible, following the CDC's guidance to successfully maintain in-person learning. Funds will help support this effort by allowing for the purchase of needed sanitation supplies including masks, hand sanitizer, cleaning supplies/disinfectant, cups for single use which will eliminate the use of the public drinking fountain. Individual student desks will also be purchased in order to maintain CDC's recommended social distance perimeters, eliminating desks that require 2 students sitting together.

Funds will be used to implement layered prevention strategies recommended by the CDC including thorough cleaning of the building each night by janitor staff, regular cleaning of frequently touched surfaces throughout the school day by teachers and support staff. Frequent use of hand sanitizer and hand washing will be strongly recommended, including all students, staff and visitors entering the building. Covid-19 symptom checks will be conducted upon entering the building. Visitors within the building will be limited.

In the event students must be quarantined, iPads will be purchased so loss of learning will be minimal with students having access to assignments electronically along with access to teacher's email for questions during school hours. LEA will also use funds to update technology including devices for optimal use by students and staff in case of student quarantine and/or a required complete school closure due to Covid-19.

2. 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:

The LEA will use funds to address the academic impact of lost instruction time by providing an instructional assistant to work closely with small groups of students or one-on-one based on the needs of students, determined by frequent assessments. Learning loss will be assessed by providing regular assessments within the classroom, including the purchase of the Accelerated Reader and Star Math programs, as reading and math are two main subject areas of concern among teachers, parents and other stakeholders. The LEA will also use the funds to provide listening centers for all classrooms to further increase and support academic progress.

The LEA will also focus on social, emotional and mental health of students as this is another area of great concern among stakeholders. LEA will use funds to compensate all staff for additional working hours required to complete 8 training SEL courses provided by MDE. This training requirement will give all staff the necessary tools to address social, emotional and mental health needs of students due to the disruption of school and learning because of the pandemic. Students at the LEA have been negatively affected in the area of SEL and all staff will be well equipped to ensure the framework for meeting SEL needs in the classroom, building safe and positive relationships with students, teaching coping skills, all of which will actively engage students in meaningful learning experiences with the goal of increasing academic achievement.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will use funds to minimize the spread of Covid-19 by purchasing necessary sanitation items such as cleaning supplies that will allow staff to clean surfaces throughout the school day. Masks will be purchased and highly recommended for all staff, students and visitors. Hand sanitizer and hand soap will be purchased and frequent hand washing will be encouraged throughout the school day. Funds will also be used for the school janitor to consistently and thoroughly clean the building each evening to help prevent the spread of Covid-19 within the building. The school drinking fountains will not be in use and individual disposable cups will be purchased using funds so that students have access to water throughout the day with sanitation in mind, cups will be disposed after each use. All staff will be kept up to date on CDC sanitation recommendations and requirements along with local health department recommendations and requirements so that all staff continues to follow proper sanitation protocols. The CDC and local health department social distance requirements in schools will be followed in order to minimize the spread of the virus. The school will use funds to purchase individual student desks so that students are spread out within the classroom to the fullest extent possible, eliminating shared desks which the school currently has. Weekly emails will continue to be sent to staff with up-to-date CDC and health department guidelines, recommendations, and requirements.

4. 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.

LEA will ensure interventions meet the needs of all students by conducting regular academic assessments and implementing SEL training strategies.

LEA will require all staff to complete SEL training courses and implement strategies throughout the school, (not just in classrooms). Regular staff meetings will be held to discuss successful situations and areas of concern. Administrators will coach staff as needed, remaining in constant contact and communication with parents to fully support each student.

LEA is located in a low-income neighborhood and social, emotional and mental health of students due to school closure/quarantine is a major concern among all stakeholders. Administrative staff will conduct regular classroom visits, staff evaluations and frequently evaluate academic progress of each student. All staff will communicate with parents regularly to address concerns related to academic progress and social, emotional and mental health behaviors with the goal of adjusting curriculum and/or the school's daily schedule in the best interest of each child. Providing an aid to work closely with students who have significant loss of learning, LEA will be well equipped to address issues as they arise and support students and families as much as needed. LEA will continue to communicate regularly with students/parents when quarantined. The instructional aid will work closely with students once they return to assess most current needs due to loss of learning while quarantined.

American Rescue Plan 2021

Frankenmuth School District - 73190

1. 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:

FSD ARP funds will be used for implementation of public health protocols, aligned w/ the greatest extent practicable w/ CDD guidance, through:

In-Person Learning:FSD priority

Sanitization & Cleaning Supplies:Custodial Staff will cont. deep cleaning to prevent illness from spreading

Upgrade of HVAC Systems:The district is currently upgrading HVAC systems in ea. district building to improve air quality & reduce environment health hazards

Implementation of Layered Prevention Strategies:Maintaining teacher, staff, & student hand washing, hand sanitizer & respiratory etiquette, contact tracing, staying home when sick & getting tested, in combo w/ quarantine & isolation

School Transportation:Passengers & drivers must wear masks on school buses, including buses operated by public & private school systems, regardless of vaccination status

Promoting Screening Testing:FSD also participates in the MI BACKPACK HOME TEST PROGRAM to provide a limited number of free, at-home COVID-19 antigen tests to students & staff during the 21-22 school yr.

Collaboration between Education & Public Health:Acquiring a Health Liaison from the Saginaw County Health Dept. for the remainder of the 21-22 school year to provide support in COVID-19 related issues & will be on site during school hrs. Mon.- Fri.

Physical Distancing:FSD has added a bus & has plans to add an addtl bus-w/ improved air quality-as well as an addtl bus run to lower the number of students in a confined area (8 runs from 7, Dec., 21)

2. 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:

FSD ARP funds will be used to address lost instruc. time providing opport. for accelerated learning: *Summer Learning/School Yr. Acceleration Act. led by certified educators:Tier II & III intervention investment over multi-yr. per. for identified gr. levels/credit recovery for h.s. students that fall b/h due to COVID.Prog. used for @ least 8 wks.:FIM Strengths & Stretches,Teachers College Rdg. & Writing Proj. S.S. Rising Curric.,Lucy Calkins Teachers College S.S. Curric. for ELA,Heinemann U of S,Edmentum personalized curric. *Supp. B/f & A/f School Prog. led by trained lit. paraprof. & instruc. coaches:Targeted students needing add. support w/ aligned instruc. curric. for b/f & a/f school programs.Prog. used:FIM Algebra Boot Camp,Lexia Core5 Rdg.,Lexia PowerUp Lit. *Diagnostic & Formative Assess. & Instruc.:Adoption of NWEA MAP Accelerator to be used in conj. w/ NWEA MAP Assess. & BAS in order to provide info to help educators support equitable instruc. inform instruc. pract.,support differentiated learning,& monitor student progress *P.D.:Empower educators to effectively use the above-ment. tech.& support student learning w/ extensive training *Purchase & Provide Acad.Materials & Ed Tech intended to provide accelerated learning supports for acad., s/e, & mental health needs of students.Prog. used:Eureka Math,Heinemann,CKH,Character Strong SEL supplies *Tech Networking:Provide students w/ access to online resources & district device for in-person & remote learning(1-1 program)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Frankenmuth School District ESSER funds, under section 2001(e)(2) of the ARP Act, will be used for:

Summer Enrichment Learning Programs for all students led by certified educators using innovative technology & STEM approaches, utilizing outdoor & large indoor spaces

Technology Networking: Provide students with access to online resources and a district device for in-person and remote learning (1 to 1 program)

Hiring of Additional School Staff: Hiring of school counselor(s) & para-professional(s) to respond to academic, social, emotional, and mental health needs of all students

Implementing Evidence-Based Programs & Activities to meet the comprehensive social, emotional, & mental health needs of students. Programs used: Capturing Kids' Hearts, Character Strong

Professional Development: Empower educators to effectively use the above-mentioned Social Emotional Programs & support student needs with extensive training

4. 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.

Frankenmuth School District will ensure intervention implementation for our most vulnerable populations by:

Hiring of Additional School Staff: Hiring of school counselor(s) & para-professional(s) to respond to academic, social, emotional, and mental health needs of students

Collaboration between Education and Public Health: Acquiring a Health Liaison from the Saginaw County Health Department for the remainder of the 2021-22 school year to provide support in COVID-19 related issues and will be on site during school hours Monday through Friday

Technology Networking: Provide targeted at-risk students with access to online resources and a district device for in-person and remote learning (1 to 1 program)

Providing Information, Assistance, & Out-Reach services to at-risk parents & families in order to support students

Disaggregate & Review Data: Collect, analyze , & track sub-group attendance, assessment, survey, performance, engagement, & demographic data

American Rescue Plan 2021

Frankfort-Elberta Area Schools - 10025

1. 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:

Based on Frankfort Elberta Area School's survey data collected from stakeholders, there is not a need to implement COVID-19 prevention and mitigation strategies. The district is working very closely with the local health department to ensure proper COVID-19 procedures and protocols are in place.

2. 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:

Frankfort will maintain the employment of their designated interventionist for the district. Frankfort will also conduct after-school tutoring and additional interventions for K-12. The district will also implement summer school programs. The K-8 students will be selected and invited to attend summer school for support and interventions. The 9-12 students that need to make up classes for credits to graduate will attend a credit recovery summer program. These programs were indicated as necessary on the community survey and are in line with the administrator's recommendations as well.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will hire a new custodial position in 2021-22 and continue employment in the 2022-23 school year. This was indicated as a high need on the stakeholder's survey, and the administration is in agreement with the decision to hire another custodian.

4. 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.

Frankfort-Elberta Area Schools (FEAS) recognizes that the COVID-19 pandemic has impacted our students in many ways. As we returned to school our priorities were check-in with students' social-emotional states, and to address those areas. We further recognize students have gaps and deficiencies in their learning and need interventions and services to address their needs. FEAS uses benchmark testing to create individual learning interventions to help students meet benchmark goals. Initial NWEA data is used to identify Tier I and II interventions to be implemented in the classroom (Tier I) and targeted interventions such as Title I (Tier II). NWEA assessments in reading, language and math will be administered 3 times per year. Other assessments such as AIMSweb and Delta math at the elementary level. FEAS has dedicated two Early Release Days per month to review data and adjust interventions and instruction based on data. We have also administered the SEL Web assessment to all students in grades K-8. This data is also reviewed to identify students struggling with social-emotional needs in and out of the classroom. Students will be provided social and emotional services as deemed necessary by parents, staff, and mental health practitioners using SEL Web and anecdotal data. All assessments and Tiered Instruction is available and implemented with all students in the district, regardless of socioeconomic status, educational need, color of their skin, or living arrangement.

Fraser Public Schools - 50100

1. 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:

In order to continue to operate schools in a safe and continuous manner, as recommended by the CDC, Fraser Public Schools will continue to offer a virtual option for our families should they so desire. Fraser Public Schools is partnering with Lincoln Learning at the elementary level and Edgenuity at the secondary level to meet our families' needs. These programs provide an online course facilitator, materials, and professional learning for our teachers. Fraser Public Schools is assigning a FEA member as a learning coordinator. This teacher coordinates the schedules of our students and hosts biweekly academic and social emotional check ins to ensure our virtual students are connected to the Fraser community and on pace to return to face-to-face learning should they so desire.

2. 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:

Fraser Public Schools will offer summer school that will address academic learning loss for our elementary school aged students. At the secondary level, summer school will be offered for credit recovery. Additionally, all of our schools K-12 will be offering before/after school tutoring. These tutoring sessions will use research-based intervention programs to address specific needs of our Tier 2 and 3 students. Additionally, our elementary buildings will offer after school coaching in SEL related needs for our Tier 3 students with behavioral needs. This social skills group will focus on addressing behavioral deficits created by the lack of face-to-face interaction many students experienced during COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Due to parent and student feedback Fraser Public Schools identified a need for updated technology during the COVID-19 pandemic, specifically at the middle school level. Fraser will be purchasing new technology for our middle school students as well as providing staff members to help with the roll out and integration into the curriculum. Additionally, due to increased incidents of behavior K-12, Fraser will be investing in a social emotional learning curriculum to address the SEL needs of our students as the reintegrate into a fact-to-face learning environment after experiencing the effects of a global pandemic.

4. 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.

Fraser Public Schools is dedicated to ensuring our academic, social and emotional interventions are effective for all of our students, particularly those who were directly impacted by the COVID-19 pandemic. In Fraser Public Schools, we realize that our students do not come to us as "one size fits all" learners; they have different learning styles and learn at different rates. The district conducts benchmarking several times throughout the school year to progress monitor student growth. After assessing, each building holds Data Days to ensure students who are identified at Tier 2 and 3 for academic and behavioral supports are tiered into groups and their needs are addressed through research based interventions and programs.

American Rescue Plan 2021

Freeland Community School District - 73200

1. 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:

The Freeland Community School District is committed to in-person instruction and believes that day to day mitigation strategies should now become part of our custodial and maintenance costs. Our funds will be used to address learning loss and to improve air quality, which is an issue of significance within our schools.

2. 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:

Lost instructional time is addressed through implementation of the MTSS Framework. K-5, learning loss will be addressed through the implementation of the LLI program, Lexia Core 5, and IXL Math/Reading. Lexia & IXL are computer adaptive online programs. Both programs meet Tier II standards through the ESSA Research Report. How to Plan Differentiated Reading Instruction (Walpole) is used as a research based text to support academic reading loss. Student Intervention Specialists and Intervention Paraprofessionals will support students.

Secondary schools paraprofessionals are being trained to engage students in restorative work when facing disciplinary action. The elementary paraprofessional will serve students as a Tier III academic and behavioral support for students that need intensive one-on-one support to ensure academic success.

The student support team will continue to engage in training around implementation of Zones of Regulation as well as behavioral interventions for students who are off-task, refusing to work, or chronically absent.

Our resource officer will work with K-12 students who are chronically absent and struggling to get back to school.

Out of school time will be utilized through a comprehensive and responsive district wide tutoring program.

Summer learning will occur during the summer of 2022. K-8 will include real-life connections to learning around mathematics and literacy. The focus of the summer programming will be on prioritized standards.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be utilized to improve the air quality in the buildings throughout the District.

4. 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.

Through a Multi-Tiered Systems of Support framework student's academic, behavioral, social-emotional and mental health needs will be met with the utilization of various tiered interventions throughout the district. The mental health team will continue to engage in training throughout the year to support this work and will work on the implementation of school-wide social emotional supports utilizing the Character Strong curriculum, as well as more targeted supports utilizing interventions supported by the training on Zones of Regulation, behavioral intervention, and positive alternatives to school suspension. Additionally, the resource officer will build partnerships with both our students and families for those students identified as chronically absent to ensure that these students improve in their school attendance by addressing not only academic and attendance concerns but also social-emotional concerns.

American Rescue Plan 2021

Fremont Public School District - 62040

1. 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:

Fremont Public Schools has designated 35% of ESSER III monies to the implementation of prevention and mitigation strategies consistent with CDC guidance for COVID-19 Prevention in K-12 Schools. These include:

- A. In-person learning through in-person instruction is a priority
- B. Promoting vaccination as part of in-person learning as well as participation in extracurricular activities and sports
- C. Promoting mask use for all students K-12 grade and for all staff and visitors, regardless of vaccination status.
- D. Purchase of school buses to reduce total number of students on buses. Hiring additional teachers and staff to reduce classroom size and allow for improved social distancing.
- E. Screening testing, ventilation improvements, handwashing and respiratory etiquette, staying home when sick, contact tracing in combination with quarantine and isolation, and purchasing cleaning and disinfection supplies. Implementation of layered strategies in buildings that serve children under the age of 12 who are not eligible for vaccination and those who choose not to be vaccinated.
- F. Continued monitoring of community and county transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions.

2. 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:

Fremont Public Schools will reserve 1% of funds for summer school enrichment programs. These programs are designated K-12 with an emphasis on recovery from student learning loss. Summer programming emphasis will be placed on:

- A. Literacy
- B. Math
- C. Social-Emotional Learning
- D. STEM Programs
- E. Physical Education and Play
- F. Art and Music
- G. Technology

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Fremont Public Schools will be reserving 64% of its ESSER monies in two primary areas that address the unique needs of low-income students, children with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, foster care population, and migratory students, including how outreach and service delivery will meet the needs of each population.

A designated portion of the 64% will also be used for developing and implementing procedures and systems to improve the preparedness and response efforts of Fremont Public Schools in meeting the needs of this population.

It also includes the purchase of supplies to sanitize and clean facilities operated by Fremont Public Schools, and the development planning and coordination of long-term closures including how to provide meals to eligible students, how to provide online learning to all students, provide guidance on IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state and local requirements.

Also included in this section is additional staffing to provide mental health services, smaller classroom sizes, and additional support in Title I service areas.

The goal is to specifically meet the needs of low-income families, students of underserved race and ethnicities, gender disparity, ELL students, children with disabilities, students experiencing homelessness, foster care, and migratory lifestyles.

4. 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.

Designated classroom resources purchased by Fremont Public Schools will be specifically evaluated by the District in relation to impact on the following groups:

- Students from low-income families
- Students from minority racial or ethnic groups
- Gender disparity groups
- English Language Learners
- Children with disabilities
- Students experiencing homelessness
- Children and youth in foster care
- Migratory students

Quarterly data reports serve to gauge the progress of all students in relationship to their general education peers. An ongoing effort will take place to close the gap between students with learning loss due to COVID-19 and their age level peers who faced a lesser Covid impact.

Individualized M-Step reports available in June of each school year.

Yearly spring surveys to gauge parent response to new programming will be taken. An emphasis will be placed on surveying students with disabilities and at higher risk of learning loss.

Title I family nights to review individualized student programming and offer additional home learning opportunities for families.

Review of Summer Enrichment program student results.

Reports of student progress from support staff including Behavior Interventionist, Social Workers, Academic Interventionists, Title I staff, and special education staff.

Frontier International Academy - 82987

1. 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:

Frontier International Academy (FIA) will use these funds to ensure the building is clean and sanitized prior to the return of students as well as when student/staff are back in the building for in person learning. FIA also provide all staff, students and families face masks, sanitizer, and other items needed. This could include hiring additional staff, and cleaning supplies and other materials. Academic supplies, everyday materials that students would often share will be purchased so each student has their own materials and curriculum that will make it safe to in-person learning.

FIA works closely with Wayne Resa the ISD to ensure that all protocols from the CDC, MDE, and the state legislature are followed. The admin. attends all training sessions and meetings provided by Wayne RESA to keep current on what changes that are made by any governmental agency. FIA's ESP will also provide guidance for both virtual learning as well as in-person learning.

2. 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:

Frontier International Academy (FIA) will use the ESSER funding for both summer school program and after school programs: all students will be invited to participate but priority would go to the identified tier II and tier III students. Summer school program will be a minimum of 6 weeks: 4 hours @ day 4 days @ week. Afterschool programming during the schoolyear 2-3 days @ week for 1hour a day to address strategies that students are struggling with. Purchase supplemental materials to be used by staff for addressing learning loss. The current curriculum will be reviewed to ensure that it meets the needs of the students who are struggling academically. Additional curriculum may need to be purchased: teacher materials student workbooks that go along with the curriculum, hands on materials and reading supplemental materials. Hire additional staffing: teaching staff to ensure smaller classrooms, teachers to work with small groups of students struggling, support staff including but not limited to Paraprofessionals and Interventionists. Social Workers and Behaviorist to support students who are struggling academically as well as emotionally which is influencing their academic loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Frontier International Academy (FIA) will use the remaining ARP ESSER funding in the following ways: Incentives (Stipends) to all staff to encourage to remain employed by the academy: Stipends will also be used to pay staff to work on lessons to input into the online lesson platform called Moodle. Moodle is used by all instructional staff, to house lessons, communicate with students as well as a learning platform for virtual teaching. Funds will also be used to pay salaries of existing staff as while as new staff who are hired to supplement the current staff or needed due to increased enrollment and additional cleaning staff. Funding will also be used to ensure the building is safe and the spread of COVID is prevented. Purchase cleaning supplies, sanitizers both to clean with and for individual use, masks, materials for barriers between people. FIA will also use funds to purchase furniture to allow for social distancing in the classrooms, lunchrooms, and other areas of the school. Supplies will be purchased so each student has what they need in the learning environment.

4. 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.

Frontier International Academy (FIA) monitors all students using the MTSS screener. The screener collects data for all students: academic, behavioral, attendance, social emotional, and demographic. The Data teams meet and reviews the data on all students. Students who are identified as needing additional help based off the data on the screener the team discusses strategies so to teachers and support staff can works with the students. All assessment data is disaggregated to ensure that each individual student, regardless their demographic or circumstance, is monitored and instructional interventions modified as the data requires. If any of the students do not improve using the identified strategies, they move to Tier II and again to Tier III if needed. The funding provides for staffing, supplemental materials, and programming for the identified students.

American Rescue Plan 2021

Fruitport Community Schools - 61080

1. 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:

Fruitport will use these funds along with the other federal funds to increase the number of teachers to ensure that our class sizes are smaller. This will allow the students to space out in the classroom to more than 4 feet per student which will allow the likelihood of the spread to be decreased. The district is also adding dayporters through our third-party cleaning service contract to help clean the building throughout the day.

2. 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:

The district will be using these funds to continue to have a more beefed up summer school and credit recovery program. The district will be using I-Ready, SAT scores, Dibels, and class failures to determine what students will be offered summer school or credit recovery. The district will be also using some funds to replace the outdated textbooks with new teaching textbooks or other educational materials to help students and staff increase the growth of their students. These updated materials will allow ALL students to access the materials when they are in the classroom or at home.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district is going to spend the remaining funds based on the survey that was sent out to the community, staff, and other stakeholders. Based on the survey results, the stakeholders and community put increased staff to accelerate learning and additional instructional materials as the most important for the district to invest using the ESSER III funds. The district will also use the funds to increase the mental health supports such as increasing the number of social workers within the district.

4. 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.

Fruitport Community Schools is going to increase the number of mental health support employees to address the social and emotional impact from COVID-19 for the students and staff at Fruitport Community Schools. As data comes out, the heavily impacted groups are the groups that are listed above so if the district can add supports for those groups, this will increase the ability for the students to get a better educational impact.

The district will continue to add more academic staff and supports for the district to ensure that we make up for the year and half of "not normal" education that has happened. The district will increase the support in Kindergarten through 3rd Grade so we can build the educational foundation that may have been missed.

American Rescue Plan 2021

Fulton Schools - 29050

1. 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:

ARP ESSER III Funds will be used to maintain safe social distancing coming back to In-Person learning by keeping class sizes smaller and manageable. This includes funding new teachers in both Elementary and our MS/HS Building. Funds will be invested in software that provides online components to engage families in online registration and forms to keep from having large gatherings in small office spaces. We will continue to keep student connected with high quality internet devices as needed during times of quarantine or remote learning.

2. 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:

Funds will be used to support our students and families during times of distance learning by providing an online support teacher and student coach. That teacher will also help track attendance during remote learning. Fulton schools will be investing funds into evidence based practices and strategies and activities to bridge the gap of learning loss in Math and English Language Arts. We are reserving funds to continue our Summer School/Credit Recovery and Before and after school programming opportunities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any remaining funds will be used to keep students connected to technology during the online and remote learning with high quality internet connection. We will continue to make sure to give staff the supports they need to stabilize the workforce.

4. 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.

After discussion and surveys with all stakeholders. It was determined that our stakeholders want ESSER III funds used to fund our English, Reading and Math departments to offer high quality instruction and materials. Stakeholders also want interventions implemented in small groups. All students of Fulton Schools will have the opportunity to participate in all evidence based instruction, strategies, and practices during the school year as well as during summer and after school hours. Family and student supports for distance and remote learning will be funded with ESSER III Funds. We will continue to ensure that students have access to needed technology, and family supports during the entirety of our Return to Learn Plan. As always we will monitor our students in all areas including but not limited to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. We will administer high quality assessments such as NWEA to ensure we are meeting the needs of all students. All current intervention programming will remain fully funded as we respond to the effects of learning loss caused by Covid-19.

Galesburg-Augusta Community Schools - 39050

1. 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:

The Galesburg-Augusta Community Schools (GACS) utilizes mitigation strategies as recommended by the CDC. GACS has a school nurse who has established and buildings follow protocols for rapid testing, isolation and quarantine guidelines. Staff and students are frequently reminded to stay home should they have symptoms related to Covid-19. There is bimonthly communication with our local Kalamazoo County Health Department as well. GACS operations ensure daily sanitizing in all of its buildings with hotspots hit throughout the day. GACS highly recommends to parents that they have their child wear a mask and masks are required on our school buses. For students who must quarantine or isolate, they have a school-provided device so that they can zoom into class/es or they can choose homework packets.

2. 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:

The 20% reserve will be used to fund 2022 summer school for K-12 estimated to cost \$77,000. Each building has developed a process for the school year to monitor achievement and benchmark data to provide a 30-45 minute intervention for math and reading estimated to cost \$135,240. 9-12 provides credit recovery with a live teacher four times per week for all students as well as those who are currently struggling due to gaps in their learning. The high school is creating course selections that will do the same and will be implementing a before and after school program for credit recovery estimated to cost \$7,000 per year for 3 years. The District has employed a curriculum and instruction specialist to help guide and implement strategic curriculum changes to address learning loss resulting from the pandemic estimated to cost \$99,000.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

GACS will implement other evidence based activities to supplement those initiatives that are allowable expenses such as continuing to employ existing staff and maintaining the operation and continuity of existing services. Recruiting quality staff and retaining those staff to ensure continuity as well.

4. 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.

GACS is refining its MTSS system to include more assessments and additional staff to respond to the increased needs of students. We have a district team who is working collaboratively around our Whole Child District Vision. We have an MTSS Champions team who monitors all the academic and whole child initiatives to determine where we might have gaps in Tier I, Tier II and Tier III services. We have added a Family Liaison and Family Advocate to work with families and seek outside resources for families who are struggling economically and added two staff to create a system for supporting students who are chronically absent. We have expanded our math and literacy coaching throughout the district. Our family advocacy program includes meals for the weekends of identified students this year and will continue to do so in the future. We have a 50% free and reduced lunch population and the needs have grown as a result of the pandemic. GACS will monitor on a bimonthly basis staff and student progress.

American Rescue Plan 2021

Garden City Public Schools - 82050

1. 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:

Garden City Public Schools will use ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent possible, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning by working closely with our teaching staff to maintain reasonable class sizes, clean classrooms, and healthy air. This funding will allow GCPS to have filtering in our classroom HVAC units, maintain current staffing assignments, have 1:1 student devices, and, with the mandatory 20% allocation, help us make sure the instructional needs related to the learning loss of our students are met.

2. 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:

Garden City Public Schools will 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 by working to expand our summer school program to provide core academic instruction and enrichment opportunities. Furthermore, the mandatory 20% of ESSER 3 funds will be used to build a comprehensive training and support program for technology-based and best practice instruction, purchase essential materials to help engage students, and equip our classroom to meet the diverse needs of all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Garden City Public Schools will spend our ARP ESSER money in the following categories:

- Tech Updates and Devices
- Staffing
- SEL areas for opportunities to improve
- Instructional Areas
- Additional Learning Time
- Air Quality Improvement
- Services for students with disabilities
- Online learning infrastructure

We created a community based survey and sent it to parents, students, staff, and community members to get feedback, and will be meeting with stakeholder groups to solicit more feedback based on the initial results of the survey.

4. 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.

Garden City Public Schools will 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 by working to expand our summer school program to provide core academic instruction and enrichment opportunities. Furthermore, the mandatory 20% of ESSER 3 funds for learning loss will be used to build a comprehensive training and support program for technology-based and best practice instruction, purchase essential materials to help engage students, and equip our classroom to meet the diverse needs of all students.

Gateway To Success Academy - 53901

1. 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:

G2S recently returned to being a virtual school with a blended learning component that takes place on-site at G2S Academy as a way to implement COVID mitigation by reducing transmission exposure for students and staff. Since the G2S facility was built in 2015, it does not require updated air handling systems. We will, however, use funds for masks and antibacterial soap to reduce virus transmission.

Because of the project-based learning (PBL) focus for G2S Academy, we want to ensure and strengthen this approach to learning while minimizing virus related risks to students. To do this, G2S is planning to extend their facilities to enable additional PBL projects utilizing the outdoor environment. G2S plans to update an empty greenhouse for use as an additional learning and project space, and to build a storage shed to free up space and expand project resources for the school's makerspace, which is integral to the PBL focus of the school. G2S plans to set up an outdoor pavilion on the grounds of the school, and also set up outdoor project spaces, including raised garden beds and an outdoor flexible learning space for the school's PBL activities. These spaces would open learning potential while lowering risk of airborne communication of the virus. In order to enable the transition to blended virtual instruction for those in quarantine, we will also expand our wireless internet network to these spaces and purchase equipment to enable virtual instruction from these areas.

2. 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:

G2S sees a need to remediate learning loss and lost instructional time from the pandemic. We recognize that many of our students struggled more with independent virtual learning options that focused on credit remediation, and so we are developing out additional independent and group learning projects that utilize authentic learning experiences as a way to develop appropriate content understanding in core subject areas. As such, we wish to utilize funds to engage non-certified support staff to partner with our teachers to coach students through these projects. Such support will enable G2S to have:

- A full-time makerspace coordinator who can mentor and supervise students in creating physical tangible items, to demonstrate their understanding of content concepts. This includes industrial and other tangible arts resources to use in our primary open space and a new outdoor learning space to create as a project gallery for the school and the public.
- Creation of applied agricultural and environmental science projects that utilize the areas strong connections to natural resources and to fruit and vegetable production.
- Integration of broadcasting, journalism, and music and audio production to provide a venue for demonstration of understanding about language arts and social science content.
- Work-study connections to local businesses and service providers to allow G2S students to learn social engagement and critical life skills through focused work-based learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the support of academic and social learning through PBL mentioned previously, G2S recognizes a much greater need for addressing social-emotional learning needs for students, as well as interventions for trauma and mental health considerations for students. These needs would address both proactive support for students, and behavioral interventions to address a rising frequency of such issues during the pandemic. To address this, G2S will specifically utilize funds to add social work / counseling and behavior interventionist support. Such support is intended to help stabilize and remediate the interruptions to the learning process for many students at G2S who not only struggle with a traditional learning environment, but also with the personal and social challenges brought on by the pandemic.

G2S has also seen an influx in the number and percentage of students who have specialized learning needs, who have also particularly struggled with pandemic related adjustments to instruction. As such, G2S plans to utilize part-time teachers with a background in special education to provide additional instructional support for students with IEPs or other needs.

4. 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.

G2S is developing a multi-tiered system of supports to ensure that no students “fall through the cracks” and to ensure that data is being used to monitor student progress in academic and non-academic understandings, competencies, and skills. Because G2S is relatively small, they rely on having strong individual knowledge and relationships with all students. However, they have been working to establish a more comprehensive data analysis and monitoring process that utilizes attendance and behavioral data as well as academic indicators including student work in academic projects, NWEA MAP assessments to benchmark progress in core subject areas, and annual standardized assessments (M-STEP, PSAT, and SAT) to gauge individual personal growth. These will be monitored and reviewed each term, so that G2S staff can customize projects and instruction to support the needs of individual students. These will also be reviewed as an entire school, so that G2S can identify patterns or issues that may be affecting one or more subgroups.

Seeing the need to address social emotional learning needs and mental health considerations for students, especially with G2S’s “alternative school” status, the school will invest in research-based SEL and trauma assessment tools, and the school will monitor these for both individual considerations as well as sub-group trends and patterns that might require a broader response.

American Rescue Plan 2021

Gaylord Community Schools - 69020

1. 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:

A majority of the funds will be used to continue to employ the additional teaching staff we hired in order to reduce class size to properly distance students. Funds will also be used to hire new/additional staff to continue reduce class sizes for the purpose of pupil distancing as well as lower student to teacher ratios to help accelerate learning. A portion of the funds will be used to continue to increase custodial staff hours (after school hours) to deep clean and sanitize the school buildings on a nightly basis. Along with this service, funds will be used to purchase additional cleaning supplies.

2. 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:

Gaylord Community Schools was able to maintain face to face learning during the 2021 school year with greater than 80% of students in face to face classrooms. Approximately 19% of our students attended class virtually via Gaylord Community Schools online learning environment. We are currently utilizing funds to hire additional staff to provide research supported high dosage tutoring during the school day that provides low ratio student to teacher interaction focusing on established essential standards at each grade level in reading and math. We will also be utilizing funds to provide credit recovery classes to our high school and middle school students for those that due to the pandemic failed to earn credit or credits towards graduation. These credit recovery classes will be offered during the summer of 2022 and 2023.

3. 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 current additional staff that was hired to reduce class sizes for proper social distancing in the classroom and lower teacher to student ratios for instruction and will be used to hire additional staff as need for the same purposes.

Funds will be used to allow students in middle and high school to recover loss credits due to the affect of the pandemic with summer classes and Gaylord Community Schools teaching staff support.

Funds will be utilized maintaining building sanitation via additional custodial services and supplies.

4. 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.

According to Hattie's research, quality and efficacy of teachers has the highest effect size on student achievement compared to many other factors that have influence. A quality teacher can have a great positive influence on the academic, social emotional, and mental health for each and every one of their students. Students that were disproportionally impacted by the COVID-19 pandemic deserve the teaching and support from such high quality educators. The ability to maintain veteran staff and reduce class size and provide high dosage tutoring to these subgroups especially will have positive future impacts on society. Our belief has been through this pandemic has been not to expect the students come to us for support, but how can we meet the students where they need to be met in order to find success.

American Rescue Plan 2021

Genesee School District - 25070

1. 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:

Genesee School District is a high poverty district serving students in and around Genesee, Michigan. The community has a relatively small tax base to draw from, yet has the second highest school mileage rate in the state for its residents. Genesee residents pay over 16 mills towards the school district's past bonds which is near non-homestead rates. The Board of Education and administration is fully aware that requesting a bond to improve our greatly needed heating, ventilation and electrical expenses will not pass based upon the numerous complaints regarding taxes we receive throughout the year.

A prior facility study coupled with repeated problems indicates that we are in need of new boilers, water tanks, ventilation systems and electrical upgrades to meet the HVAC needs. The work is estimated to exceed \$1 million.

An enhanced HVAC system at each building, with proper controls of classroom/building temperatures and air flow, will aide us in remaining open for in-person learning by helping to mitigate the spread of the COVID-19 virus.

2. 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:

Genesee School District will use the funds it reserves for evidence based activities to meet the needs of our at risk population. Survey data indicates that students will benefit from up-to-date, hands-on curriculum with online components. Elementary ELA and Jr/Sr High science are the areas in which we are specifically requesting funds to meet learning loss.

Furthermore, summer learning and after-school tutoring will be implemented with this funding.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any additional ARP ESSER funds will be used for social emotional support through the use of social workers, counselors, and police resource officers.

4. 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.

Sadly, nearly all of our students are at risk. Over 90% of our students qualify for free/reduced lunch. All of our students are disproportionately impacted by COVID-19 and intensive supports through tutoring and summer school, along with quality resources for all, will be implemented to address the academic impact of lost instructional time, academic, social, emotional and mental health needs.

American Rescue Plan 2021

Genesee STEM Academy - 25900

1. 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:

ARP ESSER Funds will be used to support the following:

- Hand sanitizer is available throughout the building.
- Purchasing and providing PPE to students and staff
- District communication to families and staff about community testing and vaccination opportunities.
- Supporting the Genesee County health department with contact tracing.
- Posting information and teaching students the proper handwashing and how to correctly wear a mask.
- Communicating with staff and families confirmed cases of COVID-19
- Parents monitor their students' health, ensuring students stay home if they are sick or showing symptoms.
- Purchasing cleaning supplies and maintaining a regular schedule to clean

2. 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:

Fund in support of student learning loss will be spent in the following ways:

- GenNet licenses purchased for secondary students in need of credit recovery.
- Summer learning strategies including busing cost, hiring of tutoring staff, and staffing and summer programming staffing
- Hiring additional intervention staff
- Purchase of curriculum to support learning loss.
- Hiring additional certified teachers.
- Hiring additional special education/general education support staff
- Purchase of instructional software to support growth and data

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER fund will be used in the following manner:

- Purchase of all school and custodial supplies
- HVAC filters to improve indoor air quality.
- Sustain operations affected by the pandemic
- Increase technology infrastructure and device upgrades.
- Professional Development to staff in addressing the learning gap.
- Staff Retention Strategies (etc. Tuition Assistance/Certification Programs)
- Transportation cost to support student needs
- To provide students' social, emotional, behavioral and mental health support.

4. 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.

Our approach to implementing interventions is to support all students in meeting their individual needs. This included the academic, social, emotional, and mental health of all students. To better support these efforts, we will implement in-person support for all students. We learned last year that our students struggle in most areas in a virtual classroom. For that reason, we have developed a new summer program to engage students. Most of the families we serve come from similar social and economic backgrounds. So our challenge is to overcome the barriers created by living in an urban center. All our interventions look at individual student data and are designed to chart an individual path for each student. This data is reviewed by our student support team and adjustments are made to assure adequate progress.

American Rescue Plan 2021

George Crockett Academy - 82937

1. 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:

The funds will be used to make sure that all CDC guidelines are adhered to as well as making sure that all individuals entering the school go through a temperature check and also have on a mask at all times while in the building. Since we do have bus service all students and staff will follow the CDC rule in wearing a mask while on the bus. Additional maintenance staff will be hired to support sanitization and disinfecting efforts.

2. 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:

As we begin looking at the loss of instructional time we will be implementing an Intervention Practice: Identifying Students' Weaknesses according to the NWEA Learning Continuum. Students will be tiered according to their NWEA score. Teachers and the Data Coach collaborate to create an intervention calendar to map out each week's area of focus. There are 6 to 8 skills that teachers focus on during the fall intervention block. Interventionists support Tier 3 students; Paras and the classroom teachers support Tier 1 and Tier 2 students.

By using the intervention method we will be able to capture all students who have lost instructional time during the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will spend the remaining ARP ESSER funds by providing the necessary help to our staff and students. (ie. PD on teaching well being, How parents can assist their child's educational loss, providing more support to teachers with additional resources, etc.) We will also be looking to see what programs will help or a more immersive platform to address students learning lost.

4. 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.

We will be using our intervention practice to address the educational loss of instructional time. The intervention practice plan will be built into our daily school schedule to ensure that we connect with all students affected by the educational loss. We have set up a team to address the social, emotional and mental health needs of all of our students through our social work and homeless/parent liaison departments. Since the majority of our students meet the requirements of being disproportionately impacted by Covid-19 .

American Rescue Plan 2021

George Washington Carver Academy - 82963

1. 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:

GWCA will utilize \$635,500 to repair and replace the HVAC units throughout the building. In addition provide a centralized system to control the system and add air purifying system that will clean the air of covid, flu and any form of bacteria. This system will be integrated within the HVAC unit. GWCA has removed its water fountains, and will use 10 water stations - \$3200. GWCA will purchase plexiglass to place on each classroom desk and kidney tables throughout the building.

2. 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:

GWCA will utilize a multi-tiered approach to address the academic impact of loss on instruction throughout the pandemic. Sylvan Learning will provide intervention service for scholars who are in danger of not hitting their growth target - 2 full time teachers will service 60 scholars via MTSS (65k per teacher) - \$130,000. GWCA will provide scholars a home library with 4 books per scholar to encourage reading at home and participate in the ignite reading program - \$21,000. GWCA will also provide virtual homework help for scholars to receive mini-lessons on assignment and work with them to complete - modeling, guided practice and then independent practice to master standards. GWCA will have a full time MTSS coordinator to ensure all the programs established for intervention are working together to ensure they are linking with the scholars EDP plan and growth goals. Finally the funds will be utilized to add a paraprofessional to service Middle School scholars in the mtss program - \$33,000.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

GWCA will provide training to maintenance director from BSCAI to

4. 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.

American Rescue Plan 2021

Gibraltar School District - 82290

1. 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:

As a part of our spending plan, we will provide appropriate personal protective equipment and cleaning supplies and materials, as consistent with the CDC recommendations. Additionally, we are in the process of updating/upgrading the air handling units (vertical unit vents) in each classroom, which will provide appropriate amounts of fresh air exchange and filter air appropriately. We will also be spending funding in a manner that promotes social distancing and use of outside space where practical.

2. 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:

In our spending plan, we will fund various certified and non-certified positions to support the academic impact of lost instructional time. Specifically, we will fund two full-time elementary interventionists who will support learners with evidence based interventions, identified through our MTSS process. We will also fund a Wrap Around Facilitator, whose primary responsibility will be to move along our MTSS processes at the secondary level, as well as work with teachers and other staff to help ensure that students have access to not only academic support, but also support for social and emotional well being. Other positions, such as para-professionals will be funded to support both classroom teachers and interventionists with students' academic needs as well as social emotional well being needs. These funds will also support comprehensive afterschool, weekend, and/or summer programming. These extended learning opportunities will be driven by both student needs and student interest and will span a variety of levels and subject areas, and will all include evidence based instructional practices.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We plan to fund the costs for classroom instructional resources that promote evidence based instruction to all learners. Additionally, digital platforms that support both face to face learning and hybrid remote learning will be funded. Other costs necessary with keeping students in the classroom will be funded, which includes costs associated with building-lever or district-level substitute teachers, so that we can ensure students will have a teacher in their classrooms daily.

4. 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.

Our district has a strong K-5 MTSS process already in place, which will only be enhanced through the positions and resources funded with ESSER II and ESSER III/ARP funds. We are working through the continued development of the MTSS process at the secondary level. These processes include Universal Screening of all students at least 2x/year as well as identification of struggling students throughout the school year. We will be enhancing our MTSS processes through the use of the online platform, EduClimber. EduClimber will allow us to easily look at historical data, current data, and progress monitoring data for students that are in need of and/or receiving additional support. Through both our MTSS processes and building/district school improvement process, we consistently review data for subgroups of students and develop interventions and strategies to best meet the needs of students. Other funding sources will help support the social and emotional well being of students through the purchase of resources for both students and teachers.

American Rescue Plan 2021

Gladstone Area Schools - 21025

1. 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:

The district will maintain the health and safety of students, educators, and other school staff by following our Return to Learn Plan and our District Preparedness Plan, both built on best-practice provided by the CDC and MDHHS. These plans includes a focus on sanitizing and disinfecting, promoting social distancing and mask wearing, establishing protocols for screening, isolation, and quarantine as appropriate, and addressing adequate ventilation in all district facilities.

-Every classroom will be supplied with a fixed or portable hand washing or sanitizing station.

-Supplies will be checked daily and restocked in the classroom.

-Teachers will contact the office immediately if supplies run out during the school day.

-Each classroom will have a hygiene protocol with timelines that are posted:

-Proper mitigation strategies including hand washing will be communicated to families via newsletters, web pages, bulletin boards.

-Sharing school supplies will be limited, and each student will have their own supply box for materials.

-All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.

-Custodial staff will walk the building wiping all high usage areas at intervals throughout the day and following any evening activities in the building.

-Air filters for HVAC will be scheduled for more frequent replacement

2. 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:

The District will reserve funds to implement a summer school program for students in grades K-12, after school tutoring, and provide enrichment programs.

Summer School programs will take place during the summer following the conclusion of the school year and generally run an estimated 5 weeks. Staffing and student need will ultimately drive the size and scope of the summer school program.

Tutoring programs will take place across all levels with an emphasis at the Middle School and the High School multiple days per week. During the afterschool tutoring programming, students will be supported in receiving homework help and instructional support.

Evidence-based interventions will also be put in place K-12 with the implementation of interventionists in the area of Mathematics and ELA/Reading. This will include staff members providing Tier II and Tier III instruction in small groups at the Elementary level and at the Secondary Level

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based upon the input from our varied stakeholders, the remainder of the grant funds will be spent on:
professional development,

- Training for staff on sanitization and minimizing the spread of infectious disease
- Training for staff on maximizing the effectiveness of virtual engagement
- Training for staff on identifying and addressing academic and mental health needs of students
- Training for staff to specifically address the needs of those students disproportionately impacted by the pandemic
- replacement supplies,
- Purchasing cleaning supplies
- Purchasing sanitizing supplies
- Purchasing Personal Protective Equipment
- Purchasing equipment to facilitate cleaning and sanitizing
- increase tech infrastructure,
- Purchasing hardware, software, connectivity, appliances, networking, and other equipment needed to facilitate regular educational interaction
- transportation,
- Purchase equipment ,vehicles, parts, and service in order to provide safe transportation to facilitate in-person instruction for all students
- social-emotional supports,
- Providing personnel, training, scheduling, programming, and resources necessary to address the mental health and social-emotional needs of students and staff
- and instructional/support staff
- Recruit, hire, re-train or retain personnel necessary to maintain operations and continue services, providing principals and school leaders with the resources necessary to address the needs of their schools

4. 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.

The district provides a Multi-Tiered System of Supports [MTSS] with regular progress monitoring in order to identify, engage, and impact each of our various subgroups. The district will also utilize credit recovery, truancy intervention, and curriculum enrichment in an effort to intervene and support students in our subgroups who may have been disproportionately impacted. Within the district's MTSS, we utilize progress monitoring as well as program evaluation tools in order to ensure the efficacy of our evidence-based programs. We will also use the state's Michigan Integrated Continuous Improvement Process [MICIP], which offers pre-made data sets targeted to specific needs. In addition to the academic areas, the district uses Behavioral Health Works [BHWorks], to monitor behavioral health programming for all students K-12.

American Rescue Plan 2021

Gladwin Community Schools - 26040

1. 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:

CDC guidance has been followed throughout the Covid 19 Pandemic, Gladwin Community Schools has implemented rigorous cleaning and sanitization protocols, Use of personal protective wear is provided to all students and parents entering the building. Administration is trained in tracking the spread and quarantining of Covid 19 within their student populations and meet with our local health department weekly for guidance and updates. Teachers and Staff have been trained in implementing social distancing within the classroom, and this is monitored by administration. Air quality was addressed with a current bond project.

2. 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:

Academic impact of lost instructional time will be achieved with summer school and evidence based interventions during the academic year. Summer School will be offered to students who demonstrate learning loss based on progress monitoring during the academic year, teacher recommendation and parent input. Student will be provided 4 days of small group intensive remediation per week for 3 weeks.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Gladwin Community Schools will spend remaining ARP ESSER funds on salaries and benefits of all non grant funded teachers. The single most effective learning is achieved with in person quality teaching. Social Emotional needs will be addressed with playground equipment for outside play in grades K-5.

4. 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.

Interventions in the district are designed to meet each student where they are and move the student forward in their individual learning including student of color, English learners, children with disabilities, students experiencing homelessness, in foster care and migratory students.

American Rescue Plan 2021

Glen Lake Community Schools - 45010

1. 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:

The district utilizes safety mitigation strategies to prevent further exposure and lost in-class time including, but not limited to masks, rapid antigen tests, and support from the school nurse. The district purchased an air filtration system to support a safe learning environment.

2. 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:

To address the impact of lost instructional time Glen Lake is supporting elementary summer school, before and after school additional office hours specific to high school for instructional tutoring, and hired a full time high school student support specialist to provide one-on-one and small group tutoring as well as mental health support.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to support a healthier learning environment by investing in mitigation equipment or supplies (such as air filtration systems) throughout the school.

4. 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.

Interventions are designed to foster students' self-concept, academic skills, self-efficacy, and ensure equitable instructional practices. The district will monitor progress and effectiveness through multi-tiered systems of support designed to provide data around the social, emotional, and academic health of each student, including those identified in underserved populations. The district will evaluate the impact of underserved populations through state-approved assessments and nationally normed progress monitoring tools.

Global Heights Academy - 82725

1. 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:

Global Heights (GH) will use these funds to ensure the building is clean and sanitized prior to the return of students as well as when student/staff are back in the building for in person learning. GH will also provide all staff, students and families face masks, sanitizer, and other items needed. This could include hiring additional staff, and cleaning supplies and other materials. Academic supplies, everyday materials that students would often share will be purchased so each student has their own materials and curriculum that will make it safe to in-person learning.

GH works closely with Wayne Resa the ISD to ensure that all protocols from the CDC, MDE, and the state legislature are followed. The admin. attends all training sessions and meetings provided by Wayne RESA to keep current on what changes that are made by any governmental agency. GH ESP will also provide guidance for both virtual learning as well as in-person learning.

2. 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:

Global Heights (GH) will use the ESSER funding for both summer school program and after school programs: all students will be invited to participate but priority would go to the identified tier II and tier III students. Summer school program will be a minimum of 6 weeks: 4 hours @ day 4 days @ week. Afterschool programming during the school year 2-3 days @ week for 1 hour a day to address strategies that students are struggling with. Purchase supplemental materials to be used by staff for addressing learning loss. The current curriculum will be reviewed to ensure that it meets the needs of the students who are struggling academically. Additional curriculum may need to be purchased: teacher materials student workbooks that go along with the curriculum, hands on materials and reading supplemental materials. Hire additional staffing: teaching staff to ensure smaller classrooms, teachers to work with small groups of students struggling, support staff including but not limited to Paraprofessionals and Interventionists. Social Workers and Behaviorist to support students who are struggling academically as well as emotionally which is influencing their academic loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Global Heights will use the remaining ARP ESSER funding in the following ways: Incentives (Stipends) to all staff to encourage to remain employed by the academy: Stipends will also be used to pay staff to work on lessons to input into the online lesson platform called Moodle. Moodle is used by all instructional staff, to house lessons, communicate with students as well as a learning platform for virtual teaching. Funds will also be used to pay salaries of existing staff as well as new staff who are hired to supplement the current staff or needed due to increased enrollment and additional cleaning staff. Funding will also be used to ensure the building is safe and the spread of COVID is prevented. Purchase cleaning supplies, sanitizers both to clean with and for individual use, masks, materials for barriers between people. GH will also use funds to purchase furniture to allow for social distancing in the classrooms, lunchrooms, and other areas of the school. Supplies will be purchased so each student has what they need in the learning environment.

4. 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.

Global Heights (GH) progress monitors all students using the MTSS screener. The screener collects data for all students: academic, behavioral, attendance, social emotional, and demographic. The Data teams meet and reviews the data on all students. Students who are identified as needing additional help based off the data on the screener the team discusses strategies so to teachers and support staff can work with the students. All assessment data is disaggregated to ensure that each individual student, regardless their demographic or circumstance, is monitored and instructional interventions modified as the data requires. If any of the students do not improve using the identified strategies, they move to Tier II and again to Tier III if needed. The funding provides for staffing, supplemental materials, and programming for the identified students.

Global Tech Academy - 81900

1. 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:

Global TECH (GT) will use these funds to ensure the building is clean and sanitized prior to the return of students as well as when student/staff are back in the building for in person learning. GT will also provide all staff, students and families face masks, sanitizer, and other items needed. This could include hiring additional staff, and cleaning supplies and other materials. Academic supplies, everyday materials that students would often share will be purchased so each student has their own materials and curriculum that will make it safe to in-person learning.

GT works closely with WISD the ISD to ensure that all protocols from the CDC, MDE, and the state legislature are followed. The admin. attends all training sessions and meetings provided by Wayne RESA to keep current on what changes that are made by any governmental agency. GT ESP will also provide guidance for both virtual learning as well as in-person learning.

2. 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:

Global Tech (GT) will use the ESSER funding for both summer school program and after school programs: all students will be invited to participate but priority would go to the identified tier II and tier III students. Summer school program will be a minimum of 6 weeks: 4 hours @ day 4 days @ week. Afterschool programming during the school year 2-3 days @ week for 1 hour a day to address strategies that students are struggling with. Purchase supplemental materials to be used by staff for addressing learning loss. The current curriculum will be reviewed to ensure that it meets the needs of the students who are struggling academically. Additional curriculum may need to be purchased: teacher materials student workbooks that go along with the curriculum, hands on materials and reading supplemental materials. Hire additional staffing: teaching staff to ensure smaller classrooms, teachers to work with small groups of students struggling, support staff including but not limited to Paraprofessionals and Interventionists. Social Workers and Behaviorist to support students who are struggling academically as well as emotionally which is influencing their academic loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Global Tech will use the remaining ARP ESSER funding in the following ways: Incentives (Stipends) to all staff to encourage to remain employed by the academy: Stipends will also be used to pay staff to work on lessons to input into the online lesson platform called Moodle. Moodle is used by all instructional staff, to house lessons, communicate with students as well as a learning platform for virtual teaching. Funds will also be used to pay salaries of existing staff as well as new staff who are hired to supplement the current staff or needed due to increased enrollment and additional cleaning staff. Funding will also be used to ensure the building is safe and the spread of COVID is prevented. Purchase cleaning supplies, sanitizers both to clean with and for individual use, masks, materials for barriers between people. GT will also use funds to purchase furniture to allow for social distancing in the classrooms, lunchrooms, and other areas of the school. Supplies will be purchased so each student has what they need in the learning environment.

4. 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.

Global Tech (GT) progress monitors all students using the MTSS screener. The screener collects data for all students: academic, behavioral, attendance, social emotional, and demographic. The Data teams meet and reviews the data on all students. Students who are identified as needing additional help based off the data on the screener the team discusses strategies so to teachers and support staff can work with the students. All assessment data is disaggregated to ensure that each individual student, regardless their demographic or circumstance, is monitored and instructional interventions modified as the data requires. If any of the students do not improve using the identified strategies, they move to Tier II and again to Tier III if needed. The funding provides for staffing, supplemental materials, and programming for the identified students.

American Rescue Plan 2021

Gobles Public School District - 80110

1. 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:

The Van Buren/Cass County Health Department (VBCCHD) incorporates direction from the Centers for Disease Control (CDC) and Michigan Department of Health and Human Services (MDHHS) regarding the Covid-19 virus and variants. The VBCCHD monitors community transmission, vaccination coverage, screening/testing, and occurrence of outbreaks to guide decisions for local schools on the level of layered protection strategies and mandates or recommendations. The Gobles Public Schools (GPS) believes that students benefit from in person learning and safely returning to in person learning in the Fall of 2021 is a priority. Hence, GPS operations will be congruent with the local regulatory agency recommendations. Funds will be used to maintain as well as attract staff to accomplish this mission of balancing in person learning with safety. Transportation, both staff and students, will be in compliance with the federal mask requirement. Additionally, GPS advises students, teachers, and staff to stay home when they have signs of infectious illness and to seek their healthcare provider for testing and care. Long term subs are part of the GPS plan to address any staff shortage. For those students, teachers, and staff that do return to in person, available funds will also address trauma and learning loss issues.

2. 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:

The Gobles Public Schools (GPS) will reserve 20 percent of its funds for learning loss as follows:

1. GPS used data about students opportunities to learn such as absenteeism and discipline as well as ratio of students to support services staff to help target resources (funding full time mental health service professional) for supporting a safe, healthy, and inclusive learning environment.
2. GPS has used data on educator chronic absenteeism to identify the need for consistent student access to qualified and supportive educators (funding long term substitute teachers).
3. GPS utilizes high quality diagnostic assessments to inform student progress and instructional needs. Additionally, GPS will provide access to a project based experiential learning opportunity that meets individualized needs of selected students (funding a Summer School program).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to addressing learning loss as described in LEA Plan of Use Narrative 2, the Gobles Public Schools (GPS) will implement other evidence-based activities to supplement those initiatives that are allowable expenses such as continuing to employ existing staff and maintaining the operation and continuity of existing services (funding existing staff and retaining existing staff/attracting replacement staff).

4. 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.

In summary, the Gobles Public Schools (GPS) has developed an Intervention Plan to be funded by ESSER funds. In short, the GPS Intervention Plan as described in Narratives 1-3 will help (employ and maintain existing staff) as well as (retain existing staff/attract replacement staff) while addressing learning loss strategies of using data about students opportunity to learn with an integrated support staff system (adding mental health staffing services), providing access to qualified and supportive educators in times of teacher absence (adding long term subs), and offering high quality instructional designs for identified struggling learners (Individualized Experiential Based Summer School programming). The GPS Intervention Plan is intentional and prioritizes the academic, social, emotional, and mental health needs of all students and will be measured with multiple and appropriate assessments to determine effectiveness.

American Rescue Plan 2021

Godfrey-Lee Public Schools - 41120

1. 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:

A great portion of our funds will be focused around air quality with the additional of adding Air Conditioning in three of our district buildings. The air conditioning will allow for continuous learning and give the district the ability to possibly run a balanced calendar where the air quality will not hinder a child's ability to learn.

2. 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:

The district will be looking at a few items to address learning loss. The first of which will be to hire a reading specialist at our LMS/LHS to help address students not at grade level while also helping to give our teachers the tools they need to help in their own classroom to assist with children that may have substantial loss from the pandemic. Next, we are looking to address curriculum needs that can address learning loss in a new way to help children get back on track through an aligned K-12 ELA and 9-12 science curriculum that addresses English Language Learners who were greatly impacted by the pandemic. The new curriculum aligned for EL students purchased with ESSER III funds will be used during afterschool remedial support from loss of learning during pandemic. Lastly, the district will provide afterschool support where teachers will be accessible to students who need additional assistance to address learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any remaining funds will be utilized through the purchase furniture to address our students needs.

4. 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.

The reading specialist will analyze student data, and provide tier 1 support to classroom teachers for individual students. The reading specialist will support individual students with tier II and tier III ELA supports. The ELA and Science curriculum purchased will address our English Language Learners and SPED students, as the curriculum was vetted for specific support for these populations of students. The curriculum is culturally and linguistically appropriate as evidenced-based practice. GLPS is over 50% English language learners and this population was significantly impacted by COVID-19 pandemic. GLPS is 94% free and reduced lunch, our low-income students were also significantly impacted by COVID-19. The ELA and science curriculum will help to support the learning loss from the pandemic. Data will continue to be analyzed to ensure interventions are supporting our students that were highly impacted academically by the pandemic.

American Rescue Plan 2021

Godwin Heights Public Schools - 41020

1. 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:

To maintain health and safety for our school community, Godwin Heights Public Schools will require universal and correct wearing of masks during periods of high risk within our area. Additionally, signage will showcase that GHPS will limit visitors within school buildings, promote physical distancing and maintain social distancing to the greatest extent possible at school sites. Furthermore, the use of hand sanitizer and/or handwashing will be made available. The district will ensure adequate supplies to support cleaning and disinfection practices. Efforts will be made to maintain HVAC improvements to increase fresh airflow.

2. 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:

GHPS will use funds under section 2001(e)(1) of the ARP Act to address the academic impact by supporting students in staff with additional instructional supports during the school day. GHPS may utilize technology to support staff and students that have been impacted through loss of instructional time. Evidence-based interventions are in place to support social-emotional health and academic needs. (see below)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Godwin Heights Public Schools will coordinate efforts of preparedness and response with local and state public health and agencies to prevent, prepare for, and respond to the coronavirus.

Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school buildings and replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

4. 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.

Godwin Heights Public Schools serves a diverse population of low-income/ at-risk learners that are disproportionately impacted by COVID-19, including students of color, English learners, children with disabilities, and those experiencing homelessness and foster care.

Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students

experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population. The district will employ additional Social Workers, an MTSS Intervention Coordinator, and a Data Specialist to support existing relationships and foster developing relationships with students, teachers, and family. Clear procedures for communication and data collection are important measures to ensure increased academic needs due to pandemic learning loss. GHPS will employ additional academic interventionists, paraprofessionals, and substitute teachers to develop and implement strategies to monitor/increase student academic progress to support students in the indicated categories. GHPS will employ a Dean of Students and Youth Development Coordinators to track student attendance and improve student engagement.

Social-Emotional Curriculum will be implemented to develop common language and alignment for the K-12 school community.

American Rescue Plan 2021

Goodrich Area Schools - 25050

1. 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 continue to implement prevention and mitigation strategies consistent with CDC guidance in order to keep students at school for in-person learning. The district will purchase and ensure masks as well as cleaning supplies are available. Staff, including custodial staff, will be provided with one-time hazard pay for completing additional duties to ensure the safety of our students, staff, and community. Previous ESSER funds are being used to address air quality.

2. 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:

Funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions offered during summer learning and tutoring services provided before/after school for students in grades DK-12. An elementary Title I math coach will be added to help update math intervention plans and provide professional learning and support for math intervention staff. A Student Success Coach has been added at the High School to help to meet the whole child needs and provide interventions on student attendance and behavior choices. All teachers DK-12 are taking part in curriculum mapping through their PLCs. Additional learning materials will be purchased across K-12 to enhance student learning experiences and allow for more differentiation in order to best meet the needs of all students. Additional staff including a Virtual Learning Coach and tutors have been hired this year to support students who chose to learn virtually. Virtual learning platform partnerships have also been updated this year to better meet the needs of our virtual students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the areas mentioned above concerning using funds to purchase additional materials to enhance differentiated student learning opportunities, funds will specifically be used to purchase gas cards for McKinney-Vento students to increase student attendance. Additional learning materials and technology will also be purchased specifically in the areas of ELA, Math, and STEM to meet the needs of all students including special populations.

4. 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.

Funds will be used to hire a Mental Health Consultant that will be able to work with DK-12th grade students needing additional social and emotional support. Funds will also be used to provide one-time hazard pay to help to retain our current social worker and obtain an additional social worker. Counselors, Mental Health worker, and social workers will keep data on students they work with in order to help solidify the specific needs and plan for interventions of the students in our district. Additional materials will be purchased to support intervention services for whole child needs.

American Rescue Plan 2021

Grand Blanc Academy - 25903

1. 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:

Grand Blanc Academy will use this funding to prevent and mitigate the effects of COVID 19 in several ways. We will use funding to continue to keep students safe with the use of Personal Protective Equipment, such as masks, gloves, disinfectants, etc. In the past textbooks and workbooks have been shared among classes and students. GBA will purchase these items for each individual student in order to avoid the spreading of germs through shared items. Furniture is purchased in response to making social distancing manageable.

2. 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:

Grand Blanc Academy has a poverty rate of 93%. We know that students thrive with structure in place; therefore, curriculum pieces have been added, such as a structured writing curriculum with support from a reading and writing consultant as a coach, a more engaging science program, hands on activities to support brain development in the areas of science, art and STEAM all in an effort to support accelerated learning. Interactive pieces have been added to the curriculum to allow for higher levels of engagement with students of all grades. This includes the addition of computers of one to one devices to allow for differentiation in the classrooms and for virtual learning. Balance Boxes are replacing old technology that is no longer functional with the technology upgrades. This allows students and teachers to interact with the content on a higher level of engagement. Mental health services and supports are in place to address the trauma and Social Emotional Learning through Capturing Kids Hearts and Positive Behavior Interventions and Supports. Stillness in Motion is a mindfulness class that students participate in one time a week to teach students experiencing the emotions from trauma and helpful techniques to learn to calm themselves down. New teachers are assigned a mentor and a coach to navigate the waters of teaching during COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional enrichment classes (such as Woodshop) will be added to afterschool programming along with hands on activities that enhance the STEM brain. Such activities are the addition of 3 D printers that will encourage students to be creative with STEM based projects that will open up the entrepreneurial minds of our young business minded students. HipHop afterschool dance and Tapology are programs that will allow students to develop more of the creative aspects of learning and brain development.

Afterschool tutoring is being implemented but paid from a different grant.

4. 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.

Several GBA families do not have a means of transportation to come to the school for events, conferences and/or activities. Programs that help to support the parent participation are the Zoom platform. This allows for parent/teacher communication. Go Guardian is a computer program that allows the teachers to monitor each student device as it is being used to ensure engagement and time on task. Docusign allows for parents to participate in IEP meetings and 504 planning meetings along with the zoom platform that keeps parents up to date. Three parent workshops are being provided by a consultant to address the social emotional learning from a parent standpoint. The three sessions are titled Parenting Through COVID and designed to build a partnership between families and teachers. Staff is participating in Professional Development that addresses classroom inclusion, diversity and relationships, being an ally, cultural appropriation vs. appreciation, and the influence of unconscious bias.

American Rescue Plan 2021

Grand Blanc Community Schools - 25030

1. 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:

In conjunction with the Genesee County Health Department, Grand Blanc Community Schools has upgraded air filters, increased staffing for school nurses, opened three antigen testing sites, hired contact tracers, and created isolation rooms to help mitigate the spread and containment of COVID-19. The District also created a virtual learning school for students and families that are immuno-compromised.

2. 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:

The District has hired 17 academic recovery interventionists at all levels, along with hiring 8 social emotional recovery staff (social workers, counselors, etc) to support student pandemic related learning loss and mental health needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use these funds to continue to refine our virtual program, upgrade and maintain instructional technology equipment and licenses, along with providing additional professional development for our staff which would include reading recovery training. If our application for 31o funding is approved, we would utilize this funding to maintain the SEL (social emotional learning) staff for at least 3 years and offset any costs incurred to maintain that staffing.

4. 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.

The District hired 8 social emotional recovery staff member, K-12, to support mental health needs caused by the pandemic. We also created a District equity team to address demographic issues in regards to access and barriers identified during the pandemic.

Grand Haven Area Public Schools - 70010

1. 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:

To support in person learning, funds will be used for PPE supplies which will be part of the district's safety routines along with funds to support more frequent cleaning, contact tracing, and masking as recommended by the CDC and local health department. A school nurse will be added to support and manage the growing number of students and staff impacted by Covid. Quarantine officers will triage students who do not feel well and manage the close contacts and communication with families in partnership with the building principals. Additional teaching assistants, English Learner assistants, math interventionists, extended hours for reading assistants, and an attendance and engagement coordinator will be added to manage the changing demands of in person learning. A long term substitute teacher is hired for each building to cover staff who have Covid related absences. HVAC upgrades are budgeted to improve clean air filtration and circulation.

2. 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:

GHAPS is hiring math interventionists to address learning gaps in math, extending hours for reading assistants, as well as hiring more English Learner assistants to meet the increased demand for academic support. All paraprofessionals provide focused interventions and give access to the academic language of the curriculum. Programs such as ALEKS math will customize math for students. An additional counselor, social workers, and behavior specialist will be added to support social emotional challenges and readiness to learn. Class sizes will remain small for economically disadvantaged students. Funds will be used to train teachers for trauma -informed instruction to keep students in class. Covid-19 has exacerbated mental health concerns and we require additional staffing and professional development to address the arising needs.

An extensive summer school program will engage students to accelerate their learning. A supplemental summer science program, in cooperation with the Outdoor Discovery Center, for students who are low income, experience homelessness or a migratory lifestyle, ELs, children with disabilities, and racial or ethnic minorities will be offered.

After school programs include tutoring in math and reading, and experiential learning clubs will be offered. These may include but may not be limited to sports, art, music, science, and career connections with local businesses.

3. 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 support technology use with purchase of Chromebooks and internet use. High quality instruction will be funded with leadership and mentor programs for educators. For students, funds will be used for supplies for project based learning programs, STEM classes, and growing enrollment for AP classes, dual enrollment, and early college. Funds will also be used to transport students to and from school with homelessness status.

4. 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.

GHAPS has executed a careful diagnosis with stakeholders of the social/emotional, academic, and physical needs impacted by Covid-19. Our assessments provide information about instructional needs and progress specific to each student and guides the next steps for learning. Wellness screeners and risk assessments are administered according to protocols that are developmentally appropriate. Collaborative teams determine the interventions and extensions for students, and dive deeply into students who have more significant needs with our child study and Multi-Agency Team (MAT). Additional staff have been hired to provide interventions during specified blocks of time, with priority going to students who are low income, experience homelessness or a migratory lifestyle, ELs, children with disabilities, and racial or ethnic minorities and to ensure support is in place for those students disproportionately impacted by the pandemic.

American Rescue Plan 2021

Grand Ledge Public Schools - 23060

1. 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:

The District will provide rapid antigen COVID 19 testing to students and staff. This, along with a universal masking policy, will allow students and staff that have been exposed to COVID 19 to continue with in-person learning as long they test negative for the virus.

The District will provide temporary pay increases for substitute teachers so that in-person learning may continue while teachers are absent due to illness, required quarantining or for obtaining vaccinations.

The District will hire additional nurses to assist with contract tracing, supervise the rapid antigen test administration and assist students and staff members who become ill at school.

Finally, the District will improve ventilation in school buildings by purchasing Dynamic Air Cleaners. The Cleaners will be installed into the HVAC system and improve the air quality by trapping air borne particles. Improved air quality has been shown to reduce illness and lower absentee rates of building occupants.

2. 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:

The District will employ certified teachers specifically assigned to students who are homebound due to illness or required quarantining. The homebound teacher will work with the classroom teacher to ensure that students are prepared to resume in-person learning when released.

The District will hold in-person summer learning opportunities developed using a MTSS framework. The summer learning will provide remedial and enrichment activities for students in grades K-8 and credit recovery opportunities for grades 9-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will purchase classroom projectors and laptops with cameras to improve instructional delivery. In addition, switches will be purchased to support the connectivity of teacher and student technology devices.

The District will contract with mental health personnel to offer therapy or other mental health support services to assist staff and students experiencing difficulties.

4. 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.

The District will provide hot-spots to low-income students, or those with poor internet connection, so that students may participate in virtual learning or homebound instruction during illness or quarantine.

The District will purchase Take Home Book library materials for all students grades K-3. This program will be aligned with the Fountas and Pinnell reading assessments in order to provide students with appropriate reading level materials. The program will provide family connection to the classroom while promoting early literacy. The purchased books will be at a variety of reading levels and contain a variety of subject areas in order to meet the needs of students disproportionately impacted by the pandemic.

Select District staff will participate in Restorative Circles training sessions in order to learn the foundations of restorative justice practices and applications. This will enable the staff to use the practices in addressing student behavior and social/emotional needs.

American Rescue Plan 2021

Grand Rapids Child Discovery Center - 41921

1. 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:

The funds will be used to update the heating and cooling system as well as maintain a pod structure in the classes- students remain with their pod throughout the day and do not communally gather. Students will eat lunch in the classroom and have recess with their pod, as well. Additional staffing is required to do this. Also, the district will use funds for additional cleaning support to have a cleaning aide in the building each day. This cleaning aide will disinfect high touch surfaces, provide support for lunch time and clean bathrooms more frequently.

2. 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:

We plan to have a summer school program that includes enrichment as well as targeted academic intervention. Assignment to this program will be based on academic need as shown by our state-approved benchmark test. Order of priority will be: identified as needing Tier 3 supports in reading and math, identified as needing Tier 3 supports in reading OR math, Identified as needing Tier 2 supports in Reading and Math, Identified as needing Tier 2 support in Reading or Math. Also, we plan to use part of the money to fund additional academic-focused paras for small group Tier 2 support in the classroom and an additional academic interventionist to provide more frequent and targeted Tier 3 support for students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to support the social and emotional well being of staff and students by funding a full time SEL Interventionist who will provide targeted one on one or small group support to students, as well as "as needed" support to classes who are practicing a particular SE competency.

4. 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.

GRCDC ensures that the interventions it implements are addressing the academic and social emotional and mental health needs of all students, and particularly those disproportionately impacted in the following ways: Better quality air throughout school, resulting in less exposure and risk to contracting the virus, resulting in less time missed due to illness, isolation, or quarantine.

SEL Interventionist- will work specifically with students who have been identified in our MTSS process as having Tier 3 Social and Emotional needs as indicated by SRSS-IE diagnostic, major behavior referrals, attendance, and relationships.

Summer Programming-will be for students requiring Tier 3 supports for Reading and/or Math as evidenced by our MTSS process which includes the iReady benchmark test. Any open spots given to students needing Tier 2 supports.

Additional Academic Interventionist- learning loss due to the impact of the COVID 19 pandemic, more students that usual are requiring Tier 3 supports. Certified Interventionist use evidence based strategies 3 or more times per week for 15-20 minutes benefits most students.

Additional Paraprofessionals- will support in COVID mitigation behaviors (surface cleaning, hand washing, eating in classroom etc.) and also, under the guidance of the classroom teacher, provide Tier 2 academic support in small groups throughout the day.

Cleaning support: provide for clean and safe building so that school can remain open 100% in person each day

American Rescue Plan 2021

Grand Rapids Public Schools - 41010

1. 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:

In accordance with CDC and local health department guidelines, our strategies have and will continue to focus on: 1 Communicating with students, staff and families the strategies we are implementing and educating them on symptoms of COVID and the need to stay home if any symptoms are present. Funds will be used to fund regular frequent communication utilizing several technology/phone tools and mailings. There are many languages spoken within the District resulting in additional translation costs. 2 GRPS has a district-wide mask mandate. Funds will be used for masks and other PPE. 3 Funds will be used to keep our buildings and other facilities safe. This includes school/admin buildings and athletic facilities. We will upgrade and add to our cleaning equipment to more efficiently and completely clean our buildings. Due to the labor shortage in our area, funds will be used to contract with vendors to supplement our in-house custodial/maintenance staff. 4 We will use funds to address our technology needs. Funds will be used for student and staff devices, upgrades to in-classroom technology, connectivity and various software platforms. 5 Funds will be used to address transportation costs. The labor shortage has impacted the ability to attract and retain bus drivers, driving up the cost of transportation. 6 Other personnel shortages. The pandemic has greatly impacted the District's ability to hire and retain staff across the District. Funds will be used to recruit and retain staff.

2. 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:

GRPS will address the academic impact of lost instructional time via summer enrichment offered 4 days a week for 5 weeks in June and July, including academic support and enrichment programming. Grades k-8 will receive grade-level content. Grades 9-12 will receive credit recovery. Extended day learning and supplemental teaching and tutoring will focus on acceleration of grade-level content and remediation. Enrichment activities and clubs connected to the instructional core will also be provided.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

1 We will spend funds to provide additional curriculum support in math, science, social studies, ELA, and foreign language. Take home libraries, culturally relevant libraries, various licenses for on-line interventions, support for ELA programs, Robotics support, science labs and materials, environmental ed are some of the areas of spending. We will expand dual enrollment and work based programs. 2 We will focus on providing support for students' mental health and social emotional needs. We intend to hire mental health professionals, contract with mental health providers and provide pd for staff in these areas. 3 We will use funds to expand access to athletic programs, provide equity in the programs and to improve safety to athletes. 4 The pandemic negatively impacted our enrollment. We will use funds for programs to bring back these lost students and retain current students. 5 The pandemic and the resulting changes to teaching/learning require new, more specific pd. We will use funds to provide pd around equity, technology tools and addressing learning loss. 6 The loss of students because of the pandemic will significantly reduce the amount of state funding for the District. The pandemic has resulted in additional cost to operate the District as it struggles with labor shortages and adapting to providing teaching/learning in this new environment. Funds will be used to address these funding/spending issues to maintain the operations of the District and continuity of services

4. 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.

Using academic, SEL, and mental health data, GRPS will ensure Tier 1 core instruction and universal interventions for all students, and particularly those students disproportionately impacted by the pandemic. Implemented Tier 2 targeted interventions for some students will be provided via rapid response and frequent progress monitoring. Implemented Tier 3 intensive interventions for individual students will be provided via diagnostic assessments and high intensity durable procedures.

American Rescue Plan 2021

Grand River Academy - 82757

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies, and improved air filters).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Grand River Preparatory High School - 41930

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Grand Traverse Academy - 28902

1. 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:

For all staff and students in the building, facemasks or shields will be required in all common areas. Funds from ESSER III will be allocated to antibacterial and disinfectant sprays and wipes, as well as hand sanitizer to be used throughout the building and classrooms.

2. 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:

Several interventionists will be available to students to help with learning loss through interventions with students. One staff member will be spending 60% of their time on interventions, and another will be spending 100% of their time. All students will have access to after-school tutoring opportunities to support students falling behind and to address learning gaps. ESSER III funds will also be allocated to a staff member training and retaining high quality staff in classroom management and student interaction through Choice Theory.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of ESSER III funds not spent on preparedness efforts and supplies and addressing learning loss will be spent on building improvements to increase the air quality in the building to mitigate the spread of COVID-19 in the building, 7 HVAC units are planned to be replaced with ESSER III funds. Additionally, several courses will be provided to middle school and high school students to address social and emotional needs and learning, to help with any emotional supports the students need through the pandemic.

4. 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.

Several courses for middle and high schoolers will be provided to address the social and emotional needs of our students, as well as counseling provided to all students for any mental health and emotional needs. The interventions will be used to address and learning gaps or loss among all students, several new staff members will be dedicated to that purpose.

For elementary students, additional analytical tools will be used to assess participation and used for review of student learning habits and effectiveness in the classroom.

Additional math tutoring is being provided to secondary students to address learning gaps in mathematical skills.

American Rescue Plan 2021

Grandville Public Schools - 41130

1. 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:

The District is maintaining a strong virtual option for families who are not comfortable or are unable to return in person. Our virtual program provides instruction directly mirroring our in-person learning, with high levels of direct instruction, monitoring and support from Grandville teachers. Our K-6 program is a fully synchronous learning experience with daily live instruction from teachers. Our 7-12 program is asynchronous and has been fully aligned with our in-person classes, with Grandville mentor teachers who fully support the learners with relationships and regular meetings.

2. 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:

The District will utilize funds to cover costs associated with offering a robust virtual option for families, as described above. This includes lower class sizes that are fully integrated with our MTSS process. Student learning is monitored regularly, through systemic screening and benchmark assessments. Screening for reading progress is measured three times each year with Acadience assessment for K-6 students. MAP Growth assessments in reading and math are also utilized K-8 three times each year. Elementary buildings hold structured benchmark meetings to identify students not achieving learning standards and assign interventions. All our interventions are evidence based and vetted and approved by a district committee. Interventions are assigned based on area of need. Any student receiving an intervention has progress monitored biweekly.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will spend the remaining funds necessary to maintain operation and continuity of services, including continuing to employ existing or hiring new staff. Staff funding include virtual teachers to maintain high quality instruction for learners impacted by the pandemic and staff to support the mental health of students. Our MTSS process helps us specifically identify and direct resources to the needs to low-income students, students with disabilities and disparities in achievement of students with diverse racial and cultural backgrounds.

4. 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.

Our current MTSS system, braided with our CNA process has monitoring in place. All students are screened for progress, both academically and social-emotionally, and interventions are provided when necessary. As noted above, Acadience is utilized for all K-6 students to screen reading progress and MAP Growth is utilized K-8 in reading and math. The Student Risk Screening Scale (SRSS) is used to gather at-risk data on all K-12 students. This provides social-emotional screening information. This MTSS process provides a structure for this data to be reviewed by building teams to address student need. Teams specifically analyze progress for students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

American Rescue Plan 2021

Grant Public School District - 62050

1. 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:

LEA will utilize ESSER III funds to maintain district-wide health and wellness plan to slow the spread of coronavirus through use of masks during bus transportation where students are in close contact. Supplies will be purchased and available to all staff to sanitize regularly throughout the school day to mitigate the spread of coronavirus. LEA will continue replacing non-sanitizable seating within the workplace with sanitizable seating. Current seating is tweed and cloth fabric. Lastly, fitting within the areas of sanitation and social distancing, the district will replace student lunchroom tables that are currently rectangular and narrow to round tables that keep students at a further distance. More than half of lunchroom seating has been lost due to attached stools too close together, therefore, every other stool is not being used. Funds will provide individual seating not attached to tables to promote social distancing. The district is preparing for a bond proposal including updates to heating and cooling systems, so updates at this time are not being prioritized through ESSER III funding.

2. 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:

LEA will utilize funds to respond to the gap in education due to school closures during pandemic. Given rural location of Grant, students went without rigorous education until 1-to-1 devices could be procured and staff trained in online lesson delivery. Funds will be used to purchase materials to align grades K-8 with new common core math curriculum. Materials include both print and digital for on-campus and remote access. The teacher's guide and student workbooks contain common core math assessments, along with learning targets and rigor, for students to recoup learning loss, receive educational advancement and promote state assessment readiness. English Language Art departments will purchase 1-to-1 copies of novels. This allows students to use their copy at school and home.

Addressing k-8 learning loss through after school and summer enrichment will offer learning lending libraries, providing access to educational materials through breaks in the school calendar, summer months and after school. High school will reach students during the school year through an additional hour after school for students to receive tutoring from teachers. Grades 8-12 have experienced an increase in students' negative behaviors, mental health, and learning loss. LEA will respond by opening bi-lingual, on-campus learning center for students who are at risk for suspension or expulsion, serving a population of at-risk students who may not graduate on time and/or drop out.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LEA will use remaining funds to continue to procure supplies needed to maintain sanitation, along with PD related to mental health and leadership training to promote health and wellness. Secondly, LEA will use funding to continue the projects associated with providing fluid on-campus and remote education (i.e., updating curriculums and equipment for virtual accessibility, subscriptions to online learning and activity resources, devices, connectivity through hot spots to students and staff without connectivity due to poverty or rural location). Lastly, LEA will prioritize hiring intervention, learning center, and after school program staff to address learning loss and gaps in achievement.

4. 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.

LEA utilizes NWEA MAP data to prepare intervention groups and resources for students receiving interventions and special education services and MI School Data Dashboard to track M-STEP scores and trends. According to the Newaygo County Area Dashboard, in 2017, LEA graduation rate was at 80% as compared to West Michigan at 82%. According to DATAUSA, 17.8% of the population for whom poverty status is determined in Newaygo County, MI (8.41k out of 47.2k people) live below the poverty line, a number that is higher than the national average of 13.1%. The largest demographic living in poverty are females 45 - 54, followed by females 25 - 34 and then females 35 - 44. Out-of-school time, through the use of after school programs and summer enrichment activities, provides an avenue to reach people at a younger age to instill lifelong values and graduation goals. On average, LEA's After school program also employs 6-10 women within the community and both male and female high school student tutors.

LEA conducted a community-wide online survey and district-wide needs assessment to gather feedback for spending ESSER III funds. All areas within the budget summary have been identified as an area of need by community, staff, students, and administration. Logic models, committee meetings, Student Intervention Team (SIT) meetings, and IMT data collection through intervention programming are all forms of accountability to provide evidence of implementation.

Grass Lake Community Schools - 38050

1. 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:

Grass Lake Schools is committed to continuously and consistently providing in-person learning while following CDC guidelines and guidance on reopening schools. Funds will be allocated to mitigate risk by allowing for proper social distancing within classrooms, allowing for smaller class sizes as well as updating the logistics of our school buildings. These updates will offer students multiple entrances and exits that will eliminate the congregation of students in the hallways, foyers, and student drop-off zones of both buses and parents. Examples of these expenditures would be an expansion of the school bus drop-off zone, differentiation of the drop-off zones of parents per grade level, and enhancement of classrooms to create more learning spaces. An upgrade in cameras in all buildings and on the school buses will improve the quality of video for better contact tracing. We would also like to address the air filtration within the buildings by upgrading the current system within all buildings of the district.

2. 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:

The funds will be used to provide instructional time through a summer school program that will be administered for eight (8) weeks in the months of June, July, and August. This instruction will be made available to students in grades K-12 with both face-to-face instruction and virtual instruction. Technology will be integrated into the instructional strategies to enhance the learning opportunities for the students. An afterschool program will also be included in the resources provided for students in an attempt to recover the lost instructional time from the previous two school years. These programs will also be provided for students in grades K-12. In addition, student loss of learning will be addressed through the integration of remedial instruction in both reading and mathematics at the elementary level and once again through the development of after-school programs at the middle and high school grade levels.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds needed for curriculum resources at all grade levels will be allocated as well as the professional development for the instructional staff to ensure the curriculum materials are being utilized in the classrooms correctly and consistently. The professional development will be designed to provide teachers/support staff with the skills needed to provide instruction which will be in relation to the learning needs of the students and their learning styles. This will provide instruction that will enhance student participation in order to improve in the content areas where regression occurred during the pandemic. These areas will be included in the goals of the strategic planning sessions which will be completed prior to the end of the 2021-22 school year.

4. 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.

Social/Mental Health of Students: The district will utilize the funding to implement a variety of mental and social health initiatives to meet the demands of both the staff and the students. These programs will be available for students at all grade levels. The district will specifically begin programs that will identify and provide services for the at-risk populations within the buildings which include students from all the sub-categorical areas such as low-income, students of color, students with disabilities and others. Programs would include a positive behavior program at the middle school, counselling programs throughout all buildings for all students, and mentoring programs at all grade levels.

American Rescue Plan 2021

Great Lakes Academy - 63907

1. 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:

Please See Attached LEA Plan of Use Narrative

2. 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:

Please See Attached LEA Plan of Use Narrative

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Please See Attached LEA Plan of Use Narrative

4. 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.

Please See Attached LEA Plan of Use Narrative

Great Lakes Learning Academy - 33914

1. 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:

Great Lakes Learning Academy ("Academy") is a school of excellence that is a cyber school, as defined by section 551 of the Revised School Code, 1976 PA 451, as amended, MCL 380.551. As such, it does not provide in-person instruction and operates pursuant to a Charter Contract. As a result, many of the requirements, protocols and recommendations contained within Michigan's 2020-21 Return to School Roadmap ("Roadmap") do not apply to the Academy. The Academy has continued to operate as it normally does throughout the COVID-19 Pandemic, ensuring a seamless and high-quality educational experience for its students. As in-person events are restored to the school year (previously suspended during the pandemic), a written protocol will be created and followed to encourage mitigation strategies for such events, including field trips, state testing sites, and in-person graduation. Such protocol will be consistent with the CDC recommended guidance for the counties in which these events take place and for the time frame in which the events are scheduled. Mitigation strategies for staff that report to the Academy offices is also in place, following CDC guidelines under "MI Safe Start" as it pertains to Ingham County.

2. 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:

GLLA will address through enhancement multi-tiered systems of support (MTSS). GLLA will provide targeted tutoring for those whose scores fall below average achievement target line for a particular content area. GLLA will contract with qualified tutors or tutoring co. under GLLA's direction. Use a protocol to determine if students also need further support such as learning before tutoring or multiple strategies. Use tutoring for targeted intervention for a set period of time, targeting specific academic skills (based on MAP scores) with pre and post measurements regarding those skills. Another strategy will be the enhancement of GLLA's summer school offerings, allowing them to continue learning through 41 days in the summer. In 2020-2021, this opportunity was only made available to high school students. Under ESSER III this offering will be extended to include students in grades 6-12 in the summer session 2022, 2023, 2024. Will extend current funding for high school to include 2023 & 2024 & allow funding for MS students in all 3 yrs. A third strategy will be to hire additional intervention teachers for the core content areas to decrease # of students per interventionist. Will allow for more individualized attention to students needing both Tier II/III supports. These intervention teachers will be hired as grant-funded positions (not permanent), reducing the number of additional interventionists hired each year of grant (4 in 2021-2022; 3 in 2022-2023, and 2 in 2023-2024).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Great Lakes Learning Academy continues to implement Covid-19 safety protocols as an office-based staff. These include regular cleanings for disinfecting purposes, the use of air purifiers (with an ample stock of replacement filters, physical barriers between workstations, and a hybrid (in office and telecommute) working option for staff that have been with the school for more than 90 days. Students do not report to the GLLA office and experience their entire school experience remotely.

To help promote the success of the homeroom/advisory model, which is intended to connect students and staff on a more regular basis, Great Lakes Learning Academy will hire temporary advisory teachers for a period of no more than two years. These advisory teachers will reduce overall advisory caseload across all teachers at GLLA, allowing more individualized attention to student need. These reduced homeroom/advisory caseloads will also help the well-being of current teachers as we roll out this model. After the two years, advisory caseloads will be increased as teachers and students become more familiar with the model. These positions will be hired as temporary positions and advertised as grant funded.

4. 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.

GLLA is using ESSER II funds to address the specific engagement needs of students, to provide train the trainer training to implement Habitudes (for social emotional needs), provide Western Michigan University's Trauma Training for all GLLA staff, and hire a school social worker on a temporary basis (that works beyond students with IEPs). Using ESSER III funding, we will extend this focus on social emotional learning. GLLA will use ESSER III funds to further support these various subgroups to expand elective course offerings to students directly in the topic of social-emotional learning. Specifically, Great Lakes Learning Academy will use ESSER III funds to extend the temporary funded position of a social emotional counselor or social worker through the 2023-2024 school year, allowing this position to exist for a period of three years. This position will not serve special education needs or traditional school counseling functions, but will concentrate on small group and individual counseling to meet the social emotional needs as they arise in any of our school programs. At the conclusion of the three years, GLLA will evaluate the need to either continue this position and provide for it within the operating budget, or eliminate the position, having built capacity within the school framework for supporting student SEL learning needs.

American Rescue Plan 2021

Great Oaks Academy - 63922

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;
- PPE, health services, and facility sanitation (improved air quality, sanitization services, and water bottle filling stations)
- Bonuses for retaining and recruiting educators and support personnel;
- Educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;
- Providing instructional resources (non-digital) for staff and students;
- Printing and mailing costs for remote learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;
- Creating and implementing a parent and family engagement platform;
- Creating and implementing a professional learning communities platform;
- Creating and implementing an out of school time learning platform;
- Improving virtual curriculum and digital content;
- Developing and implementing additional resources and training for new and novice teachers;
- Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Greater Heights Academy - 25914

1. 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:

Our return to in-person instruction directly incorporates CDC recommended mitigation strategies. This includes proper use of masks, supporting our scholar, teacher, school leader & family to engage in hygiene practices such as frequent handwashing & more. Examples of specific, CDC-recommended strategies outlined in our in-person instruction plan include
Limiting classroom sizes to

2. 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:

Working with key stakeholder groups, and guided by educational priorities for our scholars, we will leverage ESSER funds to provide students with access to high-quality, evidence-based interventions. With the help of ESSER funds, the following Tier II interventions are being provided: Reading Advantage: Leveled Literacy Intervention Instruction, Orton Gillingham Phonics Pull-out instruction 30 minutes, 5 days a week (3 teachers, materials, PD.) Edgenuity Online Instruction, Guided Reading-fountas and pinnell materials, Mathnasium 1 on 1 online tutoring 20 minutes, 4 days a week. With the help of ESSER funds, the following PD is being provided: Lavinia Group Monthly site visits with Classroom observations, Coaching, PLC meetings, Data analysis, Leader Meetings. Twice Weekly PLCs with Instructional Specialist and Instructional Coach, Teacher Institute and New Teacher Institute, PLA Leaders trainings, CMU NWEA trainings. Additional Reading Interventionists provide 30 minutes of small group instruction for scholars who are 1-2 years below grade level, daily. During the program, in order to combat learning loss, they are taught reading skills, vocabulary, comprehension and writing. Our Summer program will be offered Free to all students to address learning loss. It will provide ½ day (4 hours) in academic instruction in Reading and Math. In addition, it offers enrichment through opportunities for field trips, community service, celebrity guest speakers, sports, and the arts.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Overall, we will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

For at-risk scholars, we'll maximize the use of differentiated, small-group instruction to recognize and address their unique learning needs. For English Learners, instruction will focus on the same building blocks used for non-ELL scholars: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Where possible, teachers will use gestures, non-verbal cues and repeat instructions; bilingual and pictorial texts will also be made available in the classroom when appropriate. For students with disabilities, we will provide a free and appropriate public education (FAPE) in the least restrictive environment (LRE), create IEPs and annual goals and implement a Multi-Tiered System of Support (MTSS) with evidence-based interventions to mitigate learning loss. For migrant scholars, small-group instruction and ELL services will be used. For scholars experiencing homelessness, we'll develop partnerships with various community service providers to support their unique needs. Finally, for children in foster care, our model will offer opportunities to listen intently to their needs, support them in their learning process and give shared ownership to our scholars in making academic progress. All scholars will be offered additional social-emotional support through our positive behavioral interventions and supports (PBIS), staff such as Behavioral Specialists and Psychologists, and our emphasis on providing supportive, nurturing classroom environments.

American Rescue Plan 2021

Greenville Public Schools - 59070

1. 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:

Greenville Public Schools has made a commitment to prevention strategies that enable a clear pathway to provide in-person instruction in a safe environment. We are using prevention strategies as recommended by the CDC focusing on layered intervention strategies that flow with the community transmission rates. For prevention strategies, the following has been implemented: Masking- Highly recommended at all grade levels for students and staff who are not vaccinated and required on all school transportation. Physical Distancing- of 3 feet will be implemented in all classrooms at the elementary level. Cohorting by grade level will be encouraged. Parents and staff will be asked to screen each morning through a QR code. Testing for staff will be made available. Contact Tracing is implemented for all positive cases. Students suspected of having COVID symptoms will be isolated and sent home. Quarantining will be required for individuals with an identified positive case. We encourage all staff and students to stay home if they are ill or have any COVID symptoms. We perform routine cleaning and sanitizing on a daily basis. Fogging will be initiated in classrooms that have an identified positive COVID case. We are promoting handwashing throughout the school day. Vaccinations will be highly encouraged and ventilation through airflow will be increased in all classrooms.

2. 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:

Greenville Public Schools will be providing students additional learning opportunities by offering summer school and after school programs. The district will also be utilizing assessments to provide meaningful and purposeful instruction to individual students. The district will continue to provide and upgrade technology for equitable access to all students. In addition, a social emotional learning curriculum will be adopted district-wide to support a productive and positive learning environment.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will provide a continuation of learning as well as addressing learning loss due to COVID in the elementary and secondary grades. Our focus will be on improving instruction in the area of math, continued implementation with upgraded technology and connectivity, and ensuring we have additional staffing that will support all students with mental health concerns.

4. 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.

Interventions via online and in-person are based on data collected through a MTSS system of data review meetings. All student needs are based on this data which ensures equity for all stakeholder groups. Those students disproportionately impacted by COVID-19 have additional supports in place through the special education department, the McKinney Vento program, and the ESL program. Data is reviewed weekly to ensure timeliness and the ability to respond for success. Social and mental services will be increased through these funds with the opportunity to be consistent with programs that address students with mental illness and those with a need for an increase of emotional support. Programming will cover K-12 and will be available based on a dashboard that provides data in the areas of academics, attendance, behavioral referrals, and grades. Additional summer programs, afterschool programs, and tutoring will be implemented to help make up for lost learning time. In addition, funds will be available to meet the ongoing needs of families and students that have additional basic needs including food, clothing, housing, and medical attention.

Grosse Ile Township Schools - 82300

1. 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:

Grosse Ile Township Schools will implement prevention and mitigation strategies that are consistent with the most recent CDC guidelines. With those guidelines in place, we will bring students back to in person learning using the safest strategies available. We will use our ESSER III funds to provide instructional strategies and emotional support that are determined and continually evaluated by data.

2. 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:

Grosse Ile Township Schools will and continues to address the academic impact of lost instructional time through the implementation of before school tutoring, summer enrichment opportunities, and summer academic support summer school. Students are being provided with before school tutoring in grades K-5 based on need in Math and ELA. By looking at data, school staff determines students identified for support. Class sizes are kept low and direct instruction in a small group or one on one setting takes place. Data is reviewed and tutoring groups change every 6 weeks in order to ensure the students in the most need of academic support are in the program. Summer Enrichment is available in GITS for grades K-8. Students are involved in programing such as farm to table experiences, community exploration, and healthy living opportunities. Last, summer academic support was in place for K-12. Students who qualify for academic support and students needed credit recovery are given the opportunity for summer learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Grosse Ile Township Schools will spend all of its ESSER III funds to address the learning loss of students through the use of evidenced based instructional strategies and supports. These evidenced based supports for acceleration include ST Conceptual Math, Leveled Readers to be used in small group instruction for acceleration of learning, Classroom Libraries, a Special Education Instructional Coach, and Elementary Interventionist for reading and math, an Instructional coach of Meridian Elementary and Grosse Ile Middle School, and a reading specialist at the secondary level. In addition, the district will continue to address the disproportionate impact of COVID-19 on underrepresented student subgroups.

4. 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.

In order to address the academic impact of loss of instructional time due to the COVID 19 pandemic Grosse Ile Township Schools will focus on acceleration of learning for our students. Learning loss is showing up differently across grades and subjects, with intensive recovery needs concentrated in the early grades and among already struggling students. Focusing our work around targeted skill needs based on data along with grade level instruction will help accelerate the growth for these students.

American Rescue Plan 2021

Grosse Pointe Public Schools - 82055

1. 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:

GPPSS is committed to face-to-face instruction as the best modality of learning for our students. In order to do this, we must develop systems and wrap-around support to maintain the focus on teaching and learning as outlined within our strategic plan. The district will allocate funds and resources as we continue to navigate healing and recovery due to the COVID-19 pandemic as highlighted below:

- * Trauma informed, culturally responsive and researched based practices
- - Cultivate resilience to ensure students are engaged in learning and life
- - Utilize restorative practices and trauma informed behavioral approaches to maximize sense of belonging
- - Implement strategies to support students as they overcome adverse childhood experiences
- * Hire staff to support student interventions, teacher coaching and professional learning.
- * Develop programs to improve Tier I instruction to support learning loss that has occurred during the pandemic.
- * Work with support staff, and building administrators to develop a plan of support if a COVID-related hardship is identified.
- * Provide just in time SEL PD for staff
- * Increased stipend for substitute teachers

2. 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:

The Summer Connection Enrichment sessions were designed to re-engage students with in-person instruction with an emphasis on literacy, numeracy, inquiry, fun and get students moving. Small class sizes and high quality instruction were the key components of a successful program. Our talented and dedicated GPPSS staff created brand new courses including Stepping Up to 6-7 and 8-9 ELA and Math, beginner instrumental, digital filmmaking, Italian cooking, financial literacy, intro to piano, natural disasters, leadership, and Alexander Calder mixed media mobiles. This is in addition to the brand new curricula that was created and implemented for 500+ students at the K-5 level. We also had over 100 staff members dedicate their time in the summer to work in our program, ensuring that students will be in a place to succeed this upcoming school year.

In addition to enrichment programming, students at the K-5 level who receive reading club, speech therapy, or occupational therapy during the school year continue to receive these important services free of charge.

After Points Program will service Tier II and III students across 7 elementary schools. The program will consist of remediation and integrated intervention activities to enhance skills and supplement learning.

There are also after school enrichment programs and intervention/study skills/homework clubs available for secondary students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

GPPSS is committed to focusing on helping students obtain the appropriate services and resources they need to be successful. Students will continue to have equitable access to technology, curriculum resources and staffing supports that help curtail the learning opportunities that were missed due to the pandemic.

- * Academic assistance beyond the school day
- * Extra support for students identified through our MTSS process
- * Ensure multiple pathways for students to demonstrate mastery of content
- * Provide re-imagined, experiential learning that is relevant and responsive for teachers and students

4. 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.

We value making sure every student has a true sense of belonging. Through our new strategic plan, our district is committed to reimagining how our curriculum is created and implemented while making sure our philosophies and pedagogy allow for our interactions to be responsive to the many needs of our students. Ultimately leading to a reimagined and responsive curriculum for all our learners. "Reimagined" means reviewing curriculum through multiple lenses to ensure the learning environment reflects the tools of today and prepares students for the careers of tomorrow. "Responsive" refers to meeting the changing needs of students through the current world context.

- * Establish and promote a culture of physical and mental wellness.

- * Implement an evidence-based curriculum that focuses on physical, social, emotional, and mental health through GPPSS and/or community partnerships

- * Sustain learning in the areas of, Restorative Practice (RP), Social Emotional Learning (SEL), Diversity, Equity and Inclusion (DEI), Race, Equity and Inclusion (REI), curriculum implementation, and evidence/research based strategies.

American Rescue Plan 2021

Gull Lake Community Schools - 39065

1. 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:

Students have benefited from in-person learning, and safely returning in fall 2021. Gull Lake Community Schools has promoted that vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports. COVID testing stations have been established to assist with students being able to test and stay in school with negative results. Contact tracing in combination with quarantine and isolation has been continued in accordance with Kalamazoo County Health Department's expectations. Kalamazoo county superintendents have been in close contact with the health department to monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the local level.

2. 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:

GLCS has added support positions of after-hours academic help desk support both in-person and remotely via zoom. Staff members connect with students as needed to support content-specific questions given their course of study. In-school interventions take place in the classroom, as well as additional support in the Reading and Math Labs. Students will continue to receive enhanced individualized support, based on their academic screener and growth data. The intervention would target the academic need of the learner based on their zone of proximal learning for the academic area. As a result of the pandemic, increased mental, social, emotional, and behavioral support has been identified as an increased need. GLCS will add additional staffing to support systems in place to assist students and families through the Multi-Tiered System of Support (MTSS). During the summer months, GLCS has enhanced its summer school offerings to include in-person ELA and Math support in grades 9-12. 6-8 students have the opportunity to attend GLMS Summer School where reading, writing, speaking with purpose, and math remediation are the focus. K-5 attends Camp Great Learning where Reading, Writing, Math, and Social/Emotional learning are the focus. Additionally, summer enrichment of Robotics Camp was offered to students in upper elementary, where students utilized critical thinking, teamwork, and problem-solving skills to solve real-world problems.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Gull Lake Community Schools has used survey information from all district stakeholders to garner feedback. Below is a list of the top responses that will be assigned funds consistent with ARP ESSER Fund guidelines:

- Learning Loss - additional intervention and small group instruction support
- Mental Health Supports - additional counseling and resources to address social/emotional well-being.
- Ensure all students receive high-quality instructional materials
- Facilities - improving air quality and safety components
- Supplementary Learning - additional extension activities and acceleration
- Educational Technology - connectivity, hardware, software
- Transportation

GLCS will also look to support current staff with additional retention and loyalty bonuses.

4. 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.

GLCS staff have worked hard to identify critical content and essential standards to focus on the critical learning outcomes for each content area. Essential knowledge and skills, with an acute focus on the content that is foundational to subsequent grade levels. One resource for teaching and learning during the COVID-19 pandemic includes additional time and collaboration on this concept. GLCS Professional Learning Communities have also allowed time for teachers to collaborate across grade levels.

Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students from accessing grade-level coursework. Acceleration provides instruction in prior knowledge and teaching prerequisite skills that students need to learn at a pace that allows students to stay engaged in grade-level content and lays a foundation for new academic vocabulary.

American Rescue Plan 2021

Gwinn Area Community Schools - 52040

1. 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:

Gwinn Area Community Schools will be utilizing the ESSER III funds to support a complete overhaul of the ventilation system in all three buildings in the district. Many of the components of this system are original construction dating back to the 1960's when construction took place. This will upgrade all of our buildings with adequate air and ventilation throughout the district. The district will work with an architecture firm to develop plans, bid and complete this process.

2. 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:

GACS will use the ARP Act monies in four ways to help address the academic impact of lost instructional time.

We will hire an Assistant Principal at the MS/HS to continue to implement PBIS. He/she will coordinate and refer students to the new counselor who have experienced learning loss. He/she will expand the MTSS program while working with teachers to improve instruction to our highest poverty students.

We will also hire a Student Success Coordinator to be an educational leader and advocate for academically struggling students. He/she will actively support the school to ensure that a strong commitment to improving the academic and social achievement of students is evident. This person will manage attendance for the district. Helping students get to school in order to lessen the gaps created by Covid-19.

A counselor will be added to focus on students with continued academic loss due to the underlying emotional issues as a result of the pandemic. In addition to working with students, he/she will work with the parents and family to give resources and ancillary information.

Gwinn Schools will purchase a new bus. With a district of approximately 350 square miles, we have many students that are not within walking distance. We also have many families that do not have vehicles to transport students. To increase attendance and lessen the learning loss we need to be able to provide safe and reliable transportation to all of our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The plan that will be utilized by Gwinn Area Community Schools does not provide for any remaining funds.

4. 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.

The positions created using the funds provided will be evaluated monthly by the administrative team. Goals will be developed for each position and monitored by the team. The individuals will report to the board monthly regarding progress on each goal. These goals will be focused on but not limited to; increased attendance, increase math and reading scores (using NWEA), implement Positive Behavior Supports district wide, utilize a Multi-Tiered System of Supports throughout the district, use of evidence-based instructional and behavioral interventions, and a focus on social, emotional and mental health needs.

American Rescue Plan 2021

Hagar Township S/D #6 - 11670

1. 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:

Our return to learn plans are posted on our website that follow CDC guidance. By using funds for before/after school tutoring, technology and hiring staff, Riverside will be able to help bridge student learning gaps and supply technology for students who are quarantined.

2. 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:

Riverside will use funds under section 2001 (e) (1) of the ARP Act to address the academic loss of instructional time by having available before and after school tutoring Monday- Friday. Seven teachers will work with students before school and after school to bridge learning gaps and increase Social Emotional Skills using Zones of Regulation (SEL) Guided Reading (Reading), Orton Gillingham (Reading), and Delta Math (Math).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Riverside will use ARP funds to hire two teachers to provide intervention for students to close learning gaps.

4. 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.

Intervention provided at Riverside School will address the academic impact of lost instructional time in math by providing Delta Math interventions for every student who is lacking the prior year's math skills for 100 minutes a week. Two certified teachers will get trained and use assessments to show each student's growth. Parents will receive graphs and work of completed mastered skills in math.

All students will have access to before or after school tutoring regardless of low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Every teacher and the principal work with students before school and after school to bridge learning gaps and increase Social Emotional Skills using Guided Reading (Reading), Orton Gillingham (Reading), and Delta Math (Math) materials/strategies.

Hale Area Schools - 35020

1. 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:

Purchasing adequate PPE supplies for all students and staff. Ensuring a heightened level of cleaning and sanitizing of our facilities by expanding custodial care and purchasing specialized equipment such as classroom and school bus fogging units. Purchasing additional instructional materials to ensure students do not have to share common items. Purchasing electronic versions of books and other instructional materials for better remote access and limiting physical contact. Creating a healthier environment by replacing all HVAC units with more efficient ionized units for a more sanitized air quality. Purchasing an additional school bus to better ensure social distancing during transport as well as hiring an additional driver. Providing two full weeks of additional professional development so all staff are better prepared to teach and work in-person during and beyond the pandemic. Allocating staff resources to manage the district response to COVID-related matters, conduct and report on testing as needed, and to coordinate with local health officials. Invest in expanded communication tools to keep parents and families informed. Purchase of additional technology and equipment that will enable learners to remain engaged in the learning process in the event of a quarantine and/or isolation event. This same equipment will enable teachers to broadcast directly from the classroom and interact with these same remote learners.

2. 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:

We will hire an additional lower elementary teacher and 2 paraprofessionals to maintain small class sizes with our youngest learners that lost their opportunity for a preschool experience. We will expand and enhance our Early Reading Intervention Program by funding two literacy teachers and a literacy paraprofessional. This will increase the numbers of students served in lower elementary grades as well as expand the program through all elementary grades. We will hire an additional teacher to establish a K-6 Math Intervention Program to help students recover skills lost during remote learning. We will offer a full summer school program and provide transportation and meals during the summer. We will expand our after school tutoring program to include all grades K-12 and provide transportation and snacks for the after school program. We will offer an expanded credit recovery program for secondary students negatively impacted by the COVID shut-down. We will expand continuation of service efforts for special needs students that lost service opportunities that could not be provided during the COVID shut-down. We will also offer our summer Read Now Program to all students K-6. Allocate a highly qualified teacher to provide instructional support to secondary students struggling to remain current with their classwork. This support will take place in the learning Lab during lunch and all periods in the afternoon using alternate instructional strategies and materials.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The balance of our ESSER will be applied to an infrastructure project intended to improve the overall quality of the learning environment. This will include the replacement of all uni-vents and air handlers in the building to improve air quality and efficiency of air movement,. Included in this effort will be the installation of an electronically controlled management program to regionalize control of various environments in the building.

4. 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.

The large majority of our students live in homes at or below the level of poverty. As a result we see many of the family circumstances that are associated with poverty. Poverty is an educational challenge to our students in the best of times. The pandemic has only exacerbated educational obstacles for our students and teachers. In response we will use ESSER funds to expand our School Success Program (designed to work as home-school liaisons to enhance school success) with an additional SS worker in cooperation with the Northeast Community Service Agency. This will provide far more personal attention to students and parents to overcome challenges between home and school. We will hire an additional School Social Worker to provide social and emotional interventions for both special needs children and other emotionally challenged students. We operate both a food pantry and a clothing pantry in our building as many of our students realize these kinds of needs as an obstacle to school, especially since the onset of the pandemic. We will restock our supplies in both pantries with additional items that will help our most challenged students to attend regularly and be comfortable. We will provide office space, supplies, and tech support for a Behavior Specialist placed in our building full time by our Community Mental Health Provider. This Behavior Specialist will work with all students and parents experiencing social and emotional challenges.

American Rescue Plan 2021

Hamilton Community Schools - 03100

1. 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:

To continue to be in person and follow health and county regulations we need to make sure that our buildings have the following:

Funds will be used to update school buildings to improve air quality throughout buildings including roof updates, mechanical systems to increase air flow. Funds will also be used to purchase cleaning supplies and sanitation devices to ensure our facilities are clean and sanitary. Finally these funds will help purchase PPE and additional masks for students and staff both in our buildings and on buses who wish to wear them.

2. 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:

To address the academic impact of lost instructional time while learning remotely from March 2020 through June 2020, as well as the hybrid model used in the 2020-2021 school year, Hamilton Community Schools will provide summer learning, credit recovery, and summer enrichment activities. Summer school will be provided to students in the area of Reading and Mathematics for a 3-week duration for each in K-8th grade. We will use in-person access to highly qualified teachers, to provide students with evidence-based interventions that target their learning needs. Learning needs will be determined on the review of common assessments and benchmark data with building principals, interventions, and learning coordinators. Credit recovery will be taught by highly qualified staff and a computer program free of charge to high school students who have failed classes due to the pandemic. A summer enrichment program will also be offered in the district and will include Future Prep'd PBL activities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Due to the number of students that are staying home and want to learn online, the district will purchase technology that will allow access for all students to updated curriculum and research-based intervention programs. Also an online program that provides individualized instruction based on a screening assessment. We will staff our online programming with current teachers and pay stipends to them for their work with our online students. Teachers are also learning how to individualize instruction for having new challenges in the class room. Teacher stipends for professional learning outside of the school day will be paid.

4. 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.

Benchmark Assessment data (both reading and math data as well as behavioral data) will be reviewed in the fall, winter and spring, to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented without delay. iReady reading and math, Acadience reading, and Delta Math, as well as SWIS Referral and SRSS diagnostic assessment tools used for grades K-10, provides resources specific to the needs of every child and adapts to their individual changing progress. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. Middle School MTSS support staff will be added in 21-22 as well as additional support classes at the HS in the fall of 2022.

The social and emotional needs of both staff and students is a focus of our district during 2021/2022 and will remain so in the coming years. Our middle school and high schools will be staffed with highly qualified counselors. New counseling staff been added based on anticipated additional grant funding. These positions are also assisting us with meeting the social, emotional, and academic needs of all students. Funding will also support the development of additional resources as part of our ongoing MTSS work.

American Rescue Plan 2021

Hamtramck Academy - 82977

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Hamtramck, School District of the City of - 82060

1. 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:

The district has increased its custodial staff to do more frequent and more thorough cleaning, purchased and require the use of PPE, implemented traffic flow and social distancing strategies, upgraded HVAC filters, repaired windows that could not open. Bids are out to install new HVAC systems along with new windows. Removed old direct contact drinking fountains and installed bottle fill fountains. Upgrading bathrooms to enhance sanitary conditions and provide better equipment for better access for hand washing.

2. 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:

We are adding extended day programming to all grade levels K-12. Additionally, we are planning to offer intensive intervention to our kids who are 2 or more grade levels behind as defined by our IReady Benchmarking assessments over the summer months. We are hiring reading and math specialists and will also be offering a STEAM learning initiative all to address learning loss due to the pandemic. Transportation will be provided. Additionally, we are providing students whose parents will not allow to return to in person learning a robust virtual learning experience. Any student may choose to learn through the VLI as their primary education source or to expand additional learning options through the virtual pathway. We are using the funds to purchase innovative programming to better define our high school and middle school's school offerings and master schedule to be more flexible to allow for intensive intervention to strategically take place throughout the school day. Research based social-emotional training and materials designed to deescalate students who are in crisis is being purchased and utilized across the district through a train the trainer model. We are building a "grow your own" initiative to encourage current staff to gain additional credentialing that would either qualify them to teach a critical need area (EL or SE) or would encourage our non-certificated staff who are largely demographically representative of our student population to pursue certification.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district is planning to do some building renovations to be able to better social distance students and staff. Help maintain the increased cost of the custodial staff as well as the increase of PPE and cleaning supplies. We also plan to continue offering programs and services to engage students, address the social and emotional needs of students, provide technology and other tools necessary for staff and students to be able to pivot to remote learning if/when it becomes necessary due to public health or other emergencies. Provide better communication channels for students and parents about their students progress as well as services available, provide programs and services for our large EL population, attract, maintain, and retain qualified staff.

4. 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.

Comprehensive program evaluation utilizing data derived from our IReady diagnostic and benchmarking assessments will take place at the conclusion of the 2nd semester and at the conclusion of the summer months. Decisions will be made regarding the continuation of the programming or the amendment of said programming based on those evaluation data. Student, parent and teacher perception data will be collected as an element of the review.

American Rescue Plan 2021

Hancock Public Schools - 31010

1. 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:

Hancock Public School's (HPS) highest priority is the education using face-to-face instruction of its students. ESSER III funds will continue to support cleaning protocols established at the beginning of the pandemic. This includes supporting increased utility bills due to added technology used to increase air flow through part of the school CO2 sensors detect occupancy and use of bi-polar ionization virus mitigation system.

HPS continues to enforce the policy that staff and students stay home when exhibiting symptoms of illness, sending students and staff home when they begin exhibiting symptoms. HPS continues to conduct rapid tests for students, staff, and parents, reacting accordingly to the results per CDC guidance. Funds will be used to support staff needs to support these processes while still staffing classrooms to continue face-to-face instruction.

The HPS education team continues to monitor students healing and provides off site learning. HPS has provided clinics in collaboration with the local hospital for COVID-19 vaccines, boosters, and flu shots in the past 12 months, and will continue to organize these supportive activities as needed. Funds will be used to support these actions for all staff that come in contact with our students, whether directly employed or contracted by HPS.

2. 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:

HPS is continuing to create and execute multilayered interventions. During the school year we conducted targeted interventions based on feedback from our student's assessments. Additional staff and tutors have been hired to lead these strategic school year interventions. We are also conducting after school programs ranging from Math tutoring to clubs with themes such as coding, Legos, and ELA. We have launched STEM specials in our elementary school. These specials are focused on cross curricular activities focused around working in teams, robotics, drones, and 3D printing. Leadership and team activities focus on social emotional development of each student. Funds will be used to constructs and outfit similar age appropriate STEM labs and Maker Spaces in both the middle and high school, focused on the same results.

HPS is teaming up with 3 other rural districts to continue to offer summer programming. We will build on last summer's successes, applying enhancements, for students in K-12. Programming will be a mixture of hands-on STEM activities, targeted interventions, and field trips to local attractions involving careers in industries throughout the area. Funds will be used to provide resources and staff to create and implement the programs. We will be seeking funding sources to continue these programs after ESSER III funds are expended.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

HPS has spent extensive resources and time identifying CDC recommendations on successful mitigation strategies to limit the spread of COVID-19. Since March 20, 2020 our district has been implementing these mitigation strategies including enhanced cleaning protocols, upgraded air circulation technologies and their implementation, added air purification strategies using bi-polar ionization technology, and others such as social distancing methods. We continue to revisit training and add new cleaning products that are safer and more effective for students and staff.

ESSER III funds will be used to adopt the most recent technologies, strategies, and cleaning and sterilization solutions including aerosol strategies. Funds will be spent on resources needed to develop a successful long term sustainable virus mitigation strategy. Expenses associated with salaries for staff to develop and implement these plans will be covered by these funds.

4. 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.

HPS is a rural school in the Western Upper Peninsula of Michigan. Economies of scale can only be realized by rural communities if they share available resources or combine their assets to seek out needed resources and bring them into the area. HPS has outlined previously in this document, we have outlined targeted intervention strategies that involve all students of differing demographics, socioeconomic status, physical and intellectual challenges, and experiencing other obstacles to their learning.

HPS is working with several partners regarding support for social and emotional issues. HPS works with the Copper Country Intermediate School District, Dial Help, and Copper Country Mental Health. Collaborate to conduct student mental health screening and then implement targeted programming to address individual challenges and personal growth opportunities. ESSER III funding will help provide resources and personnel in collaboration with other resources to achieve desired growth.

Hanley International Academy - 82986

1. 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:

We will be using these funds to add an addition on to our current building. This addition will include six additional classrooms and two support rooms and bathrooms in classrooms and in the hallways. This will allow us to increase our capacity to better social distance our students both in the classroom for direct instruction and within the support rooms for our MTSS, special education and English Language Learner programs. This increased space aligns with recent CDC guidance in maintaining minimum distances between students and staff allowing us the ability to maintain face to face instruction for our entire student enrollment.

2. 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:

We will be addressing the academic impact of lost instructional through the purchasing of curriculum in all four core content areas: math, english language arts, science and social studies. These new curricula will allow us to take advantage of better online resources for our virtual academy students, when it is necessary for us to move to virtual learning due to pandemic reasons and in our day to day face to face instruction now that we have 1-1 technology. These curricula are all evidence-based, vetted through our school improvement team and process. Summer school, after school programs are already in place with other funding sources.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be purchasing additional student desks and chairs and teacher desk and chairs to better promote social distancing. We will also be utilizing these funds to purchase smart boards for better virtual/online instruction. In addition, we will be providing an online virtual academy that allows those families and students that wish to remain virtual an online platform to learn virtually through Hanley International Academy. We will be replacing our current drinking fountains, faucets, toilets, hand dryers to become touchless.

4. 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 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 and are included in the curriculum. Our ELL and MTSS 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.

Hanover-Horton School District - 38100

1. 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:

Hanover Horton School District is currently open in all buildings. We do have an online option for students that will be out for an extended amount of time. Our focus will be on the academic recovery of students that were out before the school year and supporting those missing extended time this year due to COVID-19. We have extended our previous intervention programs by adding additional staff, hired a new teacher to oversee the virtual students at the MS/HS, extended mental health support and will be starting a new PBIS system to encourage positive behavior. We hired a new assistant principals at both the high school and elementary buildings to help the principal and track student data. We are continuously looking at ways to improve student safety including extra outdoor learning spaces to help with social distancing and improving the capacity of our food service program.

2. 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:

To form our plan we met with committees, sent a survey and presented the plan to the school board. We have been awarded 11t funds to help with learning loss, afterschool tutoring and summer school so we plan to use the 20% ARP funds to help with learning loss for academics by updating textbooks, extending phonics training to include 3rd grade teachers, creating activities for STEAM during and extending the school day, and hiring additional staff members to work in our intervention classes in all buildings during the school day. ALL students K-12 will take the district benchmark pre/post test for math and reading. Students will be selected for additional classes based on the benchmark test.

*Elementary- pull out group will support reading and math for the next two years. All 3rd grade teachers will be trained in intensive phonics. Science committee and local businesses will create a STEAM committee creating STEAM activities throughout the spring and summer months.

*Middle School- additional elective class for math and assignment completion in a small group setting

*High School- we will offer an additional class at the high school to help with credit recovery over the next two years and update textbooks for needed curriculum

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We realize in order for students to learn we need to consider the whole child. We plan to use the ARP funds to help the whole child with learning loss, mental health, and staff wellness. The additional money will be used throughout the district focusing on mental health, technology and food services.

*Mental Health- we will increase the hours for our school social workers in every building. We will purchase a new software, SWIS program, to track student behaviors and look for patterns of misbehavior. PBIS incentive program will be implemented and staff will be trained on how to use PBIS. The elementary building will build a sensory room to use for students. A full time staff member will be hired. Procedures will be created for use of room and shared with teachers. A small portion of the grant will be used to cover materials for the room.

*Technology- for wireless upgrades, to replace Chromebooks and/or laptops

*Food Services- new coolers and freezers for all buildings, a new oven, air handler and to upgrade the service line. These changes will help with social distancing so we can spread the students out in line and the new coolers will be larger to increase the amount of meals we will be able to pass out to families in the community throughout the year and in case of another shutdown.

4. 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.

We realize in order for students to learn we need to consider the whole child. We plan to use the ARP funds to help the whole child with learning loss, mental health, and staff wellness.

*For academics we plan to hire additional staff members to work in our intervention classes in all buildings focusing on reading and math (k-5) math (6-8) credit recovery (9-12). ALL students K-12 will take the (Renaissance Learning) district benchmark pre/post test for math and reading. Students will be selected for additional classes based on the benchmark test. The elementary will use a pull out time selected for interventions and the MS/HS intervention classes will be an elective class. The RTI Coordinator, Homeless Liaison, Foster Care Liaison, school social worker and administration, along with teaching staff will review the data from the benchmark assessments to ensure students are getting the opportunity to participate in intervention groups.

*Mental Health- a focus will be given on mental health for staff and students. We are working on employee wellness activities and groups throughout the district. We will continue to focus on mental health by providing professional development opportunities for staff. Mental Health presentations will be done in the classrooms and in small groups by school social worker. PBIS program will be implemented with professional development for all

Harbor Beach Community Schools - 32060

1. 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:

Harbor Beach Community Schools has been offering continuous in-person learning and will continue to do so by using the ARP funds to maintain a higher level of staffing than otherwise indicated to keep class sizes small and students socially distanced as much as possible. An additional part-time custodian has been added to help with intensive deep-cleaning and sanitization of high-touch surfaces throughout the school.

2. 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:

High-Dosage tutoring will be provided after school to students whose benchmark assessments indicate a need for greater interventions. Increased focus on PLC (Professional Learning Community) work with data and assessments will also be done to ensure that students are receiving the help they need in the core subjects they need it most. This includes the addition of a part-time Assessment Coordinator to help lead this area. Funding will also be used to provide a Summer School Program for the summer of 2023. (Other funding was used for 2021 and will be used for 2022).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Adding air conditioning units in the Middle School will help with air flow and filtration to help ensure a healthy air quality. Technology Assistant was brought on with ESSER II funding and will continue to be paid through ARP to work with the increased technology device volume so that each student has their own device for sanitation reasons.

4. 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.

Assessment Coordinator will work closely with Administrative Team and with individual PLCs (Professional Learning Communities) to evaluate interventions offered and their impact on students assessment scores continuously throughout the year. PLCs meet weekly and the data reviews will be held regularly to determine if changes in the Interventions are needed. Additionally, the District has hired an Academic Advisor/Counselor to work with students individually and in small groups on future goals. If approved, the District will also use ARP funds to help pay for two new School Counselors. These counselors are hired through 31o and ARP funding will be used to cover the District's share of salaries and benefits, in particular years 2 and 3.

American Rescue Plan 2021

Harbor Springs School District - 24020

1. 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:

Harbor Springs Public Schools with the exception of a mandatory closure from March 2020 through June 2020 has been open for face to face instruction throughout the pandemic. Previous expenditures of ESSR funds and CRF have been used for mitigation and prevention of COVID transmission. ESSR III funds are targeted to specifically address learning loss as a result of the 2020 closure as well as the residual effects of student quarantines. Custodians will be able to maintain sanitation procedures.

2. 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:

The implementation of a robust learning management system such as Schoology allows students to engage in any time any where learning. The use of these funds to purchase an LMS, along with the District's commitment to providing each student with a device (our District is a 1 to 1 technology device district). This allows every student the opportunity for 24/7 learning. kidsreadnow is an evidence based summer summer reading program that provides each student with 8 books throughout the summer that are mailed to their homes. This removes the barriers that many of our economically disadvantaged students and our native American students face in terms of acquiring quality literature that will help them grow as readers.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are using the rest of funds for Middle School and High School academic intervention staff. These interventionist will work with classroom teachers to ensure that students who need additional tutoring, re-teaching, or information presented in a different format so all students can have these opportunities.

4. 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.

The District surveyed all stakeholders including those representing low income families, native Americans, and children with disabilities. The overall consensus was to provide academic intervention at all grade levels to these groups. In looking at this disaggregated data children from low income families experienced more learning loss than all students. The same is true for students with disabilities. By providing academic interventions as well as summer learning support the District is supporting those students disproportionately by the pandemic.

American Rescue Plan 2021

Harper Creek Community Schools - 13070

1. 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:

Our district team has recommended several mitigation strategies in an effort to keep students in school and to keep them safe while keeping in mind CDC guidance. This plan includes: more PPD equipment, additional support staff to help with the large number of quarantines, additional technology to be ready for a quick shift to distance learning if/when necessary, projection screens so that students can see instructional visual supports as needed, and some software to improve delivery of instruction with Google Classroom. We are focusing on the whole child, so some of the money will be to support the hiring of a student support specialist, partnering with STARR commonwealth in order to provide highly trained staff with students in need of mental health support- Tier 1 support as well as support for students with greater needs. . We are also implementing PBIS: Positive Behavior Intervention and Supports- as it has proven to provide structures that support clarity on expectations both on the bus and in the school. Bus cameras are needed to follow up with celebrations for those following the behaviors expected and will allow for redirection and re--teaching as needed.

2. 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:

Strategies for learning loss are as follows: continue to work on viable curriculum so we have engaging curriculum and made available for students who are quarantined or out ill via Google Classroom and/or Schoology. Students who are not meeting identified priority standards will be asked to stay for additional instruction and support. In addition academic summer school, we will working to close opportunity gap with an innovative summer program, which will include partnership with What a Do Theater, YMCA Sherman Lake Camp, and partnership with Binder Park Zoo.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are continuing to gather all stakeholder information: staff, students and parents and leaning on research best practices to recover learning loss and to create a learning environment that is welcoming for all and responsive to our students needs. Mental health and academic recovery are our top priorities as we navigate new information. We will build our summer programming to align with priority learning standards in core content. In addition we will be reviewing opportunities to help our students before and after school. We will continue to plan for smaller class sizes. We will make sure that the required minimum of 20% towards recovery of learning loss.

4. 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.

We will continues to use our weekly early release Wednesday time for teachers to work in PLC structures. This time is used to review attainment of identified learning priority standards, professionals will share strategies that are working to help student attain these learning goals. In addition teachers are partnering with parents to identify what can be done at home. We will offer summer programming to minimize and summer slide and maximize academic and social emotional growth. All sub groups: EL, students with a disability, students experiencing homeless etc. Our teachers continue to be trained in best practices in M.T.S.S. on district PD days with a high focus on understanding teacher's role in Tier 1. Tier 2 and Tier 3 supported both in classroom and supplemental support- summer, before/after school. The following best practices are being monitored and adjusted to ensure academic and social emotional growth. Below are the strategies we are implementing:

- Administering and Using High-Quality Assessments
- Implementing Evidence-Based Activities
- Providing Information and Assistance to Parents and Families- using MDE family engagement tool as a reference
- Tracking Student Attendance and Improving Student Engagement
- Monitor Student Academic Progress to Identify Students who Need More Help

Harper Woods, The School District of the City of - 82320

1. 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:

Harper Woods School District will implement a number of mitigation strategies to ensure that students and staff are able to receive instruction in a safe and healthy learning environment. All schools will have updates to Heating / Ventilation and Air Conditioning Systems so that air quality does goes through the highest filtration possible. New boilers will be installed at the two elementary schools to provide warm and comfort for your youngest students. Additionally, all schools will have new outside windows and doors replaced so that windows open properly to allow for fresh air to come into classrooms as most windows are over twenty years old. Roofing will also be addressed in two schools. Electrical updates are necessary for the middle school to provide up to date service for all technology. Carpet will be taken out of the high school and tile floors will be put in its place for improved cleanliness and hygiene. Parking lots will be repaired to eliminate potholes and areas where free standing water collects.

2. 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:

Harper Woods School District will implement evidence-based interventions in an effort to address lost instructional time due to the Global Pandemic. Harper Woods Schools will provide a high-quality summer school program to all students beginning in June 2022 through August 2022. The eight-week program will focus on improving skills in all core academic subjects for kindergarten through twelfth grade students. In addition, funds will be put in place for high school credit recovery and after school programming for kindergarten through eighth grade. Computers will be purchased to ensure that all students have computers and the learning equipment necessary that may be used for face to face as well as if there is a need to pivot to remote learning. Intervention teachers will be funded to meet the needs of early elementary and elementary learners.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Schools will receive funds to upgrade safety and security efforts. This will include updates to cameras and intercom systems, classroom door locking devices, motion detectors, and school emergency training. All school staff members will receive a one-time payment of \$500 for additional duties related to the Global Pandemic and remote learning. Two new Career and Technical Education programs will be added to increase and improve student engagement, Construction Trades and E-Sports.

4. 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.

An additional counselor will be hired at the middle school to provide mental health to the most vulnerable students. Mentoring programs will be employed at each school to ensure that students who are most at risk have the additional support necessary.

American Rescue Plan 2021

Harrison Community Schools - 18060

1. 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:

Harrison Community Schools has offered in person learning since Fall 2020 and continue to hold instruction 5 days a week while following local Health Department and CDC guidelines such as social distancing of 3ft, handwashing and sanitation, contract tracing, and asking staff and students to stay home when sick. We have also offered vaccination clinics for staff and more recently scheduled booster shots as well.

The district plans to use ESSER III funds to upgrade HVAC systems in all buildings to improve the air quality. Work will be done to clean ductwork and replace some of our air handler systems. Additionally, we plan to install purification systems in existing HVAC equipment at all buildings to reduce risk of virus and bacteria transmissions. Another building project includes adding a staff and student gang bathroom in order to have access for handwashing and sanitating in our elementary building as there is a noticeable shortage of restrooms now the number of students and staff have doubled with combining two buildings.

In order to maintain consistent instruction when illness hits, we plan to hire everyday building subs so we have coverage of classrooms when teachers are out sick as well as have some wireless hotspots available for students who are able to continue to keep up with learning despite being quarantined at home.

2. 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:

Harrison is concerned with offering both consistent, high quality Tier one instruction as well as providing extended day and year learning opportunities to address the academic impact of lost instructional time. We are currently reviewing the effectiveness of our offered intervention programs throughout the day and evaluating the intervention resources we are using and if they best meet the needs of our students in Math, Reading, and social emotional support. Some of the funds provided by ESSER III will be used to update intervention curriculum that will be utilized for all intervention groups during the school day and in extended day programs.

In addition, we are allocating money for more opportunities for students after, before, and during the summer to help regain some of the learning loss that has occurred the last two school years. We are planning for engaging summer programs based on high interest themes and engaging field trips to entice students to want to participate in order to hit more students in need. One idea is to invest in a greenhouse and outdoor learning environments that we could connect to many Science and elective courses as well as give students hands on experience and utilize the food for cooking, etc in our afterschool and summer programs. We have always offered extended learning opportunities with our grant funds but we hope to be able to offer more engaging opportunities with the use of the ESSER III funds to pull students in (with final funds).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining of funds will be spent in areas that stakeholders found as priorities during our consultations which include Social emotional support of students and staff, technology costs to continue 1-to-1 initiatives, enrichment activities for low socio economic students that promote experiences and engagement, and retaining effective teachers in our rural district.

The largest concern of stakeholders was in Social Emotional needs and learning loss in Math and Reading. To better meet the needs of staff and students social emotional well being the district plans to use funds to hire another social worker/counselor to divide the work with our other social worker between elementary and secondary support. We plan to purchase a social emotional screeners and curriculum for each building to use for interventions and classroom activities, provide parent/guardian events to share information about dealing with trauma and raising children in today's society. Staff activities that offer time to debrief and reflect for well being and prevent burnout.

In order to provide experiences for our vast population of low income students, we want to add electives at K-5 level in art and music which will provide common planning time for teachers. Offer assemblies for students that showcase different talents and stories of overcoming hardships. We need to retain our effective teachers by offering retention bonuses for the next two years as many do not live within the district..

4. 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.

Harrison Community Schools understands that much of our student population has increased needs for academic and mental health supports. Our intent is to offer the best quality core instruction during school hours that are engaging, meeting needs, and building relationships with students in order to keep attendance rates high. Our primary needs are keeping effective staff, finding quality coverage for teachers when they are absent, and evaluating our curricular decisions to make sure needs are met. In order to support Tier One instruction we plan to use quality screeners for both academics and social emotional and continue to identify students in need. By adding two instructional coaches and a curriculum coordinator we hope to find the most appropriate materials for our low income, high special education populations.

While addressing learning loss the district wants to find opportunities that are high interest, high engagement for our students in the hopes they will participate in after school and summer school supports. Retaining our teachers who know our students and demographics is also important as we continue to plan to meet their needs.

Finally we will be offering parent supports and technology (devices and hotspots) so that all students are equipped with the tools necessary to be successful in school.

American Rescue Plan 2021

Hart Public School District - 64040

1. 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:

In an effort to reduce COVID-19 transmission so that we may remain open for in-person learning, To help implement recommended COVID-19 prevention strategies as recommended by the CDC, we will continue to use ESSER III funds to purchase masks, cleaning supplies, testing kits, air filtration systems and replacement filters.

2. 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:

As indicated by our stakeholder survey results, Hart will use some of the reserved funds to continue to offer summer credit recovery for the secondary students who are behind on credits due to circumstances created by the pandemic. We will implement a summer school program for elementary (K-6) students to give those struggling academically additional time, support and assistance needed to get them closer to grade level expectations. We will also use these funds to pay teachers to provide after school tutoring in a one-on-one or small group instructional format to K-12 grade students. During the 2021-22 academic year, we have also created a study skills class secondary level students to give them additional time and assistance to learn effective study skills, time management, and to provide them with additional instructional support related to other coursework.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

To continue our efforts to reduce COVID-19 transmission so that we may remain open for in-person learning. We will also use the funds to address possible learning loss by providing additional educational supports, materials and resources. Funds will continue to be used to address social emotional issues that students may experiences due to the pandemic.

4. 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.

UPDATED 2.15.22 Students needing academic and social-emotional support will be determined by NWEA scores, local classroom assessments, along with teacher and parent observations and recommendations. The district will target student needs through student surveys that include all students. The district is looking to provide academic support through the use of a new adaptive math curriculum that meets students at their academic level and provides intervention suggestions depending on the student area of need. The district also has added the use of a student success coordinator at the high school and would like to add those same positions to the middle school and elementary. The district also plans on creating a leadership class that works in conjunction with Jostens Renaissance lesson and creating a class where the students become leaders in the development of a positive cultural climate within their school. This class would focus on the concept that all are equal and that diversity is a positive attribute and that all kids can contribute to a positive school climate.

American Rescue Plan 2021

Hartford Public Schools - 80120

1. 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:

The focus of our district is to maintain in-person instruction for all of our students. We are promoting health equity with additional mental health clinician service time in our district. Funds are also being set aside for promoting physical distancing in classrooms, sanitizing and disinfection. Through our Continuity of Learning Plan, we address following required county health department guidelines and will revisit the plan as updated information is provided.

2. 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:

The district plans on continuing a well-rounded education opportunities with in-person instruction from certified instructional staff. We plan on supporting a safe and healthy learning environment with a mental health clinician at each building to support the social emotional wellbeing and mental health needs of all our students. We are addressing the lost instructional time through reserving funding for summer learning and enrichment opportunities. The summer learning opportunities will be provided during the summer of 2022 and summer of 2023. Another use of funds will be addressing the equitable access and effective use of technology. We are ensuring that all students and teachers will have a portable technology device. The technology will support students learning at varied level and be integrated into their instructional learning to transition into virtual learning if required by the State of Michigan. Finally to support identified needs of the students, using a diagnostic assessment to identify students in need of additional supports as well as to inform instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district is going to use the remaining funds to continue with addressing the needs of in-person instruction. Funds are set aside for classroom furniture to help with spacing in classrooms where applicable. Another use of funds are for contracted services from the local ISD to provide additional mental health clinician days and instructional coaching support. Cleaning supplies and PPE will be purchased to continue with sanitizing and disinfecting areas throughout the district. Finally we plan on funds being used to purchase apple tv devices to assist in connectivity when teachers are working with the students.

4. 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.

With mental health clinicians in each building, all students will have access to social, emotional and mental health supports. With the purchase of 1:1 technology for all students, in our updated learning plan, students represented in special populations will have priority of continued learning by reducing barriers that arise. For our summer learning opportunities, barriers will be identified for students represented in special population groups and we will ensure services are continued.

American Rescue Plan 2021

Hartland Consolidated Schools - 47060

1. 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:

A portion of the funds will be spent to provide students and staff with adequate personal protective equipment and sanitation supplies as one element of the district's multi-layered prevention and mitigation strategies to help reduce virus transmission and maximize in-person instruction.

2. 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:

Funds will be used to address lost instructional time by implementing evidence-based intervention strategies specifically in the areas of reading and math. These activities will take place during the school day for identified students in small groups or one-on-one in a separate setting using staff specially trained in the areas of reading recovery/support and math intervention.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used for hiring counselors and social workers to provide evidence-based social/emotional support services to students, with more intensive support provided to students with the most urgent needs that may have been caused or exacerbated by the pandemic.

4. 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.

Evidence-based interventions, which are available to all students, are designed to address individual student social/emotional and academic needs and identify strategies specific to meet those needs. All aspects of the student are considered when developing an individualized learning plan, including academic, social, and emotional capabilities as well as demographic information such as whether the student belongs to a specific subgroup disproportionately affected by the COVID-19 pandemic.

American Rescue Plan 2021

Haslett Public Schools - 33060

1. 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:

Haslett Public Schools is determined to keep students in school. We opened full time in the fall of 2021 and were prepared to keep students in school. We are following safe school protocols from the CDC and Ingham County Health Department. The mask mandate is honored with fidelity, we contact trace for positive cases, serial test students to keep them in school and have held vaccination clinics. The district has the proper PPE and we have hired extra workers to clean. Funds would be used to hire extra staff for cleaning and to purchase additional cleaning materials and PPE.

2. 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:

Early research suggests that remote learning had harmful effects on students both because of missed opportunities for students to successfully engage with the curriculum presented and the effect the Pandemic had on student's social and emotional well-being. These factors contributed to lower student achievement scores in both reading and math nationwide.

We will offer Summer School programs, bring retired teachers into grade 1 classrooms to help with instruction and purchase chromebooks for students in sub groups that need them. We also hired an extra 1st grade teacher to address the impact remote learning had on kindergartners last year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

School will have an SEL Team that will serve to help students that are at-risk in this area. The district will adopt a Mental Health Prevention Program that has universal support strategies that is inclusive for all students. Students will be taught what positive mental health looks and feels like, and how to seek help if they need it. We will use the Second Step and be.nice program.

The MTSS program begins the year by screening students in reading and mathematics or looking at other student achievement scores such as NWEA. Students who are at-risk will participate in an intervention class that will address deficient. If students need additional intervention, we will extend their day in order to offer classes that are designed to close the identified gaps. Transportation will be provided to students when the class ends.

We will be purchasing additional curriculum for math and reading in an effort to address learning loss.

The district is putting much time and effort in making sure our schools are safe, clean and COVID free as much as possible. We have provided staff with professional development on best practice mitigation strategies, keeping buildings clean and disinfected and we wear masks in all buildings. Buildings do contract tracing and serial testing to stay in school.

4. 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.

We use evidenced based programs to help close learning gaps. Some of the programs we use are Read Naturally Live, PALS, Heggerty, and Phonics for Reading. We monitor and evaluate these programs through progress monitoring, Acadience, AIMSweb, NWEA and core curriculum assessments. K-5 data meetings are held 5-6 times/year, and at least 4 times a year at the middle and high school level. In addition, we do CST Mt. as needed for students who are not making progress.

The District is providing Social-Emotional Learning professional development for all staff this year. We are using CASEL as a framework.

Each school will have an SEL Team embedded in their Child Study Team that will serve to help students that are at-risk in this area. The team will meet with the overlying goal of helping to establish a positive school climate, helping faculty establish a sense of community with the students and families we serve, monitor student SEL screeners, and help to provide interventions to TIER II and TIER III students.

The district will use funds to increase our psychological and social worker staff to address the increased needs of students and staff.

American Rescue Plan 2021

Hastings Area School District - 08030

1. 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:

Hastings Area School System (HASS) strives to have in-person instruction every day of the 2021-22 school year. HASS encourages mask-wearing and vaccinations. Teachers will promote physical distancing to the extent possible and will maintain class seating charts. HASS will follow all contact tracing and quarantine protocols, including providing a test to stay option for all students. HASS will continue to promote handwashing, covering coughs, and sneezes, and frequent hand sanitization. Hand sanitizer will be available in all common areas, classrooms, and on busses. We will continue with our increased cleaning and sanitizing practices within all buildings to help maintain healthy facilities.

2. 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:

Hastings Area School System will address learning loss in the following ways:

- *Deliver interventions for struggling students and provide small-group instruction within the school day
- *Add instructional support before or after school
- *Provide summer learning opportunities
- *Provide credit recovery for high school students
- *Provide support to decrease the student dropout rate
- *Extend instructional learning time by providing after school tutoring
- *Provide social-emotional learning opportunities such as counseling, mental health, and wellness resources to students, staff, and families
- *Provide a math instructional coach to support teacher instruction
- *Hire an additional Young Kindergarten teacher to reduce class size to ensure students are receiving individualized instruction. Many students have not attended preschool programs or have not been in session consistently.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

HASS will spend its remaining ESSER funds on implementing and maintaining key components of all core subjects, a one-time teacher retention bonus for duties above and beyond their regular duties in response to the pandemic, ensuring all students receive high-quality instructional materials, family engagement, technology needs, support and coaching for providing differentiating instruction, providing resources necessary to address the needs of individual buildings, continued mental health services and supports, implementing evidence-based activities to meet the comprehensive needs of students, and other activities that are necessary to maintain the operation of and continuity of services in all schools within the Hastings Area School System.

4. 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.

Hastings Area School System will use high-quality assessments such as Acadience, NWEA Map testing, M-Step, MIAccess, PSAT/SAT, and progress monitoring assessments to evaluate students' academic progress and provide information and assistance to parents. Progress monitoring results will be shared with parents monthly and grade level teams will use this data to set goals. develop plans for instruction, and provide resources to all parents and guardians.

American Rescue Plan 2021

Hazel Park, School District of the City of - 63130

1. 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:

Hazel Park Schools will continue to use ESSER funds in order to support prevention and mitigation strategies. These funds have been used for COVID mitigation materials such as masks, hand sanitizer, room cleaning, wipes, and heating mitigation. Additionally, the school has hired COVID cleaners who add additional safety measure in the school by keeping bathrooms, tables and rooms clean.

Hazel Park schools has also used the dollars to hire two nurses who support the CDC protocols. This includes contract tracing, COVID mitigation strategies and COVID test to stay protocols.

covid, covid cleaners, covid supplies, 1.6 nurse

2. 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:

Funds from ESSERs was used to support summer school for early childhood through 12 grade. Summer programs were not only credit recovery but also enrichment with Wayne State and the Hazel Park Library. Hazel Park Schools has also been paying for tutoring for K-12 students. Finally, Hazel Park has been paying for the Springboard Collaborative Program for students k-2 and parents.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Hazel Park Schools increased the number of MTSS teachers in the K-12 environment to support the learning loss. Additionally, the dollars will continue to help to support Viking Virtual, an opportunity for students k-12 to continue to learn remotely using K-12 curriculum. This includes teachers at the grade levels. The district also hired full time district substitutes in order to support the teacher shortage. This maintains strong learning in the classrooms when consistency is present. Finally, staff were given retention bonuses to support staff remaining in Hazel Park. Especially since district salaries of teachers are extremely low in Hazel Park.

MTSS people left ...viking virtual, retention payment, class reduction ?, district substitutes

4. 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.

Hazel Park Schools has been supporting students through the MTSS process. This included full time social workers, psychologists, and nurses. 1.4 of the nurses are paid for out of the ESSER fund. MTSS staff were hired in order to support learning. The school district worked to support our students that were homeless with food, transportation and other support services when needed.

Our students with disabilities were given compensatory services with these dollars as well.

ESSER II funds may be used to support teaching and learning in response to the impact of COVID-19. This would include paying for teachers to engage in remote instruction and for substitutes to cover classes for teachers who are absent due to COVID-19 exposure.

ESSER and GEER funds can be used to pay teacher salaries and avoid layoffs. We must maintain our programs and address our students' social, emotional and mental health needs. Jun 3, 2021

American Rescue Plan 2021

Hemlock Public School District - 73210

1. 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:

These 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. The specific strategies that will be implemented with these funds include social distancing and enhanced sanitization. Social distancing will be accomplished through the purchase of two additional school buses which will allow for greater social distancing of students during the transport of said students to and from school each day. Additionally, furniture will be purchased for classrooms that are able to benefit from increased social distancing within the classroom through the utilization of said additional furniture. Finally, the LEA will be able to have enhanced sanitization through new, easier to clean carpet that will aid in the prevention of the spread of coronavirus.

2. 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:

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 tutoring available before and after school as well as 24/7 tutoring. These services are evidence-based to help address learning loss as seen through the academic impact of lost instructional time. Furthermore, the LEA will also use the funds reserved to invest in evidence-based curriculum in order to better address the academic impact of lost instructional time as well as use the funds reserved to have evidence-based professional development for teaching staff in order to better address the academic impact of lost instructional time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend its remaining ARP ESSER funds by providing mental health support through the purchase and associated training of two therapy dogs (ARP Act Section 2001(e)(2)(L)). The LEA will also utilize these funds for the purchase of nineteen vape detectors that will enable the operation of the LEA to reduce the risk of exposure to environmental health hazards while supporting student health needs (ARP Act Section 2001(e)(2)(O)) while simultaneously improving the indoor air quality in school facilities (ARP Act Section 2001(e)(2)(P)).

4. 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.

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. This will be accomplished through the use of analyzing data in relation to student test scores, social worker utilization, behavior referrals, and other relevant metrics in order to assess the academic, social, emotional, and mental health needs of all students.

American Rescue Plan 2021

Henry Ford Academy - 82926

1. 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:

HFA's overall approach to prevention and mitigation (P&M) is/ has been to layer multiple strategies as prescribed by the CDC Guidance (01/13/22). These include screening, spacing, ventilation, handwashing, universal masking, staying home when sick, contact tracing/ quarantine/ isolation/ testing, cleaning, and disinfection. During 22-23 and 23-24, HFA will continue to leverage P&M investments made in 20-21 and 21-22 through earlier pandemic grant funding. Collectively these include PPE (masks, face shields, gloves), disinfection supplies, plexiglass barriers, COVID signage, sick rooms, portable handwashing sinks, ventilation improvements. ARP funds will be used to replenish consumable PPE, as dictated by the evolution of the pandemic and future CDC guidance.

In addition, in response to parent demand during COVID, HFA has implemented an "all virtual" program in which 18% of students are enrolled. While in-person instruction is our standard, the demand for the all virtual option has been clear and growing. A by-product of this program has been safety/prevention benefits to in-person learners, as in-person class sizes have decreased, and hence spacing improved. HFA anticipates funding the all-virtual program through ARP funds in 22-23 and 23-24.

Finally, HFA looks to future renovations of its 10th-12th grade site, employing "healthy facility" measures to support prevention. We anticipate using ARP funds for feasibility study/planning in 22-23 and/or 23-24.

2. 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:

One of HFA's primary strategies for addressing learning loss under ARP is to provide during-the-school-day, in-class high dosage tutoring/instructional assistance, under the guidance of the certified teacher (ED Covid-19 Handbook, Volume 2, p.20). We plan to implement this in 22-23 and 23-24 in Math, ELA, and English Learner (EL) support.

In Math and ELA, this will be delivered with paraprofessionals in the 9th and 10th grade classrooms (one each in 9th Math, 10th Math, 9th ELA, 10th ELA). We have multiple years experience with this in 9th Math to build on. Under the guidance of the teacher, the paraprofessional works with high need/ at-risk students one-on-one or in small groups during the class.

For EL support, HFA will use an EL certified (ESL Endorsement) facilitator to assist in the classroom approximately 3 days per week in-person and 0.5 day virtually, across 9th-12th grades. Facilitator will work with the classroom certified teacher to support EL student improvement in use of academic English in the subject matter area. Facilitator will incorporate SIOP model/ EL instruction best practices, working with students using "push in" and "pull out" approaches as appropriate.

Another key strategy will be implementation of remedial Math and ELA teachers in 23-24, building on efforts begun in 21-22 and 22-23. These teachers will focus on assisting below grade level 9th/10th students accelerate to grade level, thereby helping to even the playing field for these students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

HFA plans to spend its remaining ARP funds as follows:

Instructional Delivery. Continue to run the virtual school program, initiated in 21-22 in response to COVID-driven parent demand. Includes license, HFA liaisons, HFA support for 22-23 and 23-24. Hire additional building substitute, to increase HFA in-house sub capacity in the face of sub and teacher shortages; increases continuity and reliability of instruction.

Instructional Technology. Purchase additional Chromebooks/carts to replenish (COVID losses) and expand fleet; increase device-to-student ratio.

Instructional/Curriculum Development. Develop innovative HFA Virtual School curriculum - "home-grown" solution to supplant or complement program described above. Develop integrated "cross-subject" and other novel courses. Both initiatives will leverage the project based learning emphasis of HFA and the unique historical/innovation-oriented assets of The Henry Ford. Goal is to reinvigorate learning and recharge students.

Safe & Healthy Facility. Replenish consumable PPE as dictated by evolution of pandemic and CDC guidance. Conduct feasibility/planning work for "healthy facility" renovation of 10th-12th campus.

Mental Health & Social/Emotional Well-Being. Conduct MH/S/E survey/ assessment of students and staff to identify areas of greatest need arising from the pandemic and two years of fluctuation between virtual and in-person learning. Use to better design, target, and implement high priority supports/services.

4. 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.

Among HFA's student population, approximately 52% qualify for free/ reduced lunch. On the STAR assessment, 47-64% of students (across grades 9-12) were below grade level in Math, and 57-79% below grade level in Reading (Fall 2021). Students identified as English Learners (ELs) represent about 10% of our population. These at-risk students have been disproportionately impacted by COVID, and the learning loss programs described in Response 2 are specifically aimed at helping them.

Identification/confirmation of at-risk students is an ongoing process. STAR tests are conducted school-wide two to three times per year. EL students' English proficiency is assessed annually via the WIDA test. In addition to such tests, HFA staff (teachers, counselors, special education, social worker, psychologist, administration, support) are on watch for at-risk students and their needs on a daily basis. As a relatively small high school (approximately 500 students), we have a close-knit family orientation, enabling strong relationships, interaction, and communication (formal and informal) among staff, students, and parents. This allows us to stay close to our students and better ensure interventions are having the desired impact.

Beyond the targeted learning loss initiatives outlined in Response 2, programs described in Response 3 will have a school-wide impact. By positively affecting all students, these programs will address key needs among our at-risk, disproportionately impacted population.

American Rescue Plan 2021

Hesperia Community Schools - 62060

1. 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:

Every classroom will be supplied with approved hand sanitizer and disinfecting wipes. Supplies will be checked daily and restocked in the classroom. Teachers will contact the office immediately if supplies run low during the school day. Each classroom will have a hygiene protocol. The teacher will teach proper handwashing and cough/sneeze etiquette. Sharing school supplies will be limited, and each student will have their supply box for materials. A list of these supplies will be generated as appropriate for each grade level or course. Cleaning stations will be identified around the building that holds materials for use in different wings. Each building custodial team and administrator will tour their facility and identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building. • Custodial Staff will use electrostatic backpack sprayers to disinfect classrooms during lunch periods and after school is out in the evening. Classroom teachers/students will wipe down desks after/before every period at the secondary level with EPA-approved disinfectant wipes. Playground equipment will be cleaned twice a week or more using the electrostatic sprayer backpacks. Training on cleaning materials and protocols will be provided to the staff before the first day of school.

2. 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:

Each student who has failed a core academic class (ELA, Math, Science, Social Studies) will be invited to participate in credit recovery or summer school (or students who failed to meet benchmarks in the EL.). One teacher from each core and one special education teacher will be hired for in-person delivery. For virtual-only, at a minimum, one teacher will be hired to support students with academic support to earn credits. One counselor/social worker to provide Social Emotional Learning (SEL) support for students, specifically targeting virtual students returning to in-person learning. Counselor/Social Worker will also meet with students the last two weeks to adjust fall 2022 schedules to meet their new requirements based on credits earned. The student will meet with the teacher/coordinator and craft a recovery plan to reach the percent needed to credit the class based on standard assessment scores. Students will present the project to the counselor and then to the principal. Once approved, the student begins to work on the plan. Once completed, a credit is earned. The students who had the most remote learning quarantines saw the most significant impact on the loss of academic credit.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Grant proceeds will be used to fund stipends for instructional staff, any necessary materials, and potentially transportation for students who need it. Classroom teacher resources and supplies allow the teachers do the remedial work required to regain student growth. Technology is a vital resource that we want to use to support mathematical development in our students. Our staff has received the Math Recovery Training. This program will help them have continued support for Math Recovery through the coaching model. In addition, it will provide sustainability for the Math Recovery program in our school. Furthermore, it will provide additional materials for our classrooms. Materials will provide the resources we need to use the activities in a way that helps develop our mathematical thinking. Thus opening endless opportunities for STEM activities (culture).

4. 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.

Summer Tutoring, 1 to 1 Intervention in Phonics and Comprehension: Among our staff are several OG certified teachers. Orton Gillingham is for Tier II and Tier III students. (LLI) is an intervention designed for Tier II and Tier III students. Grant proceeds will be used to fund stipends for instructional staff, any materials, and potentially transportation. Classroom teachers will also need resources for the classroom. Teachers can use games and tools to supplement their teaching and help students develop a strategy to help process their learning. Technology is an important resource that we want to use to support mathematical development in our students. We plan to use i-Pads and Chromebooks to engage students in activities that lend themselves to building number sense and math skills. While students are working on technology the teacher will be able to work with small groups thus differentiating instruction. Community support: Parents will be shown how to play the numeracy games and will be given the supplies they need for the games. We are committed to training more of our teachers in AVMR and properly equipping them to reach all learners in mathematics. One Math Recovery component that our 3-8 grade teachers are missing is the newly introduced Add+AdvantageMR Fractions course. AVMR Fractions is a new course that can help extend both the sustainability and capacity of our teachers through the middle school years.

American Rescue Plan 2021

Highland Park Public School Academy System - 82749

1. 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:

In order to keep students safe we must have the most up to date cleaning machines and access to cleaning staff. All PPE will be purchased and provided to staff and students. Workshops on how to prevent the spread of the virus. Varies ways to support keeping students safe and building clean.

2. 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:

Saturday tutoring to support students. This will provide students additional support. a 4 week summer program, 17 week after school tutoring two times a week.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Professional developments for staff to increase skills will be provided. This will aide in developing teachers to have the skill set to support students. Spending days throughout the year to support teacher learning is crucial to decreasing unfinished learning.

4. 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.

Students and teachers will have access to training about social and emotional support. PBIS, leader in me, Mindful meditation. Student and staff will learn to understand the social emotional concerns and how to appropriately handle emotional situation to support students

American Rescue Plan 2021

Highpoint Virtual Academy of Michigan - 83900

1. 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:

As a virtual, 100% online program, our ESSER funds are not directly related to minimizing the risk of COVID as our mode of instruction has not changed. Rather, the funds will be spent to support students in overcoming the overall academic impact made by COVID and lost school time.

2. 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:

The primary goal of our overall plan is to address learning loss. We plan to do this in a variety of ways: Improve our MTSS and intervention systems including tracking and instructional tools, expansion of our HS credit recovery programs, find ways to better engage our parents and students, continue to reduce K8 class sizes, expand our summer school programs, and ensure no lost learning time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our plans to spend the remaining ESSER funds are to expand the current budgeted items through the 2023 year and add in additional acceleration and engagement strategies where appropriate. We do not expect significant additions or adjustments to the current budget.

4. 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 federal and state dollars are utilized within the school's plan to address the needs of the identified sub-populations and all students at Highpoint. Overall, HVAM has a very high needs population with approximately 85% of students qualifying as at-risk within the 31a guidelines. Wireless devices, additional counseling, lower class sizes, continued special education hiring, expansion of our EL program and the academic plan regarding learning loss will ensure that all students have access to high quality learning and supports that will fill in gaps and accelerate learning to get them back on track with state standards.

American Rescue Plan 2021

Hillman Community Schools - 60020

1. 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:

Hillman Community School will abide by local mandates and take into consideration recommendations from the CDC. Funds will assist student to returning to learn in a safe and healthy environment by providing additional staff for smaller class sizes, technology to support at home or extended learning opportunities, and opportunities for additional support after school.

2. 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:

Hillman Community School will provide push in and pull out support during the day with additional staff. In addition an after school tutoring is offered for students in grades K-12. SEL support is also available during the normal school day and during after school tutoring as needed with qualified staff and approved SEL curriculum (True Success Tier II and III).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All student regardless of social economical, disability, or other barriers will participate and be supported with additional staff for support in the core curriculum and SEL support by using data to identify students not on grade level or behind following the COVID 19 pandemic.

4. 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 including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students will be provided Tier II support with additional staff and supplies purchased using progress monitoring data to identify and support students not on grade level or behind due to the COVID 19 pandemic.

American Rescue Plan 2021

Hillsdale Community Schools - 30020

1. 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:

The district will use funds in the follow ways:

- improve indoor air quality
- provide school nurse services
- conduct close contact tracing and notifications
- provide PPE equipment
- provide/maintain a clean environment

2. 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:

Each school in the district will utilize the MTSS approach to provide tiered supports for students dealing with negative impact of lost instructional time.

- administer formative assessments to identify learning loss and modify Tier I instruction
- monitor progress of student performance/achievement to identify need and provide supplemental Tier II and Tier III interventions for those students in need with a combination of the following strategies:
- supplemental small-group instruction provided in addition to Tier I instruction
- provide reduced class size
- provide substitute staff to maintain learning when regularly assigned staff are not available
- provide opportunities for extended day or afterschool programs
- provide summer school programs
- provide virtual instruction for students not able to participate with in-person learning

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use remaining funds in the following methods: (1) Purchase educational technology, include hardware, software, devices and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators (2) Purchase supplies to sanitize and clean facilities (3) Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff (4) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs; (5) Filtering, purification and other air quality measures.

4. 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.

The District will use funds 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 as follows: (1) Monitor Progress by administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction; (2) Use evidence-based activities that meet the comprehensive needs of students; (3) Providing information and assistance to parents and families on ways to support students (4) Providing social and emotional mental health services and supports to students. (5) Solicit and use the feedback from students and parents to monitor the impact of the interventions and make adjustments to improve outcomes as needed.

American Rescue Plan 2021

Hillsdale Preparatory School - 30901

1. 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:

Hillsdale Preparatory School will use funds to make improvements to a building that houses several classrooms. By making these repairs, the classrooms will remain in use, which allows for small class sizes and social distancing to the extent possible, as recommended by the CDC.

2. 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:

Hillsdale Preparatory School will use funds reserved under section 2001(e)(1) to pay the salary of a paraprofessional for two years. This paraprofessional will collaborate with teachers to identify student areas of need, provide evidence-based interventions and monitor progress of student achievement.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Hillsdale Preparatory School will spend remaining funds to purchase books and other evidence based classroom materials that promote diversity and address student interest and provide on-going opportunities for students to have access to quality instruction in reading and math. Additionally, Hillsdale Preparatory School will use funds to provide teach retention bonuses in order to maintain continuity of services and progress on school improvement initiatives.

4. 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.

Hillsdale Preparatory School has identified a larger number of students, especially those from low-income families, that have learning loss as a result of the school closures in 2019. Maintaining teachers, providing additional personnel to provide individualized interventions and differentiated instruction and providing materials and resources for classrooms will allow Hillsdale Preparatory School to enhance and accelerate learning in order to close the gap.

American Rescue Plan 2021

Holland City School District - 70020

1. 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:

Holland Public Schools continues to implement CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning by following the District COVID-19 Response plan, encouraging everyone who can receive a vaccine to do so, require face coverings for staff/students/visitors when inside a HPS building or using HPS transportation, regardless of vaccine status, meals eaten in classrooms or in cafeterias with assigned seating, social distancing of 6-feet will be encouraged when possible, playground co-horting practices, proper hand-washing and sanitizing, self-screening for symptoms and following protocols for testing/quarantining and participants and fans will follow the requirements of MHSAA for athletic events at HPS facilities. HPS will use these funds to purchase PPE and sanitizing materials, additional staff for monitoring/cleaning areas, staff to monitor safety and needs of students such as contract tracing, communication with parents and families, professional development/training and technology to ensure continuation of services if/when needed,

2. 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:

Holland Public Schools will address the academic impact and loss of instructional time for students by using and implementing evidence-based practices and materials, provided tutoring to include transportation and nutrition to support the extended day for instruction to address learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Holland Public Schools will follow CDC guidelines and evidence-based practices to support learning loss by providing interventions to accelerate learning, using highly qualified assessments, provide professional development, address mental health of both staff and students, communicate to and provide parents and families with supports they may need due to the pandemic, monitor students academic achievement and identify students who are at risk or may require additional help due to learning loss. The funds will assist with the recoupment and retention of staff, educational technology, targeted interventions and to address any other safety, academic, social and emotional needs for all students, while focusing on our underrepresented student subgroups.

4. 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.

The District will use interventions to address loss of instructional time through after school tutoring, educational technology to engage students, provide mental health supports, communication and resources to parents and families, interventions, materials to support academic, social and emotional needs and retaining and recoupment of staff impacted by the pandemic.

American Rescue Plan 2021

Holly Academy - 63911

1. 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:

We are continuing the purchase of child size and adult size masks, hand sanitizer, and cleaning supplies that mitigate the spread of COVID-19. In addition, an additional custodian was hired to ensure the sanitization of the building daily. Most recently, new windows were installed to improve the indoor air quality and ventilation of our classrooms.

2. 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:

Funds have been utilized to ensure the employment of a certified teacher in the role of an interventionist. In addition, a math coach will be hired to ameliorate the impact of lost instructional time. Both teachers provide Tier 3 services to students in the areas of reading and math. The students are identified for intervention services based on NWEA data indicating a 6+ month gap in growth compared to the norm. In addition, we have four staff members providing weekly tutoring, after school, to those students identified as falling within this achievement gap. Extended school year services will be provided through a summer school program to all students; prioritization goes to students receiving Tier 2 or Tier 3 interventions through personal invitation. During the summer school program, both teachers and paraprofessionals are employed.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

To ensure retention of our current teaching and support staff, a salary increase will occur for the 2022-2023 school year. A math coach will be hired to ameliorate the impact of lost instructional time. Both teachers provide Tier 3 services to students in the areas of reading and math.

4. 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.

Holly Academy uses a continuous data cycle to ensure academic, social emotional/mental health needs of all students are being met.

To address the social emotional needs of students, Holly Academy is purchasing a program to align with our PBIS vision. The professional development needed for the purchase of the program will be covered. Free tutoring and free summer school will be offered.

American Rescue Plan 2021

Holly Area School District - 63210

1. 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 in multiple ways to implement prevention and mitigation strategies in order to safely operate our schools for in-person learning. The district will continue to provide additional cleaning services and products for disinfecting surfaces and touch points across all classrooms and buildings. The district is also adding new and improved HVAC air quality units in classrooms. In addition to the HVAC units we will be adding Bi-polar Ionization. New automated building control systems will be installed and implemented to appropriately manage and regulate air flow of the new units. Select doors and windows will also be replaced to improve the efficiency and effectiveness of the entire HVAC system.

2. 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:

The district will be instituting iReady assessments to measure student growth and to identify areas of focus for instruction. K-8 summer school with a special emphasis on innovative STEM programs, reading, math and school readiness will be implemented. Increased credit recovery opportunities for high school students both in a face to face and virtual settings. Additionally, we are increasing our levels of support and access to mental health supports in order to better support the increased social emotional needs of all students. This is done through increased social work and counseling opportunities, family school liaison and implementation of district SEL team. Finally, we are working to improving core Tier 1 instruction and Tier 2 supports for all schools specifically in the areas of reading and math.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district is providing increased social and emotional support through additional staffing of behavior interventionists, counselor, social workers and a school nurse. Continuing to provide technology devices to support distance learning and hotspots for connectivity for all students in need. Providing K-8 staff with Leader in Me training opportunities to support student socialization and enhance their decision making skills and the development of a district SEL team to evaluate programing, identify needs and to support staff and student SEL throughout the district.

4. 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.

The services listed above will be made available to all students. Through the use of professional teams and assessment tools, staff will monitor student engagement, academic proficiency and growth to evaluate student performance and continued areas of need. Staff will collaborate to identify needs, develop and implement plans and monitor progress for all students. Teams will meet regularly to ensure the academic, social, emotional and mental health needs of all students are being met. Communication and outreach activities with families will be an going portion of the effort to support student needs. District leadership from all departments will be actively involved and critical to the success of this plan.

American Rescue Plan 2021

Holt Public Schools - 33070

1. 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:

Over the past two years, Holt Public Schools invested previous grant funds to assure the return to in-person instruction was safe for all stakeholders. Included, but not limited, was an investment in Dynamic Air Systems (\$906,000). We also invested in PPE (masks, desk shields, foggers...) We will continue to purchase PPE materials (masks, test kits, and cleaning supplies). We will also purchase chromebooks to support students that are not able to attend school. To keep the buildings open, we have and will continue to invest funds into retaining current staff and adding additional staff to support daily operations (long-term subs, mental health support, contract tracing support, remediation services...)

2. 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:

Holt will be reserving funds to address lost instructional time through the following evidence-based interventions: Summer School, After/Before-School (Extended Day) Programming, Tutoring, Class Size Reduction and Academic Interventionist.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based on meeting with stakeholders across the Holt/Diamondale Community (meaningful consultation) we identified the following conclusions: Recruiting/Retaining Staff, Mental Health Supports, Community Outreach, Student Based Programming (after-school), Instructional Materials, Flexible Learning Environment, Summer School, After/Before-School (Extended Day) Programming, Tutoring, Class Size Reduction and Academic Interventionist. We will continue to purchase PPE materials (masks, test kits, and cleaning supplies). We will also purchase chromebooks to support students that are not able to attend school. To keep the buildings open, we have and will continue to invest funds into retaining current staff and adding additional staff to support daily operations (long-term subs, mental health support, contract tracing support, remediation services...)

4. 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.

Holt Public Schools will use the following data points to monitor the level of effectiveness: Attendance, Pass Rate Core Content Classes, surveys, Proficiency Levels (standards report), Discipline referrals, Benchmark Growth (K-8) Fall to Spring, Mental Health Indicator (Student Intervention Report through Mental Health Director).

American Rescue Plan 2021

Holton Public Schools - 61120

1. 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:

In an effort to promote appropriate social distancing to mitigate the spread of the virus, additional staff will be hired to reduce class sizes. Additionally, ionization units will be installed in classrooms to help promote indoor air quality. We also plan to hire additional custodians to increase the cleanliness of our school facilities.

2. 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:

Funds will be used to support intervention teachers to support struggling students. We will also allocate funds for instructional paraprofessionals to support small group interventions for students who are struggling.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to support academic recovery for students. This includes additional teachers to provide smaller classes and facilitate small group intervention. Added behavioral intervention support at the elementary. Supporting coordination of intervention for students through an additional administrator to ensure systems exist to connect students to support. This person will also work to coordinate professional development for staff. A Director of Instructional and Intervention Services will be hired to help coordinate and support student interventions.

4. 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.

To ensure that interventions implemented to address the academic impact of loss instructional time will respond to the academic, social, emotional, and mental health needs of all students particularly those students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students a family engagement specialist will be hired. The family engagement specialist will work to connect marginalized students and families with needed interventions and ensure their voice is heard. Additionally, added administrative support to monitor intervention systems will strive to intervene on groups particularly impacted by the COVID-19 pandemic through integrated supports.

Homer Community School District - 13080

1. 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:

ESSER III Funds will be used to help prevent, prepare for and respond to Coronavirus by helping to create a school district that is environmentally safe, with updates to facilities and heating systems, academically prepared to address in-person and remote learning needs and learning loss, including access to technology and interventions supports, both through programming, curriculum updates, staff training and support, and educational technology. Specifically, funds will be used to support the hiring of a COVID assistant to help with contact tracing, testing, reporting, and communicating with families the most current safety protocols. Funds will also be used to hire additional custodial support to do more intensive cleaning and sanitizing to reduce the risk of COVID transmission. Additional supervision for lunch will be provided to allow for more physical distancing. Funding will also be used to help provide access to technology through jet packs and internet service for students that are placed on quarantine due to COVID to continue with their classroom learning.

2. 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 promote equality by providing resources to all students, helping to remove barriers. This is especially true in regards to access to technology. Without the use of ESSER funds, low-income students would lack the in-home internet access. Funds will be used to purchase jet packs and monthly internet access for students to use at home for homework and summer programming. Other evidence programs, such as the implementation of IXL intervention software, after school tutoring programs, and summer programs, including intervention, credit recovery, and enrichment, will also help address the impact of learning loss.

Purchase of take-home books for all elementary students will also address learning loss. Additionally, updates to curriculum resources, and hiring of instructional coaches will help to provide appropriate individualized supports for all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds will also be used for building updates to create a safe learning environment, including repairs to ceiling tiles, a roof replacement, and updating the boilers and school heating system. Additional funds will also be used to update teacher laptops, classroom projectors, multi-media improvements, classroom flexible seating, and individualized learning tools to help with student focus.

4. 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.

Homer will be using ESSER funds to help support additional staffing that will directly respond to the academic, social, emotional, and mental health needs of all students, including those disproportionately impacted by the COVID-19 pandemic. One position is the creation of a K-12 Student Support Coordinator, to help with the development and training for the district implementation of PBIS, a whole child approach to addressing student needs. This position will also help provide additional mental health support and a connection to outside resources to students in need. Funds are also being used to provide a literacy instructional coach. This guided academic support will help support our teachers as they address the academic impact of lost instructional time.

American Rescue Plan 2021

Honey Creek Community School - 81901

1. 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:

Honey Creek Community School is co-located with the Washtenaw ISD's High Point School. As we are tenants in the ISD building, the ISD is implementing the mitigation strategies.

2. 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:

Honey Creek Community School will use a portion of these funds to provide summer learning opportunities in both ELA and Mathematics. All grade levels will have access to 15 days of additional instruction over the summer of both 2022 and 2023.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of the funds will be used to purchase high quality instructional materials. This includes Fountas and Pinnell Reading assessment kits for all grade levels. It also includes Illustrative Math Manipulative and instructional materials for each grade level. We will also use a portion of the funds to provide teacher training in Project Based Learning.

4. 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.

Honey Creek Community School will address the social, emotional, and mental health needs of all students by providing 12 after school sessions addressing social emotional needs to all grade levels. Sessions will take place after school during the 2021-22 and 2022-23 school years.

American Rescue Plan 2021

Hope Academy - 82942

1. 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:

The funds will be used to ensure students, staff, and parents have access to PPE materials daily which will include face masks, face shields, gloves, and sanitizer. Additionally, funds will be used to purchase and stock materials such as sanitizer dispensers, personal thermometer kits for teachers, touchless thermometers (at entry doorways). The funds will be used to ensure the school can procure equipment to support increased sanitation and ventilation throughout the school. Also, funds will be used to purchase signage that outlines regulatory practices, e.g., required face covering(s), social distance posters.

2. 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:

The funds will be used to procure personnel to facilitate academic enrichment and evidence-based intervention. Funds will be used to procure a literacy specialist, who will provide small group instruction and facilitate a learning lab using I-Ready assessment as an evidence-based intervention for reading. Funds will be used to procure an academic interventionist, who will work with targeted students and facilitate a math lab that utilizes I Ready assessment as well as Khan Academy as an evidence-based intervention for math. Funds will be used to procure a technology instructor/technology coordinator, who will provide direct instruction to students in a learning lab (remediation lab) setting as well as provide direct professional development to teachers to increase/enhance their technological instruction capacity.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used for these specific purposes: 1) to purchase classroom libraries for all classrooms; 2) to purchase technology (individual devices) to ensure every student has access to a device, which can be taken home during distance learning (as needed); 3) to ensure all students have access to external enrichment field trips that provide hands-on experiential learning opportunities; 4) to provide all staff retention/recruitment incentives to ensure the maintenance and retention of highly qualified/certified staff.

4. 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.

The utilization of staff and family surveys provided specific insight into the targeted needs of all students within our school population. The school will utilize personnel and monitoring processes, through MTSS, data review (interim and summative), classroom observations, staff, and family surveys, as well as student surveys to ensure the effective implementation of interventions for all groups, which include students of color, low-income families, children with disabilities, children in foster care, students experiencing homelessness, as well as English learners.

Hope Academy of West Michigan - 41926

1. 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:

ESSER III funds will be used to prevent and mitigate COVID-19 at the school, while providing every opportunity for students to participate in in-person learning. Information about access to the vaccine for COVID-19 has been provided to staff, students, and families to encourage vaccination. Staff continue to complete an electronic screener to detect COVID symptoms. The school continues to encourage mask wearing of all students and staff, as well as any visitors to the building. We provide hand sanitizer and encourage frequent hand-washing as well as maintaining at least 3 feet of distance between each person in the school. Smaller class sizes with more staff is put in place, as needed. We provide temperature taking at the school doors and ask the COVID-19 symptom questions before allowing access to the buildings by students, family members, and community members. Staff are required to take the MI Symptom virtual app questions daily before reporting to work. Finally, all students and staff are encouraged to stay home if they are ill. If they report having COVID-19 symptoms, they are asked to go get a COVID-19 test and return only when they are cleared. Last, school administration remain in close contact with local health departments to receive updates on the level of community transmission and to receive guidance on continued efforts to reduce the spread of COVID-19.

2. 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:

The following resources will be funded to address the academic impact of lost instructional time:

- In-school acceleration through provision of paraprofessionals and academic (literacy and numeracy) and behavior interventionists to address the needs of those students who have MTSS-Tier 2 and 3 level needs.
- Out-of-school time programs through provision of additional time after-school and days beyond the 180 day school year to address the academic gaps identified in the students through NWEA MAP assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Provide devices to all students and internet access (via hotspots) to students whose homes lack this resource. Staff take a daily electronic symptom checker survey to screen for COVID symptoms.

4. 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.

- Paraprofessionals and academic interventionists to address both academic, behavioral, and English Language acquisition needs as identified through data from academic (NWEA MAP, WIDA, M-STEP, SAT, etc) and behavioral and emotional (SRSS, SWISS, anecdotal data, etc)
- SEL and trauma-informed practices training for all school staff as well as needed materials or curriculum for implementation of the practices.
- More staff to allow for smaller class sizes to assist with recouping learning loss due to the pandemic as well as to allow for adequate spacing of students to prevent COVID transmission.

American Rescue Plan 2021

Hope of Detroit Academy - 82957

1. 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:

Esser III funds are used to implement prevention and mitigate spread of illness in a three prong approach. First PPE in the form of masks and face shields are required of all staff and students except when eating. Resources are also used to maintain sanitation of surfaces and common areas. Finally, funds were used to purchase consumable student curriculum. This curriculum is used by one student and is not shared amongst a group of students or classes thus preventing communicable spread and limited contact between students so that the three foot distance is maintained.

2. 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:

These funds are used for evidence-based interventions in five ways. First, in-person summer school focused on reading math is provided for students needing intervention. Second, after school tutoring is provided for students needing intervention as identified through benchmark assessment data. That same benchmark data is used to identify students for additional support with title 1 interventionists. Fourth, funds are used to purchase reading intervention resources such as Leveled Literacy Intervention. Finally, resources are used to provide professional development in the best practices in intervention and differentiation for students struggling as a result of learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will use funds to maintain PPE for prevention and spread. Second, the LEA will use resources to provide after school, during school, and summer school tutoring and intervention for struggling students. The LEA will also use funds to maintain the intervention resources purchased including maintaining and renewing of licenses as needed, purchase of additional intervention resources, and funding of support staff.

4. 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.

The LEA will use funds for SEL curriculum such as Move This World that address a variety of issues facing students due to the Covid-19 pandemic. The funds will also be used to support staff providing socio-emotional services to students. It is also used to support and purchase resources for those special populations identified through data including but not limited to assessments, classroom data, behavioral support data, and teacher input.

American Rescue Plan 2021

Hopkins Public Schools - 03070

1. 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 provide supplies for filtration systems to continuously improve air quality, the purchase of cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean, and the purchase of masks.

We have returned to face-to-face learning this fall and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. We follow the mandates from the CDC and our local health department to safely maintain instruction in the classroom setting. Our buildings and the aging infrastructure is a concern. Improving air quality is a recommended mitigation strategy that requires upgrading building air handler systems to include better ventilation and air filtration. A portion of the ESSER III funds will be used to replace the air handling units (AHUs) in some of our buildings in the district to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration. Portable room air purification units have been purchased in high need areas such as the band and choir rooms. Gym mats to protect the floor were purchased to allow for social distancing during testing.

2. 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:

To address the academic impact of lost instructional time while learning remotely and in a hybrid model from March 2020 through February 2021, the Hopkins Public School District will provide summer learning opportunities. Summer school will be provided to students in the area of reading and mathematics for an 8-week duration at the elementary and middle school levels. The high school will offer credit recovery opportunities. We will use software, in addition to in-person access to highly qualified teachers, to provide students with evidence-based interventions that target their learning needs. Learning needs will be determined by the review of common assessments and benchmark data with building principals and learning specialists. Funds will be allocated to staff our summer school initiative, as well as needed summer curriculum materials, software licenses and staff professional development. An additional upper elementary teacher was added to reduce class size at Hopkins Elementary School.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will purchase technology that will allow access for all students to updated curriculum and research-based intervention programs. The additional technology purchased also necessitated the hiring of another technology assistant to support and maintain the equipment. Purchase subscription for an online program that provides individualized instruction based on a screening assessment. Hire additional staff that will allow for smaller class sizes and teacher to student ratio and allow more individualized small group instruction in the K-5 classrooms.

The district will review and purchase updated curriculum materials to be consistent with our current curriculum resource review process.

4. 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.

Benchmark Assessment data will be reviewed in the fall, winter and spring , to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented without delay. NWEA, the diagnostic assessment tool used for grades K-8, provides information that facilitate student placement and instructional design.

Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support.

The social and emotional needs of both staff and students is a focus of our district during 2021/2022 and will remain so in the coming years. Our middle school and high schools will be staffed with highly qualified counselors. Additional social worker and counselor FTEs have been added based on anticipated additional grant funding and ESSER funds. These positions are also assisting us with meeting the social, emotional, and academic needs of all students.

The high school has added an additional guidance counselor to support the needs of students as a result of COVID-19, difficulties transitioning to remote learning, dropout prevention activities with students and social emotional learning support advocacy.

Additional paraprofessionals have been hired to support students, especially those in the lower elementary grades. Two elementary intervention teachers, ½ middle school intervention teacher and additional FTEs for supporting students with special needs were added.

American Rescue Plan 2021

Houghton Lake Community Schools - 72020

1. 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:

The district will purchase new univents to improve indoor air quality. The district will also use the funds to pay 50% of our custodial services.

2. 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:

The district will implement a summer school program at the elementary and high school. The district will also implement an after school program at the elementary level. The district will also employ a behavior coach to coach the teachers in evidence based interventions to improve classroom instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will spend the remaining funds on buildings and grounds improvements, ie. roofs, windows, boiler at the high school, sidewalks, parking lots, etc.

4. 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.

The district will monitor student progress three times per year using our progress monitoring assessments, and we will implement focused student groups to address targeted social emotional needs of our students most negatively impacted. The district will employ a social worker at the high school and a behavior coach and behavior interventionist at the elementary school.

Houghton-Portage Township School District - 31110

1. 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:

Houghton-Portage Township Schools will use ARP Act ESSER III funds to support prevention and mitigation strategies. ESSER III funds will be used to purchase sanitizing wipes and gel, disinfecting sprays/solutions, disposable gloves, and masks. Funds have been allocated to support increased daily cleaning and sanitation in our schools to support a safe environment.

2. 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:

Section 2001(e)(1) of the ARP Act requires each school use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. HPTS recognizes the impact of classroom teachers on student success. To support and increase our teachers' ability to effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close achievement gaps, HPTS will use ESSER III grant funds to hire a reading specialist that will provide direct services to students. Grants funds will also be used to support stipends for teachers to provide after school targeted remediation, extension and enrichment opportunities for students, as well as to provide teaching stipends for a summer school program focused on recovery of learning loss during COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of the grant funds will be spent on other activities necessary to maintain the operation and continuity of services such as staff employment.

4. 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.

The district will monitor progress with assessments and continue to provide support where needed. We will continue to reach out to these subgroups through, meetings, emails, and/or surveys.

American Rescue Plan 2021

Howell Public Schools - 47070

1. 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:

Approximately \$744,576 of the funds will be used for Heating Ventilation Air Conditioning (HVAC) upgrades, consistent with the most recent CDC guidance that indicates "Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe."

Approximately \$11,070 of the funds will be used for a student fees technology solution to reduce the risk of virus transmission by allowing remote transactions and minimizing person-to-person contact.

2. 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:

Approximately \$656,000 of the funds will be used to provide instructional coaches to support teachers in implementing evidence-based interventions for students to address the academic impact of lost instructional time.

Approximately \$154,455 of the funds will be used to provide differentiated instructional supports using evidence-based interventions, including Orton Gillingham training and materials, to address the academic impact of lost instructional time.

Approximately \$828,767 of the funds will be used to provide technology hardware and software for both student devices and classroom instructional technology to facilitate personalized instruction and address the impact of lost instructional time.

Approximately \$165,257 of the funds will be used to provide evidence-based mathematics curricular materials and instructional technology to address the impact of lost instructional time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Approximately \$675,000 of the funds will be used to support transportation for students to provide in-person instruction.

Approximately \$30,000 of the funds will be used for a food distribution vehicle.

4. 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.

Approximately \$212,284 of the funds will be used to provide Elementary Success Coordinators to connect students and families with community-based, wrap-around social services. Support will be focused in particular on 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.

Approximately \$40,000 of the funds will be used to increase support for formal 504 plans and accommodations for students. Support will be focused in particular on 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.

For funds reserved 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, a Multi-Tiered System of Supports is used to identify needs and provide supports to address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

American Rescue Plan 2021

Hudson Area Schools - 46080

1. 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:

HAS will be using ESSER III funds to purchase equipment to sanitize rooms, hallways, etc. In addition it will be purchasing portable air purifiers in order to purify air in areas where there have been many occupants and/or places where a person who was recently diagnosed was located in the building. Computer components will be purchased to keep systems upgrades and to improve communication.

2. 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:

HAS will be using ESSER III funds to hold summer school, after/before school tutoring and holding tutoring sessions during the school day to help all students catch up due to lost instructional time. The district administration will look at evidence based practices to help in the planning process of these activities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining money will be used to update curriculum to help reengage students after the inconsistency of school expectations over the past few years. The administrative team feels these updates to the curriculum are necessary to help students gain lost academic gains caused by the pandemic.

4. 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.

The district will be using a battery of universal screeners along with local and state testing scores to invite students to the extended day programs. Opportunities will be based on academic performance making them available for all students regardless of their social economic status, their color, ELL status, children with disabilities, homelessness, foster care or migratory status. Smaller class size and additional class time will help those attending increase academic gains and help staff access the social, emotional and health needs of those students attending.

American Rescue Plan 2021

Hudsonville Public School District - 70190

1. 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:

HPS has worked to prevent COVID-19 spread by adding additional custodian staff to increase cleaning and sanitation measures and added additional lunch and food service staff to increase social distancing and cleaning and sanitizing measures. HPS continues to take into consideration CDC guidance and has remained safely open for in-person learning for the last 1.5 years. We continue to purchase face coverings for students and staff when necessary.

2. 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:

One of the positions that we plan to hire with these funds is a Tutoring for Academic Achievement and Growth (T.A.A.G.) Paraprofessional at Hudsonville High School. That person would support students before, during, or after school.

HPS currently has a comprehensive K-12 afterschool program. HPS also will implement a 1-12 summer learning program this year which will be funded through Section 11-T and general funds.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The question and answer to the next question highlight how the remainder of ARP/ESSER-111 funds will be used to address the academic impact of lost instructional time and the social, emotional, and mental health needs of students. The plan specifies how we will respond to all students and particularly those disproportionately impacted by the COVID-19 pandemic.

4. 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.

HPS plans to hire 5 staff members to support the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by COVID-19.

1. Two "Positive Behavior Interventions and Supports Specialists." We have 8 of these positions currently working in our elementary schools and this will add one at each middle school. Their primary role is to support the social, emotional, and mental health needs of students.
2. One "Multi-Tiered Systems of Support Building Interventionist." This position would be working at the highest free-reduced lunch percentage population in our district at South Elementary. Their primary role will be to academically support students in the 6 sub-groups disproportionately impacted by the COVID-19 pandemic. HPS plans to use a portion of Section 11-T funds to add this position at all of our other buildings.
3. One Tutoring to Achieve Academic Growth Paraprofessional at the high school. This staff member will support the academic needs of students before, during, or after school.
4. One Alternative Learning Center Paraprofessional at the high school. This staff member will support the academic needs of students during school.
5. Curriculum work on instructional technology to ensure educator access to personalized, job-embedded professional learning opportunities on the effective use of technology. That will allow us to deliver evidence-based practices to students in this area.

American Rescue Plan 2021

Huron Academy - 50903

1. 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:

Huron Academy wants to continue to invest in technology to provide socially distanced learning both in school and at home (when necessary). This allows for students to be in the classroom, but mitigates the spread of the virus by keeping students spaced as much as possible. Communicating through technology provides opportunities for student collaboration, but in a way that reduces risk. Further, the academy plans to invest in additional hygienic technology to assist with air purification and making restrooms touchless. The school continues its cleaning and sanitizing protocols to keep classrooms and common areas clean.

2. 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:

Huron Academy expanded summer school offerings to provide more opportunities for students to work outside of the normal school year and receive academic support. This was done to help mitigate learning loss resulting from time loss due to COVID-19. More students attended summer school than ever before and the academy continues to monitor student progress into the school year and provide intervention to support students' needs. Funds will be used to once again provide similar summer school programming during the summer of 2022 due to the high demand from parents last summer. Our goal is to close any learning loss gaps as quickly as possible and investing in summer school provides one way to support this effort.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Huron Academy will ensure that all ARP ESSER funds are utilized in accordance with what is allowed under the documented guidelines. This includes addressing learning loss by purchasing resources and services for students most in need and through providing targeted interventions. The academy will also consider supporting staff professional development, especially around the use of technology in the classroom, providing social-emotional support, and differentiating instruction. In order to accomplish these goals the academy also needs to ensure the continuity of key positions and provide a healthy school environment.

4. 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.

Huron Academy serves a diverse student population, including students from groups disproportionately affected by COVID-19. Given this, the academy is committed to using available funds to provide the resources, services, and personnel necessary to help students receive the support they need academically, socially, and emotionally. In order to accomplish this, Huron Academy will use funds to maintain the staffing levels necessary to provide ample student support. Further, the investment in curriculum, literature, and technology that assists the differentiation and intervention efforts of staff will be fully utilized to make up for lost instructional time. Data will be analyzed throughout the process to ensure the groups listed above grow and achieve at levels comparable to their peers.

American Rescue Plan 2021

Huron School District - 82340

1. 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:

Replenishing supplies of PPE masks and hand sanitizer will occur to restock much needed supplies in our K-12 buildings. In addition more sanitizing stations will be added and UV sanitizing wands will be purchased to quickly sanitize shared manipulatives. With drinking fountains closed, individual disposable cups will be purchased for classrooms. Chromebooks will be purchased to continue to allow for one on one distribution to prevent the sharing of machines amongst students. Purchasing air purifying Heppa Filter air quality devices for each classroom to purify and filter the air

2. 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:

Huron Schools has planned for a robust 6 week summer program with K-8 enrichment and remediation in ELA and math as well as the arts and stem. It will also include a social emotional component. We will also develop a summer 8th to 9th grade transition course to support students transitioning from middle to high school along with added academic support in ELA and Math. At the high school level, credit recovery will be provided for Math and ELA over the summer with an opportunity to also include science and/or social studies. This program will be staffed by fully certified administrators and educators from the Huron School District working with the grade level standards and benchmark curriculum developed in the district. Educators will have district data on each student to best enrich/improve students' learning at level.

In addition new evidence based resources and trainings will better support teachers ability to teach and therefore providing other supports for student learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSERS funds will be spent on the purchase of technology for students in the form of chromebooks and touchscreen monitors outfitted in each classroom. Additional technology in the form of graphing calculators and classroom sound systems are also technologies the district is looking to invest in for better quality of instruction. Additionally sanitation and PPE are being purchased. Camera systems on school buses will provide transportation with needed resources for safety on school buses. Heppa filters and UV sanitation wands will also add additional protection to reduce the virus spread.

4. 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.

The district with previous COVID money has trained two staff members in Trauma Informed Instruction through Starr Commonwealth and will provide summer training for classroom and building educators to be trained in "Resetting for Resilience" to better help educators help students manage trauma and stress to help develop tier one strategies to better help students brains focus on learning. Likewise, the K-8 summer program will provide social emotional activities for our students. Additional training and resources are planned to be purchased for use by the PreK-12 staff.

Summer program and trauma support directly benefit students who are disproportionately impacted by COVID-19 pandemic in that students who are identified for more support will be invited to participate in the summer program. Likewise, training staff in trauma instruction provide them with evidence based strategies to work with students from these different situation.

American Rescue Plan 2021

Huron Valley Schools - 63220

1. 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:

Huron Valley Schools returned to full face-to-face instruction in the spring of 2021. In order to maintain in person learning and meet the requirements of the CDC and the Oakland County Health Department mandates, funds will be used to purchase masks and additional personal protective equipment (PPE). These PPE funds will also be used to support our band and music classes/programs with instrument covers and special masks. Funds will be used to provide additional custodial work and sanitation in buildings and on school buses. Purchasing cleaning and sanitation supplies will be necessary to maintain healthy learning environments. Health coordinators will provide support maintaining communication to families and staff regarding district COVID policies and procedures, which include mandates from the health department.

2. 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:

A summer academy for JK-8 students with four to six weeks of in person learning including intervention/instruction in math, reading and writing. Enrichment in art, music, physical education and STEM will be included in our summer program. Targeted summer learning will be provided for students identified as most at risk through a review of assessment and benchmark data. Students will receive small group intervention in reading/math. High school students will receive credit recovery support from highly qualified staff and also use the Edgenuity program. Before/after school sessions will provide one-on-one tutoring and small group instruction in secondary core content and elementary literacy/math. Funds will be used to staff and run our summer academy and credit recovery programs, provide transportation, and provide before/after school tutoring. Materials, software, resources and professional learning for staff will also be needed to support these programs. Providing students and families with distance learning options in the Virtual Academy is an important part of meeting the needs of our community during the pandemic. The Virtual Academy gives parents and guardians an option on the type of learning environment which best fits their current needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ESSER III funds will be used to support the district in maintaining our current level of operations. We have struggled to attract and retain staff in a variety of positions during the 2021-22 school year. We anticipate this to continue in subsequent years. ESSER funding will allow us to provide hazard pay, retention stipends and incentives to attract and retain staff in critical shortage areas including transportation, instruction, special education, para educators, food services, maintenance and operations, etc. Permanent guest teachers in every building will provide needed classroom support caused by staff illness and shortages due to the pandemic. The SEL needs of our students and staff have been a priority throughout the pandemic. Sustain increased social workers, PBIS coordinators and PBIS para educators will help us develop a systemic and focused SEL MTSS model. A behavior support specialist/psychologist will provide guidance to our staff through PL and modeled practice. Additional counseling will assist students with academic, SEL needs & dropout prevention. Due to transportation shortages, additional staff monitored students at pick up and drop off times in cafeteria/gyms in an effort to protect instructional time and avoid traffic backups.

4. 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.

Huron Valley Schools will review a variety of data to ensure our students from subgroups disproportionately impacted by COVID-19 will have their academic, social, emotional and mental health needs met. Benchmark, common assessment and classroom data will be analyzed and disaggregated by sub-groups to determine which students are in need of additional academic support and interventions. In addition to academic data, the social emotional screener, classroom observations, attendance and behavioral data will allow us to identify students in need of additional targeted SEL services and support. We will work to remove barriers for our subgroups of students to ensure access to our evidence based interventions and support services. The interventions and support we provide will give identified students additional time and intervention/instruction in areas of need. This extra time provided is in an effort to accelerate academic learning for students. In addition, the social emotional support services provided will help students with self regulation and managing emotions, allowing them to be ready to learn in the school setting.

ICademy Global - 70909

1. 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 air purifiers to improve air quality in our classrooms and other small spaces throughout the building. The school building has high ceilings where the air is readily circulated but does not circulate well in the smaller areas. In addition, portions of our HVAC system will be upgraded to ensure proper and optimal ventilation, heating, and cooling to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration.

2. 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:

Funds will be used to pay teachers, other staff, and overhead costs and materials to implement a program that would include specific, evidence-based reading and mathematics interventions and small group or one-to-one tutoring. In addition, we will use funds to staff a school program by using our current staff and/or tutors for purposes of providing additional learning opportunities. We will also use funds to hire tutors for each grade band (k-2, 3-5, 6-8) to help support accelerated learning by providing just-in-time learning. Finally, funds will be used to staff a mentor position that will oversee all of these programs. Adaptive online tools such as Lexia, Imagine Learning to meet individual student academic needs on targeted standards.

3. 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 provide mental health support for students by expanding school counselor FTE who are able to work with an expanding reach of students. Additionally, we plan to continue the delivery of evidence-based online social-emotional learning curriculum. We also plan to enhance experiences for students with community members and community resources. Funds will be used to maintain and/or increase staff to ensure smaller class sizes to help with COVID mitigations strategy for our blended programming (social distancing) and address the learning loss and mental health needs of each student. Finally, funds will be used to address onboarding of students who are new to online learning.

4. 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.

Funds will be used by increasing the number of school days, teacher and staff professional development, as well as related materials. We will provide ongoing specialized professional development for the purpose of helping teachers develop Tier I skills that support students in areas of academic loss and social-emotional development. This professional development could include working with the Formative Assessment for Michigan Educators project (FAME) run by the Michigan Assessment Consortium and sponsored by the Michigan Department of Education. In addition, building sub(s) will be hired to provide coverage for teachers because of illness, as well as providing opportunities for teachers to participate in the identification of student needs both academically and socially. Finally, funds will be used to support the hiring of math, reading, and behavior interventionists in both the elementary and middle school, high school grades. These interventionists will identify students that have specific academic and mental needs and provide support through evidence-based interventions.

American Rescue Plan 2021

Ida Public School District - 58070

1. 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:

A priority for our district this year was to safely return students to a full in-person learning schedule as we, and the CDC, know students benefit the most from this type of instruction. With that priority in mind, we also recognized that students would be returning to school with social and emotional gaps in development that would need to be addressed. To address this area, we planned to use ESSER III to fund an additional school counselor to address the mental health gaps in development of our students. This counselor will provide support to students to ensure in-person learning can occur effectively with minimal barriers from inappropriate behavior occurring due to the developmental needs in this area. We also realize that health considerations may still exist for some families as explained in the CDC's guidance for schools. Therefore, we also planned to use these funds to support our students who are not comfortable with an in-person school setting and would rather learn virtually due to health reasons. The virtual learning program director not only provides assistance to students, but also supports the students by checking in with them on a regular basis, monitors attendance, participation, engagement, and documents and addresses any concerns that may arise.

2. 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:

To address the academic impact of lost instructional time, we are implementing high quality evidence based interventions during and after the school day. We have reading and math targeted intervention groups led by teachers throughout the school day. Tutoring is available at all grade levels after school hours and a summer learning program will be continued once the school year ends. Our summer learning program utilizes our current curriculum and intervention materials while also monitoring student progress for areas of growth and need. In addition, our director for virtual learning not only oversees virtual instruction but also credit recovery for those students who may be behind due to lost instructional time due to COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will plan to spend our remaining ESSER funds to address student learning loss, implementing evidence based practices such as setting and achieving goals, utilizing technology in whole and small group instruction, educators providing feedback to students through formative assessment, and using collaborative learning when safe and appropriate. We will also collect data to monitor student social emotional and academic progress. These funds will help to extend instructional time through before and/or after school small group instruction, summer learning for students, and virtual based at home learning for those who are not comfortable in the in-person learning setting. The purchase of cleaning and sanitation materials and facility improvements such as upgrading our HVAC system to help improve ventilation will also be initiatives addressed with the remaining ARP ESSER funds.

4. 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.

We will ensure the high quality evidence based interventions we implement address the academic and social and emotional needs of those disproportionately impacted by COVID-19 by regularly monitoring the academic and social emotional data of all students. Benchmark and progress monitoring tools will be used along with data collection from teachers, counselors, support staff, parents, virtual director, and administration. This will ensure all students are included and needs are addressed effectively and proportionately.

American Rescue Plan 2021

Imlay City Community Schools - 44060

1. 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:

ICS is committed to in-person learning opportunities for students. We strive to create safe and healthy learning environments, address lost instructional time, and support educator and staff stability and well-being by planning strategically with input from stakeholders. Requesting funds for cleaning supplies is a priority. We've invested in a large quantity of sanitization stations which need to be kept fully filled for frequent handwashing. A staff member serves as a point person for COVID-19 data tracking/student attendance monitoring. They facilitate contact tracing and maintain district COVID-19 communication for the district and with the local health department. We identified social work/counseling as a focus to meet students' social and emotional needs. This includes explicit teaching of social emotional skills by whole-group instruction and individual/small groups. Counselors and social workers also are lead personnel of district PBIS and restorative justice approaches. ICS continues to address lost instructional time by planning for extensive before/after-school programming and comprehensive summer programming while implementing interventions during the regular school day. These programs all utilize trained educators as program coordinators and align with evidence-based core programs and practices. To reach all learners and to integrate equitable access to technology, opportunities for education related technology applications will be available to students.

2. 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:

In addition to the robust before and after-school learning opportunities for students in grades K-12, Imlay City will be running a summer learning program and a summer enrichment program. The summer program will consist of three separate learning areas of focus: English Language Arts, Mathematics, and STEM (Science, Technology, Engineering, and Math). ELA and Math will run for three weeks each and STEM will run for one week. Students in grades K-8 will have the opportunity to attend summer school with certified teachers. Stakeholder feedback identified that summer programming was a priority item for students attending Imlay City Schools. While attending summer programming, students will be provided with breakfast and lunch. Summer programming will use data obtained from local benchmark and formative assessments to determine where students are in the mastery of critical skills and concepts and what focused and strategies interventions would be most meaningful. Students will be engaged in instruction that supplements the local curriculum used with all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ICS hopes to support educators towards obtaining additional certifications to support our English Language Learners and our special education students. These areas prove to be difficult positions to fill due to the specific certifications/endorsement required. We will also be meeting the needs of our economically disadvantaged students while supporting teachers with a literacy coach to build literacy instruction capacity within our Multi-Tiered Systems of Support and provide intensive support for our most at-risk students. Another way in which we can support educators is through hiring permanent substitutes. With a critical substitute teacher shortage, identifying individuals to fill these positions will decrease negative impacts of the shortage. Math is an area in which we've identified as a priority based on data. We will build diagnostic and math recovery capacity within ICS staff through professional development and training. We plan to also employ a math intervention teacher for further strategic and intensive math support for students. In efforts to keep class sizes as small as possible, to be both proactive about essential learning at the elementary level and prioritizing interventions while supporting educators, we will keep/add teachers to ensure class sizes are as reasonable as possible. Providing instructional paraprofessionals to all buildings is important as we aim to support all learners. With this support, we can provide individual/small group interventions.

4. 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.

ICS interventions are reasonable and identified as necessary after engaging in meaningful consultation, via a stakeholder survey. The consultation includes students, families, school/district admin, teachers, special education admin, other school staff, and community. Consultations with each of the following stakeholders are represented in our survey: students w/ disabilities, English learners, homelessness, foster care, migratory students, and economically disadvantaged and underserved populations. In the survey, the top five recommendations for needs are: mental health services/supports such as counseling/social work (aligns w/ request for counseling/social worker staff members); additional instructional aides (aligns w/ request for instructional aides); reduce class sizes (aligns with/ request for teachers/coaches); math support teachers (aligns w/ request for an additional math support teacher); and extended instructional learning (aligns w/ request for before/after school and summer programming). Supporting English language learners with additional certifications for ESL teachers, supporting special education students with additional certifications for special education teachers, and stipends for before/after school/summer programming, including migrant programming, is mirrored in feedback from surveys. The interventions are equitable to all of our represented demographics.

Inkster Preparatory Academy - 82762

1. 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:

Inkster Preparatory Academy COVID-19 Preparedness and Response Plan are followed daily by all staff, students, parents in wearing following safety protocols. PPE equipment such as facial covering masks, daily temperature checks, sanitizers, plexiglass and social distancing to ensure safety throughout the course of the school day. These operations are strictly adhered to by the administrative team without exception.

2. 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:

At Inkster Preparatory Academy lost instructional time is supported by the implementation of evidence-based interventions that respond to students' social, emotional, and academic needs. This includes after-school tutoring, hiring a counselor, stabilizing and building an educator workforce and pipeline of certified teachers, connecting students to high-quality internet services, building partnerships with community-based organizations, and maximizing in-person learning by building a healthy and safe environment.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Provide for any activities allowed under the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and the Individuals with Disabilities Education Act (IDEA).

4. 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.

Inkster Preparatory Academy interventions and implementation plans include MTSS/PBIS professional development, restorative practices (circles pd), Dean of Students supports, cultural responsiveness teaching professional development, professional development for teachers around working with students with disabilities, anger issues, special education students, building an SEL wellness team of counselor and social worker, academic interventionist, using McKinney Vento Funding, and coaches and mentors to work with students who feel disconnected in any way to the learning process. Consideration to get City Year corps members is an option to building capacity with students who are disadvantaged as on site throughout the day intervention is a must especially as enrollment increases in the middle school. On site tutors are key to moving academics and instruction forward.

American Rescue Plan 2021

Inland Lakes Schools - 16050

1. 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:

We will use it in several ways: we have been implementing extra cleaning cycles for each classroom and high-touch areas throughout the school. We have also been purchasing additional PPE including masks, gloves, and hand sanitizer for all classrooms, buses, and public areas. We have also hired a school nurse to aid in our mitigation.

2. 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:

We have hired additional staffing to pull students out individually or in small groups to address learning loss during the school day. We have also hired additional staff to offer more tutoring options during after school hours. We have purchased additional computers and tablets for students to take home for enrichment and/or credit recovery work along with hotspots for those students who have limited or no connectivity available to them at home. We are in the process of vetting some new math programs so that we can better serve the students in the area of mathematics.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are planning a number of ways to use the funds including: a new ionization air quality system for all schools; a new bus to help be able to spread kids out on their way to and from school; replace the technology devices that were broken/damaged when students had them at home during the shutdown; to fund additional staffing including additional behavioral staff, a school nurse, and additional support staff.

4. 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 of these interventions listed above are designed to help all kids who struggled during this pandemic. We have several staff members who work exclusively with this high-needs group and they constantly meet/work to help out with these students. We are always monitoring the data including performance tasks, behavioral data, and attendance to help us with this task.

American Rescue Plan 2021

Innocademy - 70908

1. 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 air purifiers to improve air quality in our classrooms and other small spaces throughout the building. The school building has high ceilings where the air is readily circulated but does not circulate well in the smaller areas. In addition, portions of our HVAC system will be upgraded to ensure proper and optimal ventilation, heating, and cooling to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration.

2. 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:

Based on how we operate on a balanced school calendar, we will create meaningful partnerships with outside organizations, such as Outdoor Discovery Center and/or local public libraries to address learning loss during break weeks, an after-school program, and/or summer break. The funds will be used to staff a coordinator position that will oversee all of these programs (break weeks, an after-school program, and/or summer break) as well as compensate internal and/or external staff for any non-contractual time. It will also be used to pay teachers, other staff, overhead costs, and materials to implement a program that would include specific, evidence-based reading and mathematics interventions with both small group and/or one-on-one tutoring. We will also hire tutors for each grade level band (k-2, 3-5, 6-8) to help support accelerated learning by providing "just in time learning" by using adaptive online tools such as Amplify, Imagine Learning, iStation to meet individual student academic needs on targeted standards.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The funds will be used for additional COVID prevention and mitigation strategies by creating small group outdoor learning areas: a classroom in a box and on the move such as rolling whiteboards, clipboards, wifi-access, and a supply kit. In addition, we will use these funds to provide mental health support for both students and staff and support a coordinator who will connect students with community resources such as Kids Hope, Community Action House, and InterCare. Finally, funds will be used to maintain and/or increase staff to ensure smaller class sizes to help with COVID mitigations strategy (social distancing) and address the learning loss and mental health needs of each student.

4. 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.

Funds will be used to provide additional teacher and staff professional development and related resources opportunities with a stipend. We will provide ongoing specialized professional development for the purpose of helping teachers develop Tier I skills that support students in areas of academic loss and social-emotional development. This professional development could include working with the Formative Assessment for Michigan Educators project (FAME) run by the Michigan Assessment Consortium and sponsored by the Michigan Department of Education. In addition, building sub(s) will be hired to provide coverage for teachers because of illness, as well as providing opportunities for teachers to participate in the identification and planning for student needs both academically and socially. Finally, funds will be used to support the hiring of math, reading, and behavior interventionists in both the elementary and middle school grades. These interventionists will help identify students that have specific academic and mental needs and provide support through evidence-based interventions.

American Rescue Plan 2021

Innocademy Allegan Campus - 03900

1. 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 air purifiers to improve air quality in our classrooms and other small spaces throughout the building. The school building has a central area with high ceilings where the air is readily circulated but does not circulate well in the smaller areas. In addition, portions of our HVAC system will be upgraded to ensure proper and optimal ventilation, heating, and cooling to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration.

2. 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:

Because we operate on a balanced school calendar, we will create meaningful partnerships with outside organizations, such as Outdoor Discovery Center and local public libraries to address learning loss during break weeks, including summer break. Funds will be used to pay teachers, other staff, and overhead costs, busing, and materials to implement a program that would include specific, evidence-based reading and mathematics interventions and small group or one-to-one tutoring. In addition, we will use funds to staff an after-school program by using our current staff and/or tutors for purposes of providing additional learning opportunities. We will also use funds to hire tutors for each grade band (k-2, 3-5, 6-8) to help support accelerated learning by providing just in time learning. Finally, funds will be used to staff a coordinator position that will oversee all of these programs (break weeks, after school, and in school tutoring).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The funds will be used for additional COVID prevention and mitigation strategies by creating small group outdoor learning areas. Additional funds will be used to extend internet access to those newly created spaces as well as existing outdoor learning zones. We will use these funds to provide mental health support for both students and staff and support a mentor who will support students and connect them and their families with community resources such as The Arc of Allegan County, The Linking Center., Community Mental Health, Community Action House, and InterCare. Finally, funds will be used to maintain and/or increase staff to ensure smaller class sizes to help with COVID mitigations strategy (social distancing) and address the learning loss and mental health needs of each student.

4. 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.

Funds will be used to provide additional teacher and staff professional development and related resources opportunities with a stipend. We will provide ongoing specialized professional development for the purpose of helping teachers develop Tier I skills that support students in areas of academic loss and social-emotional development. This professional development could include working with the Formative Assessment for Michigan Educators project (FAME) run by the Michigan Assessment Consortium and sponsored by the Michigan Department of Education. In addition, building sub(s) will be hired to provide coverage for teachers because of illness, as well as providing opportunities for teachers to participate in the identification and planning for student needs both academically and socially. Finally, funds will be used to support the hiring of math, reading, and behavior interventionists in both the elementary and middle school grades. These interventionists will help identify students that have specific academic and mental needs and provide support through evidence-based interventions.

Insight School of Michigan - 23903

1. 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 for cleaning and sanitation supplies and services, PPE and masks for students, families, and staff at in-person events, such as required state testing. Insight Michigan is committed to ensuring equitable learning opportunities for all students. As a virtual school we have limited in-person requirements for students or staff. State testing is mandated to be conducted in-person. We will follow mandates from the CDC and Eaton County Health Department since our physical building is in Eaton County. Funding will be used to ensure adequate testing facilities that allow for social distancing at several locations around the state to make all attempts to limit travel required for school families. For any events held in person other than state testing, such as graduation or professional development, students and staff will have the option to attend or not and will be provided with virtual participation options to the best extent possible. In-person graduation is important to school families and ISMI will provide in-person and virtual graduation ceremonies

2. 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:

Insight School of Michigan will provide summer learning credit recovery instruction with teachers, summer enrichment programs, and after school programs. Programming will include after-hours support with teachers and school staff and one-to-one tutoring services with third-party partners. Summer school will allow students to take credit recovery courses to make-up lost instruction and work ahead, if requested, while working with school staff on individualized plans. Credit recovery curriculum will be provided online for students to work asynchronously and have synchronous support with teachers. Evidence-based interventions will target students' learning needs. Learning needs will be determined using data-driven processes, including analyzing benchmark assessments, course progress, and attendance data along with teacher and staff input. Funds will be allocated to staff summer school, after-school programs, curriculum and materials, software licenses, partnerships, and professional development to support these areas. Teaching staff and school leadership will collaborate throughout the school year to review curriculum, blueprints, maps, and pacing guides with state and national guidelines to identify priority standards and align courses and standards within and between content areas. Standards-mastery and evidence-based interventions will be focused on to ensure all students can access curriculum with professional development provided as needed using staff input.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Maintaining current staffing and hiring more teachers will allow the school to reduce class sizes and increase the use of evidence-based interventions and instructional practices. Funding hotspots to students and staff based on need will ensure more consistent access to virtual education, synchronous class sessions, and asynchronous learning opportunities. Providing hotspots based on need and high-quality online curriculum to all serves the needs of families who enroll with Insight School of Michigan as a virtual, alternative high school program. Students can attend school from home and have access to high-quality curriculum, certified teachers, and dedicated support staff and administration. Online school programming also allows teachers and staff to work from home and have limited in-person requirements. Funding technology and remote and in-person tech support will encourage and support students to be successful in our online school. The district will fund supplemental programming to provide individualized instruction, including social-emotional learning. Funding will allow school to hire additional staff that will allow for smaller class sizes.

4. 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.

Benchmark assessment data will be reviewed following interim assessments in fall, winter, and spring to review academic progress and student needs. Adjustments will be made using data-driven instructional practices. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. The social and emotional needs of both staff and students are a priority for the school. We provide highly qualified counselors, certified social work services, and 7 Mindsets social-emotional curriculum. Funding will support ongoing MTSS work to identify and support students' academic and non-academic needs, dropout prevention, and attendance awareness training for staff and school families.

International Academy of Flint - 25905

1. 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:

In response to the pandemic IAF will invest in facility upgrades for the safety and learning needs of students, including layered mitigation strategies. Improving ventilation is an important prevention strategy. Bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. IAF will make changes to the HVAC by updating and replacing the original building automation system with new virtual based BACNet Control Systems. IAF has hired two additional custodians to reduce the risk/spread and the continuation of in-person learning. Additionally, cleaning supplies will be purchased such as masks, wipes, etc. Screening tests will help IAF promptly identify and isolate cases, and quarantine those exposed to COVID-19. Given staff absences impact in-person learning, IAF will hire an additional in-house rotating teacher to minimize in-person interruption. IAF has an Emergency Operations Plan (EOP) in place, but our current process is quite cumbersome. We will invest in a plug-in for Power School, to assist in creating reports in minutes for identifying students to be contact traced and reporting those that are quarantined or out. IAF's front office is small and doesn't allow for us to socially distance properly so we will transfer its current paper/pencil system to a more efficient/automated e-collection of documents by implementing PowerSchool Enrollment Express and Ecollect Forms.

2. 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:

IAF will enhance our summer academy and after school options to include enrichment for physical and social well-being, to complement the core subjects provided and address the whole child and the loss of learning time. A social worker, success coach and paraprofessionals will be added to summer programming. Additionally, a comprehensive intervention program (IXL) will be purchased to fill gaps but also accelerate learning in math and ELA. IXL serves as a personalized learning curriculum to be used in class, after school, summer or at home and it compliments our current curriculum, as well as offers real-time diagnostics. Math manipulatives will be purchased to support all learners and to compliment the math curriculum. Additional time will be offered to staff to work with coaches on analyzing data, reviewing, and adjusting curriculum to support academic loss and differentiation and acceleration. We will continue to fund 4 teachers to address the academic loss of students, as well as implement smaller class sizes. Staff retention and recruitment incentives will assist us in keeping qualified staff through 2024 given the shortage in Michigan. Additional devices will be purchased to begin the transition to a 2-device model for our high school students: one at school and one at home. Updated interactive panels will be installed in special education classrooms and rooms where interventions are held to support all learners.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

IAF will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through personal outreach, such as home visits, to reengage students and their families to reduce truancy and reengage families and students to support their child's education. Staff such as social workers, classroom teachers, para professionals, truancy staff, success coaches and admin will conduct a door knocking campaign to homes, hotels, motels, and shelters.

4. 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.

A Family Support Specialist will be hired to promote parent/family engagement, increase attendance and support parent/family communication/involvement with the goal of improving outcomes for students/families through community referrals/resources. Many IAF families are low income and will benefit from a Phoenix Pantry which will consist of a locker storage to provide hygiene, toiletries, and household supplies. Which will also address the social/emotional needs of our students. Attendance reporting will be streamlined with an attendance dashboard plug-in using instruments that are more efficient and engage in overall improvement in communication, providing seamless notification to parents/guardians. Relationships are key to improve social, emotional well-being of students and resources will be allocated to implement a school drum line for music and art integration, as well as additional physical activity additions.

International Academy of Saginaw - 73912

1. 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 reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs in the school. Custodial staff will provide additional cleaning and disinfecting of the school to mitigate COVID 19. A virtual instruction option will be offered to reduce exposure of students to the virus. Building air quality will be assessed and addressed. Appropriate cleaning supplies will be acquired to provide CDC recommended levels of disinfection within the building. PPE will be provided for all students, staff, and visitors when entering the building. Temperature checks will be utilized along with questionnaires to screen anyone entering the building in accordance with the CDC, state and local health regulations. Any devices, training, or supplies necessary for students suffering from compromised health will be acquired, professional development provided and family training given on virtual instruction. Additional technology will be purchased to support in person and virtual instruction,

2. 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:

The Academy will use funds to address the academic impact of lost instruction time through the implementation of evidenced based interventions. The Academy will implement many tools over the next two years to accomplish this, such as comprehensive afterschool programs, summer enrichment and summer learning, as well as utilizing additional staff to work with those students most impacted by lost instruction time. A blended version of curriculum will assess gaps in learning and provide assessments on missing or poorly mastered concepts for individual students. Program/manipulatives will support deficiencies in all subject areas. Data analysis of assessment tool results will identify gaps both in school-wide and grade-wide instruction. Supplemental technology needed for better access to the curriculum by students who demonstrate learning loss will be purchased, training provided for staff, students, and families and consistently implemented daily.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will continue to provide personal protective equipment to staff and students, included but not limited to masks, soap, and hand sanitizer. The Academy will provide additional mental health services and supports for both staff and students through additional counseling to supplement services for students with disabilities as well general education students and staff on a regular basis. The Academy will continue to utilize custodial staff to deep clean and disinfect the school building according to COVID guidelines. Additional cleaning materials and supplies will be purchased to help with this. Additional supplemental curriculum materials and manipulatives will be purchased to help with learning loss and the additional programs being put in place. Physical education materials and art activities along with additional staff if necessary will be purchased to support students with their mental health and wellness. Additional technology will be purchased if needed for younger students that will better fit their abilities

4. 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 programs, supplies, and interventions designed and described have been developed specifically for students identified as being at greater risk of being disproportionately impacted by COVID 19. The needs of students in these specific groups will be prioritized as they receive first access to all schoolwide programs such as afterschool programming, summer programming, and supplemental technology. In addition, these students will have greater access to emotional health supports, tools for use at home, and extra assistance in the classrooms. Although all students will benefit from changes to the curricular tools, these changes were designed specifically for students who fall into these protected groups. Extra staff bought on to work directly with students to address their needs first. The Academy is also partnering with community agencies to provide assistance and support to our students and families.

American Rescue Plan 2021

Ionia Public Schools - 34010

1. 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:

Ionia Public Schools will continue to do everything within its power to continue to offer in-person learning. We will utilize ESSER III funds in the following manner to ensure we can safely continue to offer in-person learning.

- 1) Upgrade HVAC controls in all of our buildings, this will ensure greater air quality for our educational family.
- 2) Purchase of Educational technology to ensure as we get closer to one-to-one, limiting students having to share devices.
- 3) Hiring new staff to reduce class sizes

2. 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:

- 1) Hiring of new staff to reduce class sizes (Elementary)
- 2) Additional instructional days added to the school calendar (5 days per year)
- 3) Extended day opportunities (Elementary and Secondary)
- 4) Hiring of additional interventionists (Secondary)
- 5) Afterschool programs (Elementary and Secondary)
- 6) Summer School to include literacy and STEM components (Elementary and Secondary)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional funds will be utilized in a variety of ways to ensure the continued success of our students.

- 1) We will hire additional counselors to address the Social and Emotional well-being of our students.
- 2) We will utilize progress monitoring teams to continue to assess our students progress in closing the learning gaps
- 3) We will purchase educational technology that will assist in the recovery of lost learning
- 4) We will employ a Technology Integration Specialist to assist staff and students

4. 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.

Our educational team will closely monitor the success of each of the programs we are able to implement as a result of receiving the ESSER III funds. Our District School Improvement Committee that meets every other month will monitor the success of each program quarterly and make adjustments as needed. Our additional counseling positions will monitor the social and emotional well-being of our students and report their findings to the team for further action. This committee will also ensure that all students, especially our students coming from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, Children in foster care and migratory students have access to these interventions to ensure the success of all students.

Ionias Township S/D #2 - 34360

1. 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:

Ionias Township has worked closely with the Ionias County ISD and the Ionias County health department to ensure a safe reopening and operation of school facilities throughout the pandemic. The school system has a layered approach to prevention and mitigation strategies and will continue to do so in consultation with state and local health officials, and informed by CDC guidelines. Ionias township will continue to provide enhanced cleaning protocols, hand washing, and social distancing whenever feasible inside the classroom. Staff continues to partner with The Ionias County Health department to communicate vaccination clinic and will continue to track the vaccination rate of students and staff. Additionally, Ionias Township has trained staff members to administer Rapid COVID-19 tests and will continue to implement CDC recommended isolation and quarantine guidelines. ESSER funds will be utilized to purchase sanitization supplies and for weekly deep cleaning services. To support social distancing and to eliminate cross-contamination ESSER funds will be used to create an extended coat room with student storage.

2. 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:

Ionias township will continue to use the ESSER III funds to implement evidence-based interventions (Heggerty, Phonics for Reading, and Orton Gillingham) in a small group setting with our highly qualified paraprofessional supports. Ionias Township will utilize the implementation of evidence-based interventions along with summer learning extensions to address the impact of lost instructional time. A six-week summer learning and enrichment program will be offered to all students. ESSER funds will be utilized to pay for staffing, student transportation, student learning materials, and daily snack for students. Prior to the start of summer school, Ionias township will host a summer learning kick-off event to create family engagement. ESSER funds will be utilized to support the implementation of this event. At the summer learning kick-off, students will receive individualized summer reading and math materials to support independent hands-on learning through the summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of the ESSER funds will be prioritized based on the data collected through meaningful consultation with stakeholders and analysis of state and local assessment data. Items in order of priority of include:

1- Deliver Interventions for struggling students and provide small-group instruction

Funds will be used for wages and benefits for staffing small group instruction and along with materials to implement daily small groups. In addition, funds will be used to purchase additional or replacement Chromebooks to support online academic intervention programs.

2- Implement key components of Reading, Language Arts, and Math

Funds will be used to update both core math and reading programs and provide high-quality assessment tools to track student progress.

3- Ensure all students receive high-quality instructional materials

Funds will be utilized to purchase high-quality student materials, online programming, intervention programs for math and reading, and staff training on those programs.

4- Create acceleration opportunities, during holiday breaks, summer, or other times

Funds will be used to implement a six-week summer learning program (staffing, materials, transportation, daily snacks)

4. 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.

Ionias township will address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic by identifying students disproportionately impacted through family survey data, and local assessment data. Once students are identified those learners will be prioritized for small-group instruction with research-based intervention programs. Through our partnership with the Ionias County ISD, Community Mental Health, Ionias Township assure that students are being identified in a timely manner. Progress monitoring will be utilized to ensure adequate progress. ESSER funds will be used to purchase SEL curriculum and materials and to hire a part-time social worker to support the implementation of mental health services.

American Rescue Plan 2021

Iron Mountain Public Schools - 22010

1. 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:

In July 2021, the CDC said, "Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. Children should return to full-time in-person learning in the fall with layered prevention strategies in place". IMPS also believes that meeting in-person can best address the educational progress and emotional well-being of students. Safe and continuous in-person learning is a priority for IMPS, established strategies are in place to promote the safety of all students and staff. In the 2021-22 academic year, IMPS offered on-campus instruction to all students. ARP funds will be used for such things as technology upgrades, HVAC improvements for indoor air quality, staffing salaries, student progress monitoring systems, and emotional health programs in an effort to support safe and continuous in-person learning for students. IMPS will use ESSER funds for cleaning and maintaining healthy facilities, to update and maintain HVAC and ventilation systems to improve air quality and air flow in the school district. The LEA will use funds to address overcrowding on busses by implementing additional busses to our after school routes in an effort to reduce the number of children on the bus. An additional nurse will be staffed to facilitate testing and monitor those with symptoms, sending home those who are sick or test positive and training staff on layered prevention strategies. Free masks are made available to those requesting them.

2. 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:

The LEA will offer tutorials, remediation, and/or accelerated instruction during and outside of the normal school day, such as a homework hour/club, as well as classroom instruction during summer school addressing the needs of low-income students, SWD, ELs, migrants, students experiencing homelessness, and/or children in foster care. The LEA will support all aspects of after school day programming and after school year programming such as mitigation efforts, transportation, and staffing. Supporting students after the regular school day and address learning loss specifically, may help students get back into an educational routine; augment instruction of academic content they may not yet have mastered; and provide additional learning opportunities.

The LEA will hire additional instructional staff and/or retain current staff, purchase technology, ensure all necessary staff participate in professional development trainings. We will continue to administer assessments such as NWEA, offer dual enrollment, summer school and technical education classes, support students and families in use of technology and monitor student progress with new curriculum software.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will allocate the majority of the remaining 80% of these funds from ARP ESSER for staff salaries and benefits to maintain and retain qualified certified faculty and classified staff in an attempt to keep class sizes at reasonable levels. Reduced class sizes provide for more direct instruction and attention allowing for more individualized and tailored learning opportunities. Additionally, reduced class sizes allow for greater physical distance as well as specific and intentional learning to address social emotional needs. The LEA will hire additional staff, i.e., school social worker who will implement an SEL class for EK-5 students to address the Social-Emotional aspects of early childhood development. This additional staff and newly implemented class at the elementary level will allow us to utilize existing staff in other roles to specifically address learning loss with students who are low-income students, SWD, ELs, racial & ethnic minorities, students experiencing homelessness and/or children in foster care and those who need additional support for learning outside the classroom. The LEA will use ARP ESSER funds to continue to maintain the districts Homeschool partnership and virtual program. This program offers students with the ability for extended learning opportunities and a virtual learning component should they choose to continue with virtual learning outside of school in an attempt to reduce their likelihood of contracting and spreading C-19.

4. 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.

The LEA will address learning loss and the comprehensive needs among all students, including low-income students, SWD, ELs, racial & ethnic minorities, students experiencing homelessness and/or children in foster care, by ensuring campuses administer regularly scheduled common assessments throughout the year, as well as the BOY, MOY, EOY, MAP, and benchmarks, and that PD opportunities and/or instructional coaching are provided that center on evidenced based data-driven instruction strategies and differentiation in Tier 1 instruction. Examples include improved comprehensive curriculum in core subject areas to include interventions, progress monitoring tools, and differentiating tools to support all levels of learners. The LEA will hire additional instructional staff, i.e., Dean, Social Worker, and Success Coach, purchase technology, ensure all necessary staff participate in professional development trainings, specifically addressing learning loss. The LEA will ensure that parent and family engagement activities/meetings will include information and assistance on how to effectively support students at home, including addressing learning loss and closing academic gaps: e.g. newsletters, info sessions, meetings, trainings, callouts, website, and parent forums.

Ironwood Area Schools of Gogebic County - 27020

1. 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:

Our school was open for in person instruction for the entire school year last year, with the exception of a few closures that were either mandated by the state or were in accord with the WUPHD guidance in response to COVID levels in our community. We developed strong protocols for keeping our school open for in person instruction. Here are some of them:

We hired two part-time custodians to perform additional cleaning (common and high touch surfaces, extra bathroom checks, etc)

3 Clorox electrostatic sprayers to treat areas after exposure to COVID

PPE widely available: masks, sanitizer, plexiglass, gloves

Modified seating to limit contact, seating charts to help with contact tracing

Mask guidelines are in compliance with CDC requirements

Case Reporting protocols are in compliance with State requirements

We've upgraded our HVAC to include building-wide Negative Ionization technology, which will reduce particulates in the air, which will reduce the spread of airborne illness like COVID

2. 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:

The areas of learning loss that we will focus on are two-fold: Additional supports for students struggling academically and access to college courses for those who are ready for advancement.

Additional Supports: One MTSS Coordinator, Two part-time MTSS paraprofessionals, One full-time library supervision paraprofessional (previously had no one staffing library), \$10,000 earmarked for new library books, a 4th section of kindergarten and a 3rd section of 4th grade to facilitate smaller class sizes, reallocation of Title funds for interventionists (requires ESSER funds to cover costs of teachers previously covered by Title for class size reduction).

Dual Enrollment:

We have 9-12 students enrolling in at least one college course through Gogebic Community College this school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Activity 20: Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA. Footnote: As described later in this document, this includes using ESSER funds to avoid layoffs.

We will be using the remaining 80% of the funds to pay salaries and benefits for our Middle and High school staff for this year.

4. 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.

We are closely monitoring our Benchmark Assessments for student growth/progress/continued need. Additionally, we have added a second school counselor to our staff this year, along with access to additional social workers through our ISD, and we will be monitoring our students' mental health and social-emotional well-being through aspects of our MTSS process, which includes school climate surveys and other student assessments.

American Rescue Plan 2021

Ishpeming Public School District No. 1 - 52180

1. 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:

Ishpeming Public School District intends to spend their allocation on learning loss materials and teacher salaries. We have not had an issue being open, face to face. We have safely operated in-person learning the entire year, with the exception of one week of virtual synchronous learning. We have followed CDC and local health department requirements and most guidelines, but our main focus has been to keep kids in school as much as possible.

2. 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:

Ishpeming Public School District plans to spend more than 20% of its allocation on learning loss. The remaining amount will be spent on teacher salaries, where learning takes place each day. We focused on upgrading curriculum and enrichment exercises over all grade levels by purchasing evidence based curriculum, evidence based assessment and evidence based enrichment programs. The most valuable resources to avoid learning loss is to appropriate teach each and every day in the classroom.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Ishpeming Public School District remaining allocation will be spent on teacher salaries. We believe that the solution to learning loss is face-to-face education in the classroom, on a daily basis. We are spending the money on our highly effective teachers who help us avoid any learning loss with students.

4. 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.

Efforts by Ishpeming Public School District to keep the students in school with highly effective teachers is how we are able to monitor the social and emotional stresses of our students. Keeping kids in school has a positive impact on their emotional wellbeing. We intend to spend our allocation on ensuring in-person learning.

American Rescue Plan 2021

Island City Academy - 23901

1. 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:

We will use some of the funds to continue to improve our building and allow for more spacing. In addition, we will be using some funding to help purchase the necessary items to clean, sanitize, and provide PPE equipment for staff/students as needed.

2. 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:

We will set aside some funding for both before and after-school tutoring. In addition, we will offer both a summer school session and summer enrichment for students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The additional funds will be used to provide additional staff to help address the losses due to the Covid Pandemic. The new staff will help provide both academic, and social-emotional support for students.

4. 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.

We will use the funds to implement additional instruction time, provide summer school, and before and after school tutoring. In addition, we will be bringing on additional staff to help students with their Social-Emotional needs related to the pandemic. We will ensure that all students that were disproportionately impacted by the COVID-19 Pandemic are provided the necessary resources to be successful.

American Rescue Plan 2021

Ithaca Public Schools - 29060

1. 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:

Ithaca Public Schools will make upgrades to the HVAC system in each of the buildings to improve air quality and eliminate airborne virus hazards. We will be installing plasma ionization air filtration systems in each of the classrooms horizontal unit ventilators. We will also purchase additional cleaning supplies to disinfect the buildings on a daily basis and provide wipes and hand sanitizer for teachers to use in their classrooms throughout the day. We will install new windows in our kindergarten and pre-school rooms to increase the amount of fresh air in the classroom when weather permits. Finally, we will install air conditioning for each classroom which will improve the learning environment, especially during the summer months when we are running our extended summer school program.

2. 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:

Ithaca Public Schools offers before and after school tutoring to provide additional academic support to our students. We will also offer an extended eight week summer school with transportation and meals provided. At the high school level we will offer credit recovery courses during the summer. We will also be purchasing chromebooks for students to take home and extend the learning day. We will be purchasing new math, science, and social studies curriculum materials that will allow for more differentiation of instruction to meet the needs of all of our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will install new LED lights and fixtures in both of our elementary buildings (high school is complete) to improve the learning environment and save energy costs which can then be spent on educating students. We will upgrade our wireless network to improve network access for our students in each of our buildings. We will also purchase a four wheel drive truck to use for snow plowing in the winter. This will allow us to safely keep our schools open both before and after school so students can access our before and after school tutoring sessions.

4. 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.

Our extended summer learning program recruits our at risk families to attend. We do this by personal invitations and phone calls from staff. We also offer free transportation and meals to eliminate barriers for our at risk students. The new math, science, and social studies curriculum materials will have a Spanish version for our EL students and will provide greater differentiation for our students that struggle academically. We are also providing chromebooks and wifi for our at risk students so they have the technology and internet connections needed to fully participate in our educational program. We have hired two full time social workers to meet our students social, emotional, and mental health needs.

American Rescue Plan 2021

Ivywood Classical Academy - 82767

1. 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:

- extra copies of curriculum will be purchased so students do not need to share textbooks and novels.
- Staff stipends will be paid to staff members for staying after hours to clean classrooms, teaching virtually while simultaneously teaching in person, and preparing materials for distance learners.
- Brainspring will be used to help close the covid learning loss gap.

2. 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:

Brainspring will be used to provide students with individualized tutoring based on their academic needs to fill in any gaps that may be present due to covid learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to purchase PPE, extra novels and textbooks

4. 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.

Brainspring services will be provided for students who are identified as struggling learners using classroom data, M-STEP data, WIDA data, and NWEA data

Jackson Preparatory & Early College - 38900

1. 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:

Using the original Coronavirus funds provided, the LEA purchased 22 medical-grade air purifiers. We would like to use the ESSER III funds to purchase 2 more medical-grade air purifiers and a 1-year supply of filters along with masks, disinfecting wipes, and necessary sanitizing spray replacement bottles for the building dispensers. Additionally, the purchase of supplementary classroom supplies will allow students to space out within the learning spaces more while being engaged with the learning practice.

2. 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:

The LEA will utilize over 20% of funds to enrich students' learning with a comprehensive summer school program. Additionally, the district will direct funds towards the hiring of a full-time guest teacher who can ensure a continuity of learning continues in the classroom throughout the year, as well as implements evidence-based interventions such as reading circles while not working with whole groups.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additionally, the LEA will utilize technology to allow marginalized communities and students greater access to learning resources, as well as mental health supports through the district's digital counseling center. The LEA will also utilize the funding provided by AARP funds to better support multiple learning dualities within the classroom with enhanced physical resources.

4. 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.

The LEA will provide additional learning time through the use of summer school, competency-based learning, and emotional and social support through enhanced technology that students and staff can access at home and at school. Additionally, the LEA will utilize progress monitoring for all grade levels, using NWEA data for middle school grade levels and College Board assessments 4 high school grade levels. The LEA will also utilize other state and local resources, such as the McKinney-Vento Assistance Act, to ensure that marginalized populations are being reached and supported in learning.

American Rescue Plan 2021

Jackson Public Schools - 38170

1. 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:

District will use a portion of ARP funding to increase indoor air quality in every building throughout the district. This will be accomplished by adding air scrubbers to existing HVAC equipment in the buildings. District will also continue to purchase PPE and sanitization supplies for both buildings and district vehicles to help prevent and mitigate the spread of COVID-19.

2. 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:

District initiatives to help address the impact of lost instructional time include but are not limited to: K-5 reading series to help improve literacy skills, universal screening tools (i.e. Fastbridge) to identify learning needs and interventions (K-12), extended day and extended year programs (K-12), and retention and hiring of new and additional staff, with the goal of lowering class sizes across the district, SEL curriculum (AVID) for grades 6-12. Students will be identified for intervention using early warning screening data (attendance, grades, behavior).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining uses for ARP funds include, but are not limited to: retaining staff, one-time staff bonuses, other facility upgrades (air-conditioning, athletic fields, maintenance equipment, etc.), district marketing (district signage, advertisements etc.),

4. 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.

The district will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those in special populations by collecting, analyzing and disaggregating a variety of data on student attendance, behavior, academic performance, perception to identify the needs of students and specific sub-groups, and to monitor the effectiveness of the strategies mentioned in the above questions.

Jalen Rose Leadership Academy - 82728

1. 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:

JRLA will continue providing PPE for all staff and scholars. In addition to daily cleaning and sanitizing, deep cleaning will occur each evening to ensure that all spaces are fully cleaned, sanitized and stocked with materials to mitigate transmission. If funding were available, staff would be hired to conduct weekly onsite testing of scholars and staff, track Covid data, and develop mitigation strategies. If funds were available, staff would be hired to facilitate additional lunch periods, which would allow for social distancing, monitoring of assigned seats, and tracking of close contacts.

2. 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:

Funds will be used to support daily instruction, after school programming, and summer enrichment activities. During the school day, JRLA plans to add personnel by hiring a Reading Interventionist to support scholars within their current ELA classes; the Interventionist would also provide pullout tier 2 support during the school day. A full time SAT instructor could be hired to provide instruction to close gaps with assessments beginning 10th grade and first semester of 11th grade year. After school programming would include tutors who would be assigned cohort groups based upon content and grade level to provide tier 3 support to scholars of most need. And finally, proactive project based summer enrichment courses could be offered to scholars for intervention, acceleration, and engagement focused on skillbuilding, assessment strengthening, and immersive math and ELA programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

JRLA will use the remaining ARP ESSER funding in the following ways: (1) Install HVAC to improve Air Quality to ensure the building is safe and to prevent the spread of COVID, (2) Pay salaries of existing staff as well as new staff who are hired to supplement the current staff or needed to work with students failing and with students that are not on track to meet end of year goals, (3) Purchase PPE cleaning supplies & sanitizers to clean with and for individual use, masks, materials for barriers between people, and (4) Supplies will be purchased so each student has what they need in the learning environment.

4. 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.

The implementation of all interventions should be paired with a range of pre and post assessments. Qualitative assessments might include observation and trend gathering, whereas quantitative assessments would focus on surveys and knowledge mastery based assessments. Assessments would be implemented by both instructional staff and school leadership to ensure fidelity of implementation, data collection, and analysis.

American Rescue Plan 2021

Jefferson Schools (Monroe) - 58080

1. 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:

Jefferson Schools will implement prevention and mitigation strategies that are consistent with the most recent CDC guidelines. With those guidelines in place, we will bring students back to in person learning using the safest strategies available. We will use our ESSER III funds to provide instructional strategies and emotional support that are determined and continually evaluated by data.

2. 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:

Jefferson Schools will and continue to address the academic impact of lost instructional time through the implementation of after school tutoring, and academic support summer school. Students are being provided with after school tutoring based on needs. Students that needs academic support and/or credit recovery are able to attend our summer school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Jefferson Schools will spend the remaining ESSER III funds to address the learning loss of students through the use of evidenced based instructional strategies and supports. We will also continue to address the disproportionate impact of the coronavirus on underrepresented students.

4. 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.

Jefferson Schools will focus on acceleration of learning for our students. Learning loss is showing up in different ways across grades and subjects, with intensive recovery needs concentrated in the early grades and among already struggling students. Focusing our work around targeted skill needs, based on data along with grade level instruction will help accelerate the growth for these students.

Jenison Public Schools - 70175

1. 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:

The CDC acknowledge students benefit from in-person learning, and safe in-person instruction continues to be a priority. Jenison Public Schools has provided face-to-face learning since of the 2020-21 school year. The District has followed CDC and local health department mandates to safely maintain classroom instruction. The current infrastructure to provide healthy air quality has been a concern for JPS. A portion of ESSER III funds will be used to replace the heating, ventilation and air conditioning (HVAC) with enhanced air filtration for up to two of our older elementary buildings. This will reduce the spread of viruses and lower the risk of exposure by reducing the viral particle concentration.

2. 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:

Jenison is implementing learning loss programs in grades K-12 with enhanced summer programming. Evidence-based intervention strategies focused on foundational skill learning in reading and math will be the primary focus of summer school for K-6 grades. Credit recovery for our secondary students is also a priority and JPS will offer a credit recovery program in the summer.

As part of the MTSS process, we use NWEA and Acadience 3 times a year as a benchmark tool to assess all students in K-8 and identify those lowest performing students for the learning loss programs. At the secondary level we also monitor academic success through successful course completion to identify those needing additional programming. JPS will implement these support programs in 2022 through 2024.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district has aging buildings and HVAC systems. The remaining ARP ESSER funds will be used to purchase unit ventilators with enhanced air filtration for approximately 2 elementary buildings.

4. 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.

JPS will continue to monitor assessment data including intervention, progress monitoring for identifying and serving students who need intervention for academics and behaviors. JPS uses NWEA and Acadience along with classroom based measures to identify students who are not reaching adequate progress and need intervention for reading, math and other needs.

To support behaviors, JPS uses SWIS to identify and monitor behavioral needs of students along with other building based data. Students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students are monitored for academics and behavior at least three times a year for identified supports that will be provided during the year and summer programming.

Johannesburg-Lewiston Area Schools - 69030

1. 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:

The district has reached consensus with stakeholders on a plan for the use of funds. The district plans to use 80% of the funds to remove failing blower and ventilation systems in the district and replace with systems that allow for better air flow - a mitigation strategy that will benefit all students, staff, and community members who use the school buildings. The focus on closing learning gaps resulted in significant discussion on mental health needs of all students and staff. The addition of sensory rooms, areas where students can decompress and reset, either on a schedule or on an as needed basis were discussed as well as the staffing of those rooms and re-envisioning how space is used.

2. 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:

The district will use funds to address the academic impact of lost instructional time by supporting the physical and mental health needs of students through the implementation of sensory spaces to help regulate students, allow for a space to decompress and, at higher levels, allow for a comfortable work space for collaboration and support. Additionally, the district will increase after school support offerings from 2 times per week to 4 times per week for 2.5 hours in order to provide academic support and a place for students in grades 6-12 to receive additional support in academics. In an effort to retain quality staff, spaces for staff to decompress and refocus will also be provided.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will spend the remaining ARP ESSER funds to remove and replace unit ventilators/blowers throughout the district for higher quality air flow in the buildings.

4. 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.

Mental health needs are spiking in students and staff at all levels. Increased "mental health" days off of school can be documented in both students and staff. Increased behaviors that are interrupting learning for all students are being documented across grade levels. By addressing the dysregulation, more time will be spent learning, less interruptions will take place, and students and staff will be more successful on a daily basis. Research shows sensory diets, spaces, and areas to refocus support students from every subgroup with through the use of the space, or the allowance it creates for others, limiting interruptions to learning.

Jonesville Community Schools - 30030

1. 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 provide upgraded ventilation to the oldest areas of our elementary building. This will provide ventilation to rooms that, currently, do not receive adequate ventilation. This job includes installing 19 horizontal classroom units in the ceiling with supply ductwork. 16 new dampers will be installed and hoods in place of the existing leaking dampers with new galvanized relief hoods. This will also include installing new electrical power and digital controls. This ventilation system has not been updated since 1972. This project will replace aging mechanical ventilation with new ventilation that has a much higher efficiency and effectiveness of filtering out harmful particles. Other potential use of the funds would include purchasing PPE support. This may be masks, testing kits, cleaning supplies, etc. The funds may also be used for paying overloads to reduce class sizes to maximize social distancing.

2. 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:

Funds will be dedicated to summer learning and enrichment. The programs will be developed by teachers based on evidenced based instructional interventions. This will include highly qualified teachers and paraprofessionals. The focus will be getting our students on grade level for reading all levels but, especially, at the elementary level in accordance with the third grade law. Additionally, we will be running our Saturday school where high school students who have fallen behind can get extra help to get them back on track for credits and graduation. Funds will also be directed to instructional resources for the classrooms. These will include reading and math intervention materials. Funds may also be allocated to additional staff to close gaps.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any remaining funds will go towards additional staff or programs dedicated to addressing learning loss and social and emotional health. These programs will be reviewed and researched before adoption. This may include additional staff or contracting with outside services for social and mental health services for our students. Additionally, we will have teacher training in math at the elementary and middle school level. This will focus on best practices in the classroom as opposed to a program. All of these interventions will be targeting learning loss and social and emotional support.

4. 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.

We will be adopting a building-wide SEL program for the upcoming school year to help support the social and emotional well-being of our students. We would like to add another full time social worker at the middle or high school level instead of splitting the position between two buildings. We will also be using the money for additional special education support such as staff or programs. This will include ULS for our lowest functioning students and transition programs for middle and high school students. Our low income learners will benefit from the additional math training for our teachers and summer school.

Joseph K. Lumsden Bahweting Anishnabe Academy - 17901

1. 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:

JKL Bahweting Anishnabe PSA will use a targeted approach of retention of staff; transportation safety; classroom technology tools; rural internet connectivity support; and summer school extended learning opportunities to implement prevention and mitigation strategies to the greatest extent possible in accordance with the most recent CDC guidelines.

Retention of staff is critical to the day to day operations of meeting the CDC guidelines of prevention and mitigation strategies. Our school has faced significant challenges retaining staff and the ESSER III Funds will provide financial support to mitigate future losses.

Currently our school will need to purchase an additional busses to ensure we maintain safe transportation of students and also meet social distancing guidelines as a mitigation strategy.

JKL school is supporting a rural connectivity program to enable high speed internet access for students living in rural areas within the district. This will help mitigate learning loss through improved participation while students are at home due to covid.

JKL is going to use ESSER III funds to operate two six week summer school opportunities in SY22-23 and SY23-24 to address covid learning loss through extended learning opportunities and intervention support for literacy and math.

2. 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:

JKL is going to use ESSER III funds to operate two six week summer school programs in SY22-23 and SY23-24 to address covid learning loss through extended learning opportunities and intervention support for literacy and math. The program is four days per week and four hours per day. Each day includes math and literacy instruction, as well as integrated culturally responsive instruction. Transportation to and from school is provided upon request from families. The summer school program is open to all students at JKL. Highly-qualified teachers provide interventions for math and literacy to accelerate learning due to covid.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

100 percent of the ARP ESSER III funds are currently allocated for prevention and mitigation strategies; extended learning opportunities aligned to evidence-based programs to address, and accelerate learning, due to the impact of covid. Therefore we do not anticipate any remaining funds to allocate.

4. 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.

JKL is a school-wide Title I school and 56% are Native American students. ESSER III Funds are being used to address the learning needs of all students within our high poverty and high minority district due to the effects of the coronavirus. The school provides pre and post assessments in literacy and math and exit surveys of students and parents.

The following are our evidence and research based strategies to ensure the effectiveness of our implementation strategies: SEL and Culturally-Responsive instruction for all students weekly

Social work staff for all students and targeted one-on-one intervention for those identified as most critical need

Instructional Coaches to support teachers in ensuring best-practices in math and literacy are being implemented for all students

Academic Services intervention in math and literacy for students meeting low academic standards on a weekly basis

Parent Advisory Coordinator to facilitate home support of families in critical need of basic needs

Title IX and McKenny-Vento training for all staff to accurately and efficiently support students of homelessness or discrimination based on race and/or gender.

Foster Care liaison to identify and support students within the foster care system

Special Education Director, teachers, and para-professionals to ensure all students under IDEA are being identified and

Individuals the effectiveness of our interventions we implement.

American Rescue Plan 2021

Joy Preparatory Academy - 82958

1. 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:

We are using our essential funds to purchase materials that will ensure the safety of all such as purifiers, masks, hand sanitizers, thermometers, etc. An increase of support staff as well has been our focus as we prepare for students who have not attended school in the last 18-20 months. In addition, we have purchased shields so our students can learn face to face to minimize the spread of all the COVID variants.

2. 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:

JPA has planned for afterschool enrichment, paraprofessionals in each classroom, interventionists for MTSS and summer school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds not used specifically for learning loss and safety will be used to purchase educational technology to support teacher instruction and student learning of academic standards.

4. 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.

MTSS referral process and social work input using revenue to address social, emotional and mental health is our priority. We will and have used different PD experts and resources to ensure the students' needs are met during the regular school hours and extended day. The social worker has helped us allocate funds through ESSER II and III to engage students in conversations about feelings, problem solving, anxiety and various ills that plague them on a daily basis. JPA intentionally purchased materials that are relevant and relatable.

Kalamazoo Covenant Academy - 39911

1. 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:

Mitigation of COVID 19 is being accomplished by implementing physical distancing in the classroom, hallways, and cafeteria. A new teacher has been hired to help alleviate numbers in the classroom and give more direct instruction to students and implement MTSS based tiered strategies. KCA has updated classroom health and safety routines in addition to using these funds to ensure there are ample cleaning and sanitization supplies and masks provided to all staff, students, and visitors. The set-up of each classroom, is being scrutinized to assure maximum capacity with utmost concern placed assuring a safe and healthy learning environment while mitigating the spread of Covid.

2. 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:

New faculty have been hired to reduce class size and provide more intensive and direct instruction to students and to facilitate reading and math intervention with a focus on MTSS tiered strategies. All staff will be trained in providing high quality, evidence based strategies in Tier II and Tier III to identify and implement strategies to students whose data, which is gathered from benchmark, formative, and summative student assessment data, student attendance and course completion, shows the need for additional learning opportunities to master course standards. These opportunities include extended school days, online learning, and a Learning Lab staffed by a certified teacher. Programming will continue over the summer for students to make progress towards mastery of course standards and graduation. Reading and math intervention will take place during after-school hours to address learning gaps and deficiencies that need more intensive attention than can be provided in the general classroom alone. New staff has also been hired to assist in getting students who have been absent, disengaged or not making academic progress since the start of the Pandemic and remote learning, back to school and back on track. This staff will work closely with teachers, admin, etc as they work to identify students who need additional assistance in the classroom to achieve mastery of the essential standards while this new staff position will focus on whole-child services, such as SEL.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Employ a certified teacher to decrease capacity in classrooms, provide more direct instruction to students and facilitate reading and math intervention.
Purchase cleaning and sanitization supplies, including masks, to assure that KCA maintains a healthy and safe learning environment and decrease the chance of the spread or outbreak of the Coronavirus.
Purchase Chromebooks so that each student has their own device to aid in regular and substantive educational interaction between students and their classroom instructors. These devices will also enable KCA to switch to remote learning if necessary and know that each student has a device to continue their learning.
Purchase HotSpots will assure that each KCA student has a working and stable internet connection to continue to log into their courses if remote while continuing to make academic progress and learning loss is mitigated.
Employ 2 staff members dedicated to attendance, because attendance has a huge impact on learning, engagement and progress. These support staff will not only reach out to students that have not returned or been engaged since the start of Pandemic learning, but also those who are now struggling to attend full time since Pandemic learning. These staff members will work with students to identify barriers standing in the way of making academic progress and support and assist to overcome barriers and return to school full time. Their focus is on SEL and mental/emotional/physical well-being.

4. 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.

KCA is utilizing an MTSS approach which focuses on social-emotional and whole-child academic systems which are continually monitored using regular progress monitoring and data analysis to drive this student-centered and needs based approach for both mental/emotional well-being and progress through the MMC. This continual progress monitoring allows KCA to be responsive and differentiated to meet the needs of its students in all areas. KCA is developing a data-based, whole child tiered system that takes into account academic progress, attendance, engagement and teacher input, and also outside barriers that may be hindering growth and progress in school. Utilizing support staff that can focus on supporting the students in overcoming barriers related to social-emotional and physical needs allows teachers to drill down and focus on learning and strategies in the classroom to not only make regular progress expected within the standards but, with smaller class sizes, are able to implement intervention strategies and differentiated instruction for each student. Utilizing teachers outside of the regular school day to focus specifically on math and reading intervention helps meet students where they are and work to close gaps that may have existed before pandemic learning or because of pandemic learning. Implementing high-quality resources allows for intentional prioritization of instructional goals in order to realize in-school acceleration.

American Rescue Plan 2021

Kalamazoo Public Schools - 39010

1. 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:

Several systems and resources will be purchased and implemented to mitigate risk of Coronavirus spread within KPS schools. Among these are a new visitor management /tracking system, sanitation and disinfection equipment, PPE, and upgrades to air handling units.

2. 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:

KPS intends to address the academic impact of lost instructional time through improving TIER I teaching practices through curriculum work and through instructional coaching. Additionally, ESSER funds will be used to support training and additional certifications for teachers. Pathways for non-instructional staff to move into teaching roles will also be created and supported through the use of these funds. Academic support, both before and after school, will be supported with ESSER funds.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Kalamazoo Public Schools is committed to offering both virtual and in-person educational options for students and families. Parents have the opportunity to choose the best schooling option for their children based on the needs of individual students and families.

Significant funds will be invested in educational technology to allow for both in-person and virtual learning through the purchase of software and Chromebooks. Investments will also be made in additional teaching and staff positions to support virtual learning.

The school district is also committing funds to provide more nurses, social workers, security staff, teachers, assistant principals, student interventionists, math coaches, science coaches, literacy coaches, and technology support staff.

Finally, the Kalamazoo Public Schools is planning to invest in food service equipment to enhance its school breakfast and lunch program. Additional refrigeration has become necessary in order to store additional food on-site due to strong demand for the meals provided to students and challenges in obtaining food due to disruptions in the supply chain.

4. 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.

Budget decisions regarding which interventions are purchased and implemented are based on community stakeholder input, best practice, research, and a comprehensive needs assessment. Plans are outlined in a three-year district acceleration plan available at www.kalamazoopublicschools.com.

American Rescue Plan 2021

Kaleva Norman Dickson School District - 51045

1. 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:

Kaleva Norman Dickson has returned to face-to-face learning and we are committed to following the requirements set forth by the CDC, Health Department, and the State to provide consistent and equitable, best practice teaching and learning strategies for all students. Our district is cleaned and disinfected daily by custodial staff, and they are present throughout the school day to clean restrooms, the cafeteria, classrooms, as well as other areas of use. Funds will be needed to continue to purchase PPE supplies for students, staff, and visitors, as well as cleaning/disinfecting machinery and equipment. Air purification machines and air conditioning will be purchased to improve the overall air quality and to allow for an expansion to summer school and credit recovery throughout the intense heat of summer.

2. 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:

To address the academic impact of lost instructional time the district has hired additional teaching staff in the elementary's 4th grade, as well as a "Covid Learning Recovery Teacher." The district would like to continue to employee these positions utilizing ESSER III funding, as well as hire additional elementary specials teachers (PE, art, music) to help reduce class sizes, allowing for more one-on-one and small group instruction in core subject areas. At the middle and high school level, the district would like to hire additional teachers in all areas to reduce class sizes, allowing for additional individual and small group support. The district would like to use ESSER III funding to update our K-12th grade curriculum to ensure current state standards are implemented, an SEL component is embedded, and differentiated instruction is embedded to allow for interventions. The district will expand its summer school and credit recovery opportunities, and hire staff to support before and after school tutoring throughout the school year. Special Education resources and curriculum will be updated to offer targeted Tier II and III interventions, which align to current academic standards.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER funds will be used in a number of ways to increase student achievement, retain/recruit teachers and staff, and supply our classrooms with the resources needed to provide quality instructional programs. Examples include...

- Purchasing classroom books, novels, and classroom library sets.
- Purchasing art supplies and resources, physical education equipment, and band/music supplies necessary for successful classroom experiences and instruction.
- Increase the individual teacher classroom budgets by up to \$100 each to allow for the purchase of daily supplies that are needed for students, especially our low income families, homeless, and students foster care.
- Purchase online programs that align with our benchmark assessments, offering intervention and advancement in core subject areas.
- Purchase technology; such as smart projectors, TVs, video recording equipment and devices, and other technology to promote student engagement.
- Purchase HotSpot/WiFi devices for low income families to continue their studies within their homes.
- Offer sign on bonuses to new staff and retention bonuses for those already employed to encourage them to stick with the profession.

4. 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.

The district will ensure that interventions implemented are research based, imbedded within the new curriculum, and have a SEL component embedded as well. Students impacted be Covid, socio-economic status, disability, ethnicity, homelessness, etc. will all have the opportunity to be involved in the SEL components of the curriculum, and by purchasing hotspots for these families, they can continue their studies outside of the walls of the district. Transportation is often a barrier to many of these families and the district would utilize ESSER funding to provide transportation opportunities.

K-12th grade, the district is currently using the SEL resource P2- Positivity Project through all classrooms. ESSER funding would ensure this program can continue to be used or the purchase of additional SEL curriculums.

American Rescue Plan 2021

Kalkaska Public Schools - 40040

1. 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:

The extent to which and how the funds will be used to implement prevention and mitigation strategies 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 Kalkaska Public Schools for in-person learning. At KPS we have implemented safety measures that allowed us to keep our schools open for in-person learning for the majority of the 2020/21 school year. In consultation with stakeholders and through surveys completed by stakeholder groups, the following strategies have been identified as needs for KPS to continue to operate safe, in-person learning for our students:

PPE and sanitizer equipment

Outdoor space upgrades, including playground equipment, fencing and lighting to promote physical distancing and safety

Upgrades to ventilation systems and air conditioning systems impacting indoor air quality at each building

Classroom furniture such as desks and tables that will promote physical distancing and safety

Technology upgrades such as Chromebooks and hotspots to provide continuity of services

Maintain a part-time COVID coordinator to monitor COVID cases and facilitate a safe return to school after COVID exposures and quarantines

Provide transportation for after-school and summer school programs

2. 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:

In consultation with stakeholders and through surveys completed by stakeholder groups, KPS has planned to use at least 20% of the ARP ESSER III funds received to address the academic impact of lost instructional time through the following evidence-based interventions:

Additional teaching and paraprofessional staff to maintain small class sizes allowing for implementation of individual and small group interventions

Purchase instructional materials, including online programs, to increase engagement, provide intervention lessons, and use for summer school programs at all levels

In-person summer school program to address learning loss at all levels

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In consultation with stakeholders and through surveys completed by stakeholder groups, KPS has planned to use the remaining ARP ESSER III funds to support the following strategies/items that are consistent with section 2001(e)(2) of the APR Act:

Dropout Prevention Specialist at high school

School Safety Officer to provide continuity of services and support for at-risk students

Alternative Education program at the high school to address the needs of at-risk students

Window blinds at each building to ensure safety

Extra duty and retention incentives for staff

Additional counseling and support staff at each building to provide SEL support for at-risk students

4. 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.

KPS will ensure the the interventions it implements to address the academic impact of lost instruction 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 form low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students through the following measures as outlined in our "KPS Support Plan":

High quality, evidence-based curriculum materials

Highly qualified teachers

Provide 1-1 devices for distance learning

Implement Tier 1 instruction, including SEL instruction, for all students

Implement Tier 2 supports, including SEL, as needed-

examples may include smaller group size, increased time, intervention programming including online interventions

Implement Tier 3 supports, including SEL, as needed-

examples may include smaller group size, increased time, intervention programming including online interventions, tutoring

Language Assistance Program-implemented as needed based on individual data

Engage families in school programs and activities

Provide a district counseling program to meet emergent needs

Maintain a referral process for professional support (Child Study teams)

Kearsley Community School District - 25110

1. 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:

The District is committed to ensuring face-to-face learning. With this purpose in mind, prevention and mitigation protocols are determined based on current MDHH and GCHD guidelines which evolve in response to the status of the COVID-19 pandemic. This means the District will respond as these guidelines are updated to ensure students are learning in-person, at school. Current identified prevention and mitigation needs include: staffing for contact tracing and communication with quarantined and COVID-19 positive students and families; additional hours for the district Nurse and additional contact tracing staff; increased custodian services for daily cleaning and sanitation in our schools and school buses; purchase of cleaning and sanitation supplies along with required PPE (masks) for staff, students and visitors; purchase and installation of bus video to aid in contact tracing on the bus; Hall Monitors at each school to support a positive school culture and social distancing efforts during class transitions. ESSER III funds will be used in conjunction with ESSER II and general funds for these prevention and mitigation strategies.

2. 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:

Kearsley plans to spend more than 20% of its ESSER III allocation to address the academic impact of lost instructional time. ESSER III funds will be braided with other federal and state grant funds to ensure evidence-based interventions are provided utilizing an integrated behavior and academic Multi Tiered System of Support (MTSS Framework) during the school day as well as outside school day time programming (extended day and summer programs). Instructional coaching and professional learning/training experiences will support staff to provide highly effective Tier 1 instruction. Tier 2 and 3 supports for behavior are provided by PBIS interventionists, social workers and counselors. Family Engagement Liaisons provide another layer of support for identified students and their families. Academic intervention teachers and paraprofessionals provide Tier 2 and 3 ELA and Math interventions at all levels. ESSER III funds will allow Kearsley to provide additional staffing and programming to address the increased behavioral and academic needs of students including additional social workers, counselors, and certified teacher interventionists. ESSER III funds will also be used to purchase instructional materials, eLearning programs, digital assessments, PD/training, staff stipends, and coaching required to implement evidence-based practices to support the MTSS Framework at each school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ESSER III funds will be used to provide continuity of services and staffing levels as needed depending on state funding and grant allocations. Throughout the COVID-19 pandemic, Kearsley committed to becoming a 1:1 district with the purchase of student and staff devices to ensure every student and instructional staff member had a Chromebook. Ed tech tools / programs were also purchased to support highly effective instructional practices and student engagement. With the increase in devices, the district also added tech staff positions. ESSER III funds will be used to pay the costs of these additional tech staff positions and to make purchases to replenish the student and staff device fleets. ESSER III will also be used to purchase accessories such as cases and mice, hot spots & service, and subscriptions/licenses to digital programs & ed tech tools which support engaging and highly effective instructional practices. ESSER III funds will also be used to update learning spaces through the purchase and installation of high quality white boards & projectors or interactive panels for classrooms & meeting rooms to provide a high quality surface for projecting lesson materials and agendas for ease of viewing & collaborating. This project also includes necessary abatement, removal, paint & electrical work supported with general funds. The whiteboard and projector / interactive panel project will provide equity across schools as well as welcoming & attractive learning and meeting spaces

4. 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.

Through the District Continuous Improvement Process, each school's implementation of the Integrated behavior and academic MTSS Framework will be monitored for scale, fidelity, capacity, and impact. Barriers are identified and resources are allocated to increase the effectiveness and efficiency of the MTSS systems. Evaluation of the evidence-based interventions provided through the MTSS Framework at each school will be completed at least annually to analyze student outcomes and intervention impact based on the above student populations to ensure these interventions respond to the academic, social, emotional, and mental health needs of all students. The District Continuous Improvement Team and School Leadership Teams monitor and adjust the implementation of MTSS based on the Michigan MTSS Practice Profile and Tiered Fidelity Inventory. Staff training and development will be provided as needs are identified as well as systematically based on the schools' TFI and R-TFI action plan.

American Rescue Plan 2021

Kelloggsville Public Schools - 41140

1. 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:

We are planning to use a significant amount of the funding to upgrade our heating and cooling systems. Many of these systems are over 30 years old, not energy efficient, and most importantly, do not have the type of air ventilation/filtration systems required to keep our staff and students safe in the age of COVID-19. Our new heating and cooling systems will have the proper ventilation with outdoor air, which is a key component for good indoor air quality as research indicates that stagnant indoor air may be two to five times more polluted than outdoor air. In addition, these systems will have greater capacity to reduce the COVID viral particle concentrations in the air. The lower the concentration, the less likely these viral particles can be inhaled into the lungs, contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. In addition to the COVID mitigation measures, the updated heating and cooling systems will maintain stable temperatures in our buildings, as well as be more cost effective to operate. The money saved from more efficient systems can directly be used to enhance teaching and learning in the district.

2. 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:

Most of the student population at Kelloggsville falls under one or more of the categories that have been disproportionately affected by the COVID-19 pandemic.

Over 85% of students are economically disadvantaged.

Close to 75% of population are students of color

Approximately 30% of students receive EL services.

We have close to 175 SPED Students

These groups of students have been significantly impacted by the pandemic. To meet the needs of these groups as well as all students, we will address the lost learning with the following approach:

Purchase Culturally & Linguistically appropriate curriculum materials for diverse population of students- One component of our Diversity, Equity & Inclusion initiative was to analyze the curricular materials used in our classrooms to determine the appropriateness as it relates to our diverse population of students. It was determined that as our population has become more diverse over the past 10 years, the district has been unable to make significant curriculum purchases to be more reflective of our student population due to budget restraints. In addition, many of the materials used in the classroom have been teacher created and lack the scaffolding support that is needed by students below grade level. As a result of these findings, we plan to make significant curriculum upgrades at all grade levels.

ELA Curriculum and Resources (Grades K-12)

Math Resources (Grades 9-12)

Social Studies Resources (Grades 9-12)

Science (Grades 9-12)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use part of the funding to pay the salaries of staff members that have been added to help meet social, emotional and mental health needs of our students. Please see the summary below:

We have Increased the number of Student Service personnel at all buildings. Their primary role is to provide both academic and behavioral support to students in need.

We have Increased the number of reading support staff who provide intensive remediation to students with lost learning.

We have added a Social Worker to provide direct SEL support to elementary students based on the results of Universal Screeners given to all students at the beginning of the year.

We have Increased Science support by adding a staff member to provide inquiry-based hands-on learning for our K-2 students.

4. 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.

Kelloggsville Public Schools disaggregates achievement, discipline and attendance data on a regular basis. We administer the NWEA Benchmark Assessment three times per year to measure the academic progress of students. In addition, staff use both formative and summative assessments to measure student growth in the classrooms. To measure discipline data, we use the reports from SWIS which is a web-based information system to collect and summarize student behavior data. From these SWIS reports, we are able to identify any specific group(s) that may be disproportionately impacted by our discipline policies. To monitor attendance, each building has a Student Services staff member that reviews attendance data on a regular basis and then works with families and the Kent Intermediate School district to improve attendance. With the addition of a K-8 SEL curriculum this year, we are also going to assess student progress by using the information from Universal Screeners given to all students in the Fall of 2021 and then again in the Spring of 2022.

American Rescue Plan 2021

Kenowa Hills Public Schools - 41145

1. 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:

Kenowa Hills Public Schools is not utilizing ESSER III funds for prevention and mitigation strategies. ESSER III funds are being utilized to address academic learning loss, professional learning through mathematics instructional coaching, and meeting the social and emotional needs of all of our students.

As part of the national American Rescue Plan (ARP) the Kenowa Hills School District will be using funds to accelerate and enrich learning for all students using evidence-based academic, social, and emotional learning strategies. These funds will be used in conjunction with other funding sources to support all these endeavors. ESSER III funding is available for the 21-22, 22-23 and 23-24 school years. All costs indicated reflect needs for the entire 3 year period.

2. 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:

The district will plan and provide summer learning for identified students to provide accelerated instruction due to COVID-19 learning loss. In addition, the needs of low-income students, SWD, English learners, students experiencing homelessness and students in foster care will be addressed during summer learning. Engaging, differentiated instruction will be provided aligned to evidence based instructional strategies and activities. Multiple data points, using a variety of high-quality assessments will be utilized to determine the comprehensive needs of students. Additionally, these assessment data points will be analyzed to determine student's learning gains and ultimately change instruction to meet student's learning needs. The summer learning experience for students is highly engaging to promote the highest attendance rates. The activities include STEM activities along with off-site visits to community locations related to learning. The summer programming is taught by highly qualified teaching staff.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER III funds will be spent on learning loss interventions and mental health services. Tier II highly qualified math intervention specialists will serve students in grades K-8. The need for math interventions are evident due a data review by parents, staff, students and administrators. Using the RtI MTSS system, we aim to provide timely, research-based interventions. Tier II supplemental services and support provided by Academic Intervention Specialists. Tier II Intervention Specialists provide supplemental instruction to learners based on needs in math. Math Instructional Coaching is also a strategy to support Tier I instruction in the areas of highest need determined by data analysis. The KHPS district will hire a highly qualified mathematics instructional coach to work with teaching staff to improve mathematics Tier I instruction for all students. Our district data also supports the need for social emotional learning and mental health services due to the impact of COVID-19. Our district created a mental health team of experts led by our mental health director and includes social workers, counselors, child life specialists, teachers, and administrators. This team offers parent, student and staff support through strategic implementation of monthly plans set forth by the district mental health team. Each building also participates in social emotional learning programs to increase student awareness of dealing with adversity and stressors due to COVID-19.

4. 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.

Kenowa Hills Public Schools has analyzed our academic data and social emotional survey data. We have determined that students have experienced a drop in mathematics scores and an increased need for mental health services. Data has been disaggregated for all subgroups and shows a high need for math intervention with our SWD, EL, and low SES subgroups. Mental health surveys show areas of growth needed with providing mental health services due to in part with coping with COVID related stressors. In selecting our evidence-based interventions, we focused on addressing mathematics instruction and intervention along with mental health services available to families. In order to respond to the identified needs, interventions are detailed in the budget. We will gather data points for all students focusing on subgroup data from NWEA MAP assessments done three times a year along with triangulating data with other State and local assessment measures to determine how each of our subgroups are achieving academically. To determine social emotional programming success the survey data will be reviewed in the fall, winter and spring. Research-based mental health surveys are also completed each year along with building and school improvement surveys to determine student and staff mental health services needed and our progress in meeting those needs. This will ensure that interventions are addressing the identified students' academic, social, emotional and mental health needs.

American Rescue Plan 2021

Kensington Woods Schools - 47901

1. 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:

Kensington Woods Schools will use funds to support a safe, in-person learning environment by investing funds in ways that build in opportunities for social distancing (additional supplies and equipment to aid social distancing), personal protective equipment, cleaning supplies and Covid-19 testing supplies.

2. 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:

To address the academic impact of lost instructional time, Kensington Woods Schools will use ESSER III funds to add additional staff to address learning loss, students' academic and social emotional needs and reduce class sizes. In addition, funds will be used to support a summer learning program and instructional materials to target areas of academic and social emotional needs. ESSER III funds will also be used to support staff professional development to support addressing academic loss and students' social emotional needs, which, by addressing, support students' academic growth.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Kensington Woods Schools will spend the remaining ESSER III funds on equipment and instructional materials to support students should we have to transition to remote learning that can also be used daily in the in-person classroom. In addition, ESSER III funds will be used to support online learning options for students who may choose to learn remotely or need to utilize online learning options for credit and content recovery. In addition, funds will be utilized to invest in instructional materials and technologies and staff professional development to help engage students and families into the academic environment. In addition, funds will be used to develop and staff specific support classes for students to help them learn the skills to be successful students both academically and social emotionally.

4. 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.

Kensington Woods Schools will ensure that the interventions implemented address the needs of all students, especially those 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. To do so, Kensington Woods Schools will invest in staffing to support struggling students both academically and socially emotionally in addition to professional development for staff to target the specific needs of struggling students.

American Rescue Plan 2021

Kent City Community Schools - 41150

1. 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:

A portion of the our ARP/ESSER III funds will be used to improve the air quality at our high school. In the summer of 2022 various construction projects, mainly HVAC upgrades, will occur at our high school. The amount in the grant set aside for these HVAC upgrades will not cover the entire project, but will give us enough to complete the project and improve the air quality for our students.

2. 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:

Our district has decided to use ARP/ESSER III funds to reduce class sizes at our elementary school. By increase the number of highly effective teachers we are able to limit the number of students who are in grades kindergarten, 1st, 2nd, 3rd, 4th, and 5th. This decision will allow for more interaction between the teacher and students who have fallen behind due to the covid-19 pandemic school closings.

3. 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 pay for salary and benefits for a school nurse. The 2020-2021 school year was the first year our district has employed a school nurse. This decision was extremely beneficial for our district and we will continue on this structure for the 2021-2022 school year.

4. 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.

Our district has decided to use ARP/ESSER III funds to reduce class sizes at our elementary school. By increase the number of highly effective teachers we are able to limit the number of students who are in grades kindergarten, 1st, 2nd, 3rd, 4th, and 5th. This decision will allow for more interaction between the teacher and students who have fallen behind due to the covid-19 pandemic school closings. In addition our district will utilize funds to provide mental health services to low income families, students of color, English learners, children of disabilities, migratory students, and students experiencing homelessness.

American Rescue Plan 2021

Kentwood Public Schools - 41160

1. 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:

The District is asking every one of our employees to help with our preventative efforts while at work. In order to minimize the impact of COVID-19 at our worksite(s), everyone must play their part. The District has implemented the following best practices to minimize exposure & prevent its spread in the workplace.

- Participate in COVID-19 Preparedness Plan Training
- Read & comply with the KPS COVID-19 Preparedness & Response Plan
- Complete the Acknowledgment Form for the KPS COVID-19 Preparedness & Response

The District will implement an aggressive capital improvement plan that will upgrade 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. Furthermore, the District has committed to building 2 new early childhood centers that will promote social distancing by additional spacing, improve indoor air quality and locations throughout the buildings for social/emotional support of all students birth to age 5.

Lastly, the District is committed to the purchase of new furniture and development of support spaces such as nursing stations, additional eatery locations and restrooms in all facilities. These spaces are designed to provide the opportunity for students to comfortably take care of their needs during the school day.

2. 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:

Kentwood Public Schools conducted meaningful consultation with community stakeholders to provide input in development of its plan to allocate ESSER funds. Our evaluation of the data provided us with the opportunity to re-evaluate our current plan to address learning loss experienced during the pandemic. As a team, we will develop the plan listed below as a starting point. With constant evaluation of the plan, we expect continuous improvements of the goals and objectives. Surveys & face-to-face consultations completed January 2022.

If we invest in high-quality differentiated core academic instruction instead of remediation & strengthen academic intervention services, we will ignite student engagement & motivation & build on students' assets

1. Additional school day support (high-dosage tutoring)-Expand & target individual learning time outside of school hours for students with the greatest learning needs. More learning via extended school days, "high-dosage" tutoring, & other after-school opportunities. Smaller class sizes in grade levels where student needs are greatest. Raise spending/staffing for schools with high concentrations of students living in poverty & with higher learning needs
2. Enhanced summer learning-Provide additional funds to hire the most qualified staff & add locations to provide enhanced learning
3. Professional learning focused on high-quality instructional materials-Ensure teaching teams have high-quality curriculum, time, & support collaborative learning

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Kentwood Public Schools conducted meaningful consultation with community stakeholders to provide input in the development of its plan to allocate ESSER funds. Our evaluation of the data provided us with the opportunity re-evaluate our current plan to address learning loss experienced during the pandemic. Together as a team, we will develop the plan listed below as a starting point. With constant evaluation of the plan, we expect continuous improvements of the goals and objectives. Survey and face-to-face consultations completed January 2022.

If we invest in the professional growth and wellbeing of all staff and provide growth and development opportunities that improve teacher practice and capacity, then we will create a thriving, joyful teacher workforce that results in improved whole child outcomes.

1. Creation of culture of relational trust
2. Protect teachers' time and prioritize teacher learning
3. Expansion of trauma informed training
4. Direct access to comprehensive behavioral health services

4. 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.

If we invest in a multi-tiered system of supports for students, with an emphasis on the components of the WSCC model, then our students will be healthy, safe, engaged, supported, and challenged.

1. Social-emotional wellbeing enhancement and integration
2. Intensified family engagement (re: mental health and social-emotional wellbeing)

American Rescue Plan 2021

Keys Grace Academy - 63938

1. 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:

KGA has allocated funds in line with the CDC's guidance on establishing better air circulation, ventilation, and an increase in spacing. KGA has committed more than \$700,000 towards facility improvements that improve ventilation and airflow, overall sanitation, increase security, and improve inter-facility communications capacity. We have budgeted \$250,000 to increase ventilation, primarily in common areas and hallways that currently lack it. We have budgeted \$100,000 for a modular unit, which will create an additional classroom and provide better spacing for the ELL program. We have established funding to create state of the art airflow in the band room, science lab, and art room. And we have established funding for window upgrades in the building wing that currently lacks proper egress for better air flow. Additional expenditures include improved building security and public address systems.

2. 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:

KGA has committed more than \$500,000 towards learning loss mitigation strategies focused on increased time and intensity. Strategies and program enhancements include: 1.) After-school academic support program for Tier 2 and 3 students focusing primarily on evidence-based literacy instruction, 2.) Additional transportation for after-school academic support program, 3.) Summer school program for ALL students (as opposed to a targeted program), 4.) Transportation for the summer school program, and 5.) Funding that underwrites an additional ESL certified teacher for two years.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

There continues to be a KGA program needs assessment focused on challenges created due to the pandemic; an effort that began in March 2020. This work aligns with existing continuous improvement efforts allowing for a broader context related to specific needs and methods of addressing them related to the pandemic. Our evolving perspective has focused on two major areas for which strategy is developed and measured – 1.) Facility improvements that create better ventilation and increase air flow resulting in better air quality, and 2.) Academic Program enhancements and revisions that better support the scaffolding needs for student learning and learning loss/delays as well as additional content and methods that addresses social/emotional needs. Our facility uses a boiler system and requires mechanical enhancements for better air exchange. We continue to take a comprehensive look at every aspect related to the curriculum and delivery of the educational program from home-to-school and back. Our efforts to re-invent the academic program include a three-year commitment to re-articulating the K-8 curriculum under the guidance of a certified Understanding by Design consultant and investments in the arts, science, and physical education. Additionally, KGA will offset pandemic-related increases in operating costs for both virtual and in-person learning such as increased telecom fiber capacity, tech services, substitute teachers, school nurse, and added custodial help.

4. 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.

KGA has committed funding sufficient to underwrite for two years a Coordinator of Diversity, Equity, and Inclusion to assess ongoing needs, provide leadership to monitor and evaluate the effectiveness of strategies designed to mitigate learning loss and address S/E/MH needs of students disproportionately impacted by the pandemic, and help to coordinate efforts and funding that address the needs of our students and families; 50% of whom are in poverty, 99% qualify for free and reduced lunch, and 87% are English Language Learners. Consistent with existing continuous improvement efforts, the DEI Coordinator will help to develop strategy implementation plans, measures for monitoring said plans, and provide intermittent progress reporting to leadership for collaborative analysis and program adjustments. The DEI Coordinators focus on the needs inflicted by the pandemic and the strategies deployed to mitigate the pandemic's impact is an additional layer to KGA's existing continuous improvement efforts. KGA has committed funding to provide outreach and support to our most challenged families employing an additional social worker. Additionally, KGA will use ESSER III funds to underwrite a bi-lingual paraprofessional coordinator and three additional multi-lingual paraprofessionals to support our most challenged subgroup of English learners.

American Rescue Plan 2021

Keystone Academy - 82976

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Kingsbury Country Day School - 63934

1. 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:

Kingsbury Country Day School is committed to implementing prevention and mitigation strategies consistent with the most recent CDC guidelines. We publish a bi-weekly newsletter wherein we encourage students and staff to be vaccinated. We recommend that students, staff and visitors are masked when they enter our building. We provide masks for those who are not in the office and in each classroom. A portion of these grant funds will be used to purchase masks in sizes for both adults and children in order to ensure they are fitted properly. We also promote a culture of social distancing, and have repurposed part of our school to ensure there is distance. We conduct a significant portion of our education outdoors, so these funds will be used to purchase outdoor seating, foldable wagons for transporting supplies, tents and supports for outdoor classrooms and walkie talkies so students and teachers can be reached even when they are out of doors. We also work to improve ventilation in our buildings and a portion of these funds will be used to clean the air ducts to ensure the building is sharing clean air. We encourage hand-washing and sanitizing, and have purchased touchless water bottle fillers to replace our drinking fountains. We have also significantly increased our regular cleaning and sanitizing. We have hired an additional custodian and have increased requirements for appropriate cleaning supplies which will be supported by these funds.

2. 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:

We have allocated approximately 52% of our budget for these funds to the remediation of learning loss. We have hired two interventionists at 1.5 FTE, and these funds will support their salaries. The interventionists are assigned to meet with students based upon a referral system from teachers. The referral system relies heavily on our MTSS, and students are identified for support based upon regular in class and benchmark assessments. Students who are on tier 1 will get additional supports from their assigned teacher. Tier 2 students meet in groups through "push in" during class intervention with the interventionists. Students on tier 3 will be "pulled out" to meet with the interventionists in groups or individually where appropriate. The funds will also be used to support both hard copy and digital evidence based intervention materials, significantly in math and reading. Additionally we have incorporated the need for intervention by incorporating intervention into our electives. Elementary teachers have "WIN" (what I need) time, which is additional extra support time, and middle school has a scheduled "Academic Extension" where students can go to the subject area class of their choice for additional support. Each level of intervention is supported by intervention curriculum, digital intervention supports in math and reading and professional development for teachers on these materials. These material will be purchased with these funds.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be using these funds to improve connectivity, and provide technology hardware and software in order to plan for long term closures and online learning. We will also be using these funds to purchase educational technology to aid in regular and substantive educational interaction between the students and their instructors. Specifically we will use the funds to purchase Chrome books for our students in sufficient numbers that students could transition to online learning in the event of a closure, but also to support the students in the classroom with access to additional digital materials to support their learning. We will also be purchasing iPads for our younger learners who cannot keyboard yet. We will also purchase interactive projectors and boards which we find most useful when part of a class is quarantined and part is live in order to improve interaction. We will also be purchasing software to assist in the online administration of books and communication in the event of remote learning. Finally these funds will be used to cover the increased expenses for substitute teachers when ours are quarantined, as well as an on call substitute who assists students in quarantine who are missing live class instruction.

4. 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.

We have intentionally housed our interventionists in a common space with our Special Education Director, 504 Coordinator, Social Worker, Occupational Therapist and Speech Pathologist. This allows the interventionists, who are being funded out of these funds, to engage in consistent collaboration in order to be sure that all of these groups are serviced. Each of the special services listed also has the opportunity to make referrals for students for intervention services. Cross referencing is conducted for students who we know are special populations and those who have been referred for intervention services to make sure these populations are being serviced. We have developed, published and provided professional development to teachers on a formal MTSS plan, which includes intervention referral. We conducted a needs assessment of our students' achievement and deficiencies through the MiCIP process and have trained teachers on giving priority to those areas. We provide regular PLC time on the faculty calendar to allow for cross grade and in grade collaboration. Again, approximately 52% of our allowance has been set aside and budgeted for these intervention supports and supporting curriculum and other materials.

American Rescue Plan 2021

Kingsley Area Schools - 28090

1. 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:

In order to meet the district's goal of remaining open for in person learning, Kingsley Area Schools will expense the cost of custodial cleaning and sanitizing to help meet the CDC guidance. Other prevention and mitigation strategies may be listed in the updated return to school plan for the 2021-22 school year. To the extent possible the school will limit the amount of supply and technology sharing among staff and students. We will also use funds to provide small group instruction for interventions which will result in pulling small groups of students out of the classroom at a time. We will also hire specific substitute teachers for COVID to encourage staff to stay home if feeling ill.

2. 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:

Kingsley Area Schools will employ or contract with 4 interventionist to provide support throughout the school day for struggling students. We will provide two for each building for elementary and middle school. Funding will also cover the expenses for intervention materials and evidence based assessments. The intervention chosen to support students will be based on the students needs that are pulled from the data reviews. The interventions may include but not limited to; Phonics for Reading, LLI (Leveled Literacy Intervention), Delta Math, etc. Sub relief for teachers who will provide data assessments will also occur each quarter for our elementary building. This will include two quarters in 21/22 and 4 quarters in the 22/23 school years. Each quarter we will have three subs designated for 10 ten days to provide release time for the teachers to provide testing assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to provide social emotional support to staff and students with educational materials and or assemblies. Daily cleaning and sanitizing expenses will also be covered with ESSER funding. We will also plan to use funding on technology upgrades for student devices and learning equipment once the full allocation is released. A Behavioral specialists will also be hired to support the middle school and high school to be split 50/50. Daily substitute teachers will be on hand to cover staff who may be feeling ill to encourage staff to stay home when needed. We will attempt to keep 1 sub teacher per building for elementary, middle, and high school to account for staff illness.

4. 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.

Students who are identified as having learning loss or who are at risk for learning loss will be identified through data reviews within the grade level. Benchmark data will be collected and reviewed to determine the interventions that are needed. After grade level data reviews, students who are not making adequate progress will be recommended to the building level child study team to determine what other interventions or accommodations are necessary to support the student. The interventionists will then work with the students individually and in small groups to ensure the learning loss is addressed.

American Rescue Plan 2021

Kingston Community School District - 79080

1. 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:

We are taking action to improve the overall air quality in our buildings as well as maintain strict disinfecting practices. We have or will be purchasing units that clean air with UV lights, air circulators, and updating our HVAC units.

2. 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:

We are adding after school tutoring at the elementary school for students who have shown a significant gap in their learning. We will also be doing a summer program to help students continue to grow academically when school is not in session.

Kingston will also continue to seek out evidence based reading, math, social studies, and science curriculum with remediation strategies included. This will allow teachers to teach tier 1, tier 2, and tier 3 using the same resources.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will continue updating furniture so everything can be easily cleaned on a regular basis. Cloth furniture will be replaced with a hard surface or vinyl.

4. 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.

By creating more opportunities for students to be around school staff

American Rescue Plan 2021

Knapp Charter Academy - 41914

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

L'Anse Area Schools - 07040

1. 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:

CDC guidance recommends quarantines for people when exposed to Covid and staying home when symptomatic therefore we have more employees missing work. The funds will be used for two employees to be available as 'everyday' substitutes employed by the district to sub for teachers or support staff as needed on a daily basis. On the occasional days that they are not needed to sub, they will be used as additional tutors in the 6-12 Academic Support program to tutor students. Additional teacher time will be allocated to the area of computers and technology support in order to help with potential needs to transition to remote learning.

2. 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:

Summer school for credit recovery previously funded with Sec 23 funds, will continue at no cost to students. This will help with students who failed a course possibly due to Covid learning loss or struggling with remote learning. An additional special education teacher will be employed to assist with the special education students who are attending virtually and also to implement interventions to recover learning loss with all of their caseload students. Lowering the special education caseloads throughout the district will allow all special education teachers to spend more time on interventions with their caseload students. An additional interventionist for grades 6-8 to focus on math and ELA interventions will also be attempted to be hired.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Updates to the heating and ventilation system in the school buildings involving changing from pneumatic to digital controls and updating the software that controls the HVAC system. A smaller amount may be used toward our window replacement project also if additional funds remain.

4. 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.

A social worker will be employed to assist in K-12 with attendance concerns, parent contacts and transitioning between remote and in person learning. This will help meet the ongoing increased mental health needs of our students.

American Rescue Plan 2021

L'Anse Creuse Public Schools - 50140

1. 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:

The funds will be used to purchase and install HVAC and air purification systems district wide. This will allow for all buildings occupied by students to have improved air quality and minimize the risk of spreading COVID 19 through airflow. The district follows the guidance of the Macomb County Health Department and has maintained in-person learning, beginning with the 2020-2021 school year.

2. 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:

The funds reserved under section 2001(e)(1) will support reading specialists in every K-8 building. These positions will provide training and support to classroom teachers in the use of Corrective Reading, a research based reading intervention designed to provide individualized interventions based on a student's reading level. Additionally, funds will be used to provide summer school for credit recovery and remediation.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds not utilized for learning loss will be used to replace unit ventilators in 4 buildings, to purchase an air purification system for the entire district in order to improve air quality and reduce the spread of disease through air particles. Funds will also be used to purchase thumb turn locks for doors in the district currently not equipped with that device as an additional safety measure, this equipment allows the door to be locked from the inside without the use of a key.

4. 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.

The interventions and supports provided to students to address the learning loss as a result of the COVID-19 pandemic will be implemented based on benchmark assessment results in order to provide targeted instruction to students based on their individual needs. Summer programming and credit recovery will be provided and include no-cost transportation. Grant funds from other sources are being utilized to hire additional school social workers and counselors to support students.

American Rescue Plan 2021

Laingsburg Community Schools - 78040

1. 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:

Laingsburg Community Schools plans to use a portion of ESSER funds to support our students and staff by safely reopening schools with new HVAC purchase/installation to provide the appropriate and necessary ventilation to our buildings. If additional funds are available after the HVAC purchases we would purchase additional custodial supplies and/or hire additional custodians or use funds to help pay for custodial overtime and/or purchase/upgrade our technology (connectivity, hardware, software) that our students use daily for learning.

2. 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:

Laingsburg Community Schools plans to use the funds it reserves under section 2001(e)(1) to provide summer learning and summer enrichment programs for our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Laingsburg Community Schools plans to use its remaining ARP ESSER funds to support students' social, emotional, mental health, and academic needs, including by hiring support personnel. This would include the implementation of school-wide strategies that enhance supports and interventions for students as well as targeted assistance for students who need such supports. This also may include addressing the needs of our students to implement or expand programs and extracurricular activities so more students can participate.

4. 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.

Laingsburg Community Schools plans to implement a comprehensive plan to ensure all students that need additional supports to meet district wide goals receive them, whether it's academic, social emotional etc... We plan to use our Comprehensive Needs Assessment to intentionally capture the students requiring additional supports to be successful students. We also plan to use progress monitoring tools to monitor student progress and make adjustments to our plans as necessary.

American Rescue Plan 2021

Lake City Area School District - 57020

1. 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:

ARP Act ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning. Lake City Area Schools will use ARP ESSER III funds to support prevention and mitigation strategies. ESSER III funds will be used to purchase personal protective equipment and Air Purification Units for each classroom and office space. Additionally, ESSER III funds have been allocated to support increased daily cleaning and sanitation in our schools and school buses to support a safe environment with best health mitigation practices. Additional custodial and core classroom positions to support physical distancing in classrooms as we carry out in-person instruction for all students will also be hired and sustained using ESSER III funds.

2. 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:

Section 2001(e)(1) of the ARP Act requires each school to use twenty percent of its funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. Lake City Area Schools will use at least twenty percent of its ARP ESSER III funds to address unfinished learning as described below:

Lake City Area Schools recognizes the significant role that classroom teachers serve in student success. To support and increase our teachers' ability to effectively address the social and emotional needs of students, to assist them in assessing for learning loss, as well as the planning and delivery of individualized instruction to close student learning gaps, Lake City Area Schools will use ESSER III grant funds to maintain additional core content teachers to lower class sizes and ensure face to face and virtual instruction opportunities for all students. Grants funds will also be used to support stipends for teachers to provide after school targeted remediation, extension and enrichment opportunities for students, as well as to provide teaching stipends for a summer school program focused on recovery of learning loss during the pandemic.

Additionally, ESSER III funds will also be used to support the salaries and benefits of additional staffing to address COVID related learning needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Section 2001(e) of the ARP Act permits schools to use the ARP Act ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways. Lake City Area Schools will use ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below.

Lake City Area Schools strongly believes the best educational opportunity is provided to our students through an in-person environment – utilizing traditional and non-traditional learning spaces. Lake City Area Schools will use grant funds to ensure our facility and learning environment plans best support student learning and needs – including maintaining appropriate staff positions to ensure this.

4. 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.

To support and increase our professional team's ability to effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close student learning gaps, Lake City Area Schools will use ESSER III grant funds to fund and maintain additional core content teachers to lower class sizes.

Lake City Area School will also provide research-based learning and growth experiences for students utilizing outdoor and adventure learning opportunities – increasing their abilities in the areas of social, emotional, mental, and academic proficiency and health.

American Rescue Plan 2021

Lake Fenton Community Schools - 25200

1. 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:

A key focus of the feedback from stakeholders was in upgrading facilities to improve air quality. We are budgeting to repair and replace several air handling units for our high school to increase the amount of fresh air coming into the building. The current units are 17 years old and several are failing.

2. 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:

We will use ESSER III funds to staff our summer learning program. We have made a commitment to project based learning for our summer learning program and are working to expand our offerings in all grades. We are also offering before and after school learning opportunities in all buildings to combat learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the air handling units, summer school and before/after school costs mentioned above, Lake Fenton will allocate its remaining ESSER III dollars to cover the costs of two district nurses that were hired this year to help the district manage the COVID-19 pandemic.

4. 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.

The two nurses we have hired have done wonders for our staff and students. In addition to testing and all the other responsibilities that come with managing Covid, they have taken lead roles on our district health action committee and have worked to address the social-emotional needs of both staff and students. They are also leading PD sessions for all building at our January PD days.

The project based summer school program that we implemented last year (and will continue) attracted more students to the program and allowed us to combat learning loss in a variety of ways. Students were more engaged than ever and helped build reading gardens, gaga pits and a mural for all students in the district.

While all of the items listed above will support all students in the district, we have also provided chromebooks (we are a 1-1 district) and hotspots to any students that could not afford internet. Additionally, we have waived the insurance fees for district provided chromebooks as needed. We are working on specific plans to address these sub-groups with our 11t funds as well (added special ed. staffing, intervention programs for tier 2 and 3 students as well as increased programming).

Lake Linden-Hubbell School District - 31130

1. 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:

Lake Linden-Hubbell Public School's (LLHS) highest priority is to educate students via face-to-face instruction. ESSER III funds will continue to support cleaning protocols established at the beginning of the pandemic. This includes supporting increased utility bills which resulted from added purification technology to the HVAC system, mainly the use of a bi-polar ionization virus mitigation system.

LLHS continues to enforce the policy that staff and students are to stay home when exhibiting symptoms of illness, including sending students and staff home when they begin exhibiting symptoms. LLHS continues to conduct rapid tests for students and staff, reacting accordingly to the results per CDC guidance. Funds will be used to support these processes while still staffing classrooms to continue face-to-face instruction.

LLHS administration and teaching staff continues to provide off site learning for students in quarantine or recovering from illness. This includes collaborating with the local hospital for COVID-19 vaccines, boosters, and flu shots and will continue to organize these supportive measures as needed. Funds will be used to support these actions for all staff that come in contact with our students, whether directly employed or contracted by LLHS.

2. 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:

LLHS is committed to addressing learning losses as a result of the COVID-19 pandemic through the use of multilayered interventions. During the school year standardized test results and individual student assessment were utilized to define areas of need, including the areas of greatest need. In the middle school/high school building we will utilize the funds to offer extended tutoring opportunities and increase staffing to reduce the student:teacher ratio to the best of our ability. We currently offer some after school tutoring but would like to expand it. In our elementary school we have conducted a number of interventions to address learning losses, especially in the areas of mathematics and reading. These interventions include purchasing additional LEXIA seats, increased ERCI training and utilization, additional progress monitoring of students deemed "at-risk," and increasing Title 1 and Special Education staffing to provide additional instruction. Funds will be used to help support our after-school child care/tutoring program for students "at-risk" in mathematics and reading.

LLHS is collaborating with 3 other rural districts to continue to offer summer programming for students in grades K-12. Programming will be a mixture of hands-on STEM activities, targeted interventions, and field trips to local attractions involving careers in industries throughout the area. Funds will be used to provide resources and staff to create and implement the programs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LLHS has spent extensive resources and time identifying CDC recommendations on successful mitigation strategies to limit the spread of COVID-19. Since March 20, 2020 our district has been implementing these mitigation strategies including enhanced cleaning protocols, the implementation of upgraded air circulation technologies, added air purification strategies using bi-polar ionization technology, and others such as social distancing methods when possible. We continue to revisit methods and add new cleaning products that are safer and more effective for students and staff.

ESSER III funds will be used to adopt the most recent technologies, strategies, and cleaning and sterilization solutions. Funds will be spent on all resources needed to develop a successful long term sustainable virus mitigation strategy. Expenses associated with salaries for staff to develop and implement these plans will be covered by these funds.

4. 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.

LLHS is a rural community-based school in the Western Upper Peninsula of Michigan. Economies of scale can only be realized by rural communities if they share available resources or combine their assets to seek out needed resources and bring them into the area. LLHS has identified and explained targeted intervention strategies that involve all students of differing demographics, socioeconomic status, physical and intellectual challenges, and experiencing other obstacles to their learning. LLHS is working with several partners regarding support for social and emotional issues. LLHS works with the Copper Country Intermediate School District (including their school social workers and counselors), Dial Help, and Copper Country Mental Health in collaboration to conduct student mental health screenings. LLHS also partners to implement targeted programming to address individual challenges and personal growth opportunities. ESSER III funding will help provide resources and personnel in collaboration with other resources to achieve desired growth.

American Rescue Plan 2021

Lake Orion Community Schools - 63230

1. 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:

The funds will be used to fund contracted nurses to track and communicate student Covid 19 cases, close contacts and quarantines. This will allow the district staff to focus on in-person administration/teaching duties and the nurses to focus on the procedures related to Covid 19.

2. 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:

Hiring a student service coordinator to oversee and support the interventionists that perform services for our at risk student population. This position will also monitor student academic progress for all populations of students to see who qualifies for additional academic support from learning loss. This position will also monitor the students receiving services. This funding will support two years of employment.

Employing our six 2nd and 3rd grade interventionists at a full-time position. A portion of the cost is covered by state funding 35a(5). This will fund the full-time positions for three years of FY22, FY23 and FY24. They will provide evidence-based interventions to at risk students who demonstrated academic need based on local assessments given three times a year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funding a District Employee Assistance Program for staff to help with the social and emotional well-being of staff. This will cover 3 years of costs.

Purchase of the Whil app for staff. Whil is a digital wellbeing solution to help employees reduce stress, increase resilience and improve focus, sleep and performance. The program provides 250+ digital mini courses of mental and emotional well-being topics. This will cover 3 years of costs.

4. 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 are screened, using FastBridge for social emotional and academic needs, a minimum of three times a year. Based on this data, students become eligible for intervention services to address any academic learning loss or social emotional areas of need. As we address all students, the subgroup data is reviewed by district staff and additional supports are provided to those subgroups based on the data.

American Rescue Plan 2021

Lake Shore Public Schools (Macomb) - 50120

1. 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 pay for medical assistants, additional teachers to support small class sizes in early elementary, as well as necessary cleaning materials, devices and disposable masks.

2. 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:

LSPS will use ESSERS funds to provide a Director of Student Assistance and Recovery to complete data analysis, planning and support of addressing academic impact of instructional time; a dean of students to address behavior and emotional challenges, and stipends/instructional materials for staff to deliver intervention programs outside of the contracted school day/year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to provide training and resources to support staff in identifying, accelerating and supporting student learning through delivery of materials and instructional practices. Retention bonuses to keep staffing consistent and at a level that will allow delivery of instruction to support students.

4. 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.

LSPS will use the MICIP cycle to evaluate and respond to data that includes academic, social, emotional and mental health needs of students. Priority will be given to students in identified sub groups.

American Rescue Plan 2021

Lake Superior Academy - 17900

1. 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:

- two LSA classrooms are currently without air exchangers. The purchase and installation of two air exchangers is included in the budget. - In order to lessen congestion at arrival and dismissal times, students are asked to wait just outside the vestibule at times. Currently, there is no overhang over the entry door that serves two classrooms. The budget includes the construction of a 10X10 overhang to provide added protection from the weather for students upon arrival and departure.

2. 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:

- funds are allocated in the budget to support additional reading and math aids for the 21/22 - 23/24 school years. - summer schools that target struggling learners will be offered for summers 2022, 2023 and 2024. The personnel, materials and supplies are funded through this budget.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

- Funds other than those listed above are not being requested for any other purpose.

4. 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 interventions will be offered to students based on NWEA testing results. Students who are below the 40th percentile for growth or performance are invited to take part in the interventions that are planned throughout the school year and the summer. Summer school curriculum is designed specifically for those who have been targeted for intervention. Based on NWEA results and input from classroom teachers, topics are planned to target the most deficient areas in Language Arts and Mathematics.

Lakeshore School District (Berrien) - 11030

1. 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:

Lakeshore is proud to be a district that has offered in-person school since the beginning of last school year. We have used funds to mitigate safety protocols and paid for teachers to sub so that we can offer students services they need. We have been able to maintain continuity of staff by using the funds to keep staff employed so that we can keep serving students in the ways in which they need. Interventionists and counselors have been able to serve and protect our at-risk students from being lost or disengaged.

2. 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:

We will be using the services of highly qualified intervention teachers to address academic loss through small group schedules using a combination of research-based intervention materials and adding to the time learning in the areas of math, reading, and writing. These students will be monitored weekly and data will be kept showing progression of skills and skills needed for mastery.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Lakeshore plans to use its funds to support in person schooling in four core areas based on our consultation and feedback from school staff, community members/parents, and students. These four areas include: delivering intervention opportunities to small groups of students in need, adding supports/services to address mental health, purchasing educational technology, and purchasing curriculum materials which ensure that students have access to high quality instructional materials. All of these areas will impact student success.

4. 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.

Academically, students will receive additional instruction in small groups and at their targeted need level by specialized teachers. Hiring an additional secondary counselor as well as an elementary student support director help will directly impact our highest needs students through personal and individual support. We will also be purchasing educational technology and Tier One curriculum materials to support all students but these purchases will even more so directly impact our most needy students because of the components in the curriculums that specifically address sub-groups which we don't currently have.

Students from low-income families, EL students, Homeless students, and Children with disabilities will all benefit from our allocation of funds because many of those students will be the recipients of the added services mentioned above.

Lakeview Community Schools (Montcalm) - 59090

1. 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:

The district did not allocate the majority of the ESSER III funds for prevention and mitigation strategies to reopen school, as the district had been back in-person learning since the second semester of 2021, prior to the ESSER III application submission. However, to continuously provide for safe in-person learning, the district has implemented and continued to practice the prevention of spreading the COVID virus through social distancing to the best of the staffs' ability, supply and recommending masks be worn when in close proximity to others and mandated on the school buses, purchase and use of cafeteria plexiglass table dividers for social distancing, contracting with additional custodial services for mid-day cleaning, the purchase of three Clorox 360 disinfecting machines used daily in each building, the purchase of higher quality air filters, contracting with outside companies to commission air handlers, classroom unit ventilators, and HVAC controls, and increasing the hours of the school nurse in the district to assist with identification, reporting and follow up of COVID positive students and staff, as well as prevention tasks. The district also partners with the health care resource advocate supplied by the MAISD.

2. 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:

Although the district's feedback process did not identify learning loss programs for after school, extended semester, or summer school as a top priority among the ESSER III expenditure options, through consultation with the stakeholders, the district was able to agree on the following programs to address learning loss.

The district is implementing three learning loss programs for students in grades K-12 with certified staff, support staff, and school counselors/SSW, which includes:

(an After-School Program for students in grades 2-12, January 17 - May 27, 2022, three days a week, 1.5 hours per day)

(an Extended Semester Program for students in grades K-12, June 13 - June 30, 4 days a week, 4 hours per day)

(a Summer School Program for students in grades K-12, July 11 - August 4, 4 days a week, 4 hours per day)

As part of the MTSS process, the district uses NWEA three times a year as a benchmark tool to assess all students and identify those lowest performing students for the learning loss programs.

All of the learning loss programs offered by Lakeview fall within the District's MICIP evidence-based research strategies of MTSS. The Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprising a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels.

The District will implement these three programs in January of 2022 and the following two years through August, 2024.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. (District will purchase Servers, Switches, and Access Points, as well as student technology devices.)

Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. (District will increase and sustain hours for the school nurse to support the design and implementation of healthy lifestyles and preventative care to keep students and staff in school for the duration of the ESSER III grant.)

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. (Purchasing BACNET controllers, ECM pumps, locker room controllers and updating boiler room HVAC controls plus labor and programming costs.)

Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. (Hiring a behavioral interv. to support social emotional learning at the MS and HS.)

4. 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.

The district's MTSS evidence-based strategies in MICIP reference their tiered intervention process for identifying and serving students who The district's MTSS evidence-based strategies in MICIP reference their tiered intervention process for identifying and serving students who need interventions for academics, as well as behaviors (social, emotional, and mental health).

The district uses NWEA as the benchmark tool to assess students 3 times a year to identify those students furthest away from reaching the State's standards and place them in appropriate intervention programs for ELA and Math.

The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The district uses the Schoolwide Information System (SWIS) and Early Warning Systems (EWS) to identify and monitor behavioral needs of students.

Students from the following subgroups (economically disadvantaged, EL, Students with disabilities, homeless, and foster care students) are monitored for academics/behaviors needs a minimum of three times a year and identified for appropriate supports. The district is also purchasing new Social/Emotional Learning materials for classroom use to address the SEL needs resulting from the pandemic and learning loss. The remaining subgroups of Migrant and ethnic groups are not state reported subgroups at this time for the district.

American Rescue Plan 2021

Lakeview Public Schools (Macomb) - 50130

1. 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:

Our district has been Full-Time Face-to-Face since March of 2021 and plan to be Full-Time Face-to-Face for the whole 21-22 school year. We continue to pay extra custodial staff in order to put extra emphasis on cleaning and sanitizing. We are purchasing HEPA filter devices to be placed in all classrooms, office spaces, and common areas across the district in order to improve air quality. We have hired 2 people to help coordinate the quarantining process.

2. 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:

We are offering before/after school tutoring to students who are at risk for failure in all core subjects - ELA, Math, Social Studies, and Science. We will also offer summer programming for students who are at risk for failure in all core subjects - ELA, Math, Social Studies, and Science.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Snacks for elementary students who attend after school tutoring. Walkie/Talkie repeater system. Lincoln Learning Virtual School costs. Signing/retention costs in order to attract and retain staff.

4. 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, including those disproportionately impacted by the pandemic, who are at-risk for meeting grade-level benchmark standards will be invited to attend before/after school tutoring or summer programming. Programming will include instruction in all core areas (ELA, Math, Science and Social Studies) as needed and will also include a social emotional component to help with mental health needs. Teachers will follow-up with phone calls, emails, letters to families encouraging participation. If a student is unable to participate due to other commitments, then alternative supports will be put in place - virtual options or additional remediation assignments to help students master prior benchmark standards in order to be ready for current grade level benchmark standards.

Lakeview Sch. District (Calhoun) - 13090

1. 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:

Lakeview School District started the 2021-2022 school year in-person with masks according to the rate of infection which is updated weekly, social distancing to the extent possible, masks worn while being transported on buses, and cleaning protocols. The district works closely with the Calhoun County Public Health Department on a weekly basis and more frequently when needed. The district uses General Funds for COVID prevention and mitigating strategies at this time.

2. 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:

The district is focusing on three major areas for the ESSER III Plan. The first area is academic support to cover learning challenges faced from the COVID pandemic. The second area is to upgrade technology needs in the district due to the increased use of technology. The third area of focus is summer support. The three focus areas are based on input from multiple sources. These sources include a district survey with over 300 respondents, Spartan Teacher Advisory Committee, Spartan Family Advisory Committee and students. Our first area is a major focus on ensuring that students are supported with the transition back to in-person learning. This includes implementing updated curriculum, materials and resources for students, and providing support in multiple means for the learning challenges. The district is implementing multiple research based intervention programs for students depending on the grade levels. The second area of focus is on technology. The increased need for virtual learning, additional upgrades are needed for the network system and devices. The third area of focus is support to students in the summer to close learning gaps. Students will be selected for summer school services based on test scores, teacher recommendations, and social-emotional needs. Elementary students K-3 will receive intensive support in a six week full day program this summer. Secondary students will receive summer support via multiple means being developed to meet the needs of students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Due to COVID, the district moved to one Chromebook for every student K-12 in order to meet the needs of students in the virtual learning environment. This increase of technology usage puts a significant strain on the district's network. When the current network was designed it had limited capacity and certainly did not anticipate the use of over 4,000 Chromebooks being used at the same time. It is clear that the students from economically disadvantaged homes benefit the most from having Chromebooks and accessing the internet while at school. Many students do not have access to the internet from home. Students can also access the internet before school, after school, during athletics, during after-school activities, and anytime they can be in any school facility. The district will be using E-RATE and ESSER funds for this work. The following projects will be implemented: network switch replacement, IDF relocation, building recabling, server upgrades, and Chromebook purchases.

4. 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.

Many of the students in the district live in poverty and have no access to a computer at home. There are approximately 62% of the students on free and reduced lunch. Having one to one Chromebooks allows students in poverty to have 24/7 access to technology. The upgraded network allows low-income students to use the school network with anyone on campus including the athletic facilities. Students can be in the buildings in the evening, after school, in order to have access to the internet. The AVID Program focuses on our Black, Hispanic, and Burmese students. According to research with the AVID Program, students that remain in AVID through graduation are very successful in college, through college graduation. Purchasing new math and Advanced Placement materials allows teachers to have more culturally responsive materials to use. Fountas and Pinnell research shows that math and reading scores will increase for learning achievement gaps. Fountas and Pinnell reading curriculum resources are research based to help English learners. Students with Individual Educational Plans (IEPs), Section 504 Plans, and English Language Learners are fully included within the school, so they benefit from all programs and resources. AVID, Read 180, Math 180, next textbooks, summer school, reduced class size are all areas that special needs students will benefit from. The upgraded network and Chromebooks allow even more support and instructional materials for special needs students.

American Rescue Plan 2021

LakeVille Community School District - 25280

1. 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:

Based on stakeholder input, the funding will be used to explore the opportunities to update and upgrade our HVAC systems in our three educational buildings. In accordance with the most recent CDC guidance, HVAC systems are considered a supported project. The intent would be for cleaner air flow systems in the educational setting.

2. 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:

The district intends to explore the opportunities to update and upgrade our school building HVAC systems. Taking on the HVAC projects will provide for a clean, healthy and safe learning environment in the classrooms. By having cleaner air, the District is hopeful that students will have less absenteeism. Additionally, updated HVAC systems would allow for extended learning opportunities to address pandemic learning loss into the summer months.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based on stakeholder input, the District will explore HVAC update and upgrade options. The challenge however is the cost. These HVAC updates and upgrades will extend beyond the ARP funding received. Knowing this, the District is considering other mechanisms via the general fund to support the intended project and the added costs.

4. 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.

The ARP funding will allow for a healthier and more comfortable learning environment, including extended year opportunities to Implemented interventions plans. These plans will be data driven and adapted to meet the individual learning needs of our students impacted by the pandemic learning loss. These opportunities will include both academic and social-emotional strategies and practices to meet the needs of all learners.

American Rescue Plan 2021

Lakewood Public Schools - 34090

1. 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:

Additional school-day contracted cleaning, begun in the 20/21 school year will continue into the 21/22 school year as well as availability of hand sanitizer and other PPE in all classrooms and offices and the replacement of HVAC air filters during each school vacation period - December, April, and July.

2. 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:

For the 21/22 and 22/23 school years, five additional school days have been added to the school calendar. During the summer of 2021, the district offered an in-person summer school program, taught by certified instructional staff, for the first time in several years for students in grades K-8 and credit recovery for 9-12, both of which are being planned for the summers of 2022 and 2023. Finally, after school academic support in the core areas of Math and ELA is offered K-12 as well as on-going credit recovery for grades 9-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Investment in technology, specifically student instructional devices and connectivity, will continue to be a focus of the district so as to support students learning in remote settings when they are unable to attend school in-person due to periods of COVID-19 isolation or quarantine.

4. 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.

Through the use of nationally normed benchmark testing (NWEA) administered three times per school year, students of all historically underperforming groups are identified for specific academic intervention in the areas of reading, writing, and mathematics. Additional staff professional development in the areas of recognizing and responding to trauma and other aspects of social and emotional mental health are being identified and scheduled as is greater cooperation and partnership with Community Mental Health organizations.

American Rescue Plan 2021

Lamphere Public Schools - 63280

1. 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:

The ESSER III funds will be used to assist in covering the cost of existing teaching staff to ensure that our class sizes remain as low as possible in addition to funding virtual teachers for those families extremely concerned regarding Covid-19. We also plan on hiring Math coaches to ensure that we address learning loss in that crucial subject area. We have utilized various other grants to heavily fund PPE, including masks, cleaning devices and other sanitation products. We have also provided Chromebooks or iPads to all students and have hired additional custodians to thoroughly clean all of our buildings and classrooms. Finally, we have purchased Merv-13 filters to provide the highest air quality for our HVAC equipment.

2. 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:

The Lamphere Schools will hire a social worker and 2 math coaches to support and work with staff and students in grades K-12. According to researchers:

"the impact of the pandemic on K-12 student learning was significant, leaving students on average five months behind in mathematics. And the crisis had an impact on not just academics but also the broader health and well-being of students, with more than 35 percent of parents very or extremely concerned about their children's mental health."

Over the last 2 years, we have seen students return to school with significant mental health needs. Many families can't afford outside counseling and rely on schools to provide their children needed support. Hiring an additional social worker will allow students to have daily access to social work.

Academically, our students' greatest need is in math. Through examining the results of assessments (NWEA/MAP, Aimsweb Plus, M-Step and P/SAT) it is evident that additional support is needed. Students are displaying significant gaps in math learning.

Two math coaches will work full time with our teachers in effective strategies to scaffold grade level math standards (NCTM, 2021) to students. These specialists will use assessment data to inform and design research-based lessons. Coaches will provide professional learning and daily support to teachers and students. They will work collaboratively with our Multi-tiered Systems of Support teams to identify areas of intervention.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to hiring Math Coaches and providing virtual teaching, we will provide funding to cover the cost of existing teaching staff while we do our best to maintain class sizes small during the duration of this pandemic. We are currently holding class levels at a lower than historical average for us both as a safety measure and to also provide more individualized attention to help address learning loss that has occurred since March, 2020.

4. 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.

The Lamphere Schools will ensure that our additional social worker and two math coaches are positively impacting our students, especially students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students, in a variety of ways.

Our math coaches will have ongoing, consistent meetings with teachers, our MTSS team, administrators, and other instructional coaches within the district to identify grade level successes and challenges, effective instructional strategies and practices and improvement in students' mathematical progress and growth as measured by formative classroom assessments, as well as NWEA, Aimsweb Plus benchmark assessments and high stakes assessments such as M-Step, P/SAT exams.

Calendars outlining professional learning and teacher labs will be used to identify professional growth.

Our additional social worker will be trained in the use of Fastbridge social emotional screeners and will be available to work with students (with or without an iep) providing mental health support. We will monitor the success of implementing additional social work in a variety of ways:

Less chronic absenteeism

Less disciplinary referrals and suspensions

More extracurricular activity involvement by more students

Positive growth demonstrated in social emotional screeners

Less student failures

American Rescue Plan 2021

Landmark Academy - 74903

1. 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:

The funds will be utilized to maintain building cleanliness through carpet replacement and HVAC updates to ensure high quality air quality.

2. 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:

Landmark Academy will utilize funds for learning loss by offering after school tutoring, summer school for students in K-12 and summer reading program for students in grades K-5. Landmark will employ a consultant to assist with executing goals and strategies in our School Improvement Plan. We will also employ two learning specialists to assist with closing gaps in learning in both elementary and middle school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional technology will be purchased to support students and teachers in the classroom to close gaps in learning that were caused by COVID-19.

4. 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 summer school programs are supported by busing and summer meals. Students receiving summer reading packets are able to read at home. Social Workers employed by the school, along with building leaders will ensure that students that were disproportionately affected by the pandemic have an opportunity to receive the help and assistance they need both academically and social emotionally.

American Rescue Plan 2021

Lansing Charter Academy - 33910

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Lansing Public School District - 33020

1. 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:

The Lansing School District is utilizing ESSER funds to support our schools as they continue to remain open for face-to-face instruction. The district has put in place such things as daily rapid testing, and a COVID Response Team of certified nurses to monitor all our schools. The funds have allowed for Medical Assistants to help with contact tracing, testing, and response to positive COVID tests. The Lansing School District will utilize remaining ESSER funds to implement prevention and mitigation strategies to the extent possible and consistent with the CDC guidance. PPE, air purifiers and UV air purification systems to assist with sanitizing and mitigation.

2. 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:

The Lansing School District will be providing supplemental afterschool programs as well as tutoring, and summer learning for identified students to provide accelerated as well as continued instruction due to COVID-19 learning loss. In addition, the needs of low-income students, SWD, English learners, students experiencing homelessness and students in foster care will be addressed during summer learning. Engaging, differentiated instruction will be provided and aligned to evidence based instructional strategies and activities for all students. Multiple data points, using a variety of high-quality assessments will be utilized to determine the comprehensive needs of students. Additionally, these assessment data points will be analyzed to determine student's learning growth and ultimately change instruction to meet student's learning needs. Administrators, Teachers, and Parent Liaisons will provide information and assistance to parents and families to ensure students attend after school programs, summer learning as well as provide specific information as needed on how to support the student at home.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Lansing School District will continue to use remaining funds to purchase computers for a 2 to 1 scenario for all enrolled students. This will allow students to have a device at home as well as at school, in the event we have to shut down again. While addressing learning loss, we are also targeting SEL in our schools. The social/emotional well being of our students is just as important. We have included funds for SEL curriculum, counseling support, and professional development for staff. The district plans to update district wide ventilation and air conditioning for all of our schools. We will be adding technology to a lot of our classrooms and schools to make learning more accessible and meaningful to our staff and students. Hazard pay will be provided to address staffing retention and recruitment purposes.

4. 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.

The Lansing School District has added additional staffing with our ESSER funds as well as maintained historic staff to not lose their expertise. We have provided additional hours to staff district wide to allow students more one-on-one attention. This has been giving the staff in these buildings the autonomy needed to reach out and advocate for those students they know are most in need. These relationships will continue through summer learning and into the future to catch up on the time these students have missed due to the global pandemic. We will be addressing multiple curriculum and learning platforms to address learning loss in multiple subjects.

Our district has a large population of students receiving Special Education services, and a large portion of our funding was placed into developing/updating evaluations. We are also doing a complete review of our district special education programming to allow for addressing the increased need of this population and developing better need based systems. Our district EL population that continues to grow has seen improvements with the use of ESSER funds due to improved communication with parents and being able to translate documentation to their language, as well as offering individualized programing specific to this growing population.

American Rescue Plan 2021

Lapeer Community Schools - 44010

1. 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:

Lapeer Community Schools (LCS) will be making upgrades to our existing HVAC systems, in addition to adding air conditioning upgrades to all of our existing buildings in order to improve air quality. Recommendations from the CDC were considered for these purchases and installation of equipment.

2. 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:

To address lost instructional time during Covid, Lapeer will be implementing several different opportunities for students to gain additional instructional time. These opportunities consist of after school sessions, Credit Recovery, and enrichment. Extended day options are available in core content areas to increase student proficiency, 2 days a week, after school, including transportation. K-5, teachers are being trained in evidence-based interventions in reading and math in order to diagnose student needs and plan for intervention. Enrichment opportunities are being offered to students via summer learning and during school breaks. Additional learning opportunities are being added to support our existing MTSS program at the secondary level. At our highest-risk secondary school, an interventionist will be added to support students with core content classes and provide on-the-job PD for teachers via coaching. Data indicates that many students are reading below grade level, and teachers have voiced the need for additional books in their classrooms at a variety of levels for students to feel supported. Funds will be utilized to purchase books for classrooms of new teachers to build the love of reading and provide books at appropriate levels to students. Increasing staff has been determined a priority in the areas of dropout prevention and interventionists throughout the district.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

2001(e)(2)(N)(i) Updated reading assessment kits will be purchased for all teachers K-5 as a high-quality assessment that is valid and reliable to accurately assess students academic progress in reading and assist educators in meeting students academic reading needs including through differentiated instruction within MTSS. Math Recovery kits and training will be provided to K-8 and special education teachers as a diagnostic tool for determining student proficiency in math and planning evidence based strategies to provide intervention. Kindergarten and first grade teachers will be trained on phonics assessment and targeted interventions using the How to Plan Differentiated Reading Instruction, Resources for Grades K-3.

2001(e)(2)(K) To complete its migration to 1:1 computing, the District will purchase 1200 chromebooks with these funds. Software will also be purchased to assist our teachers in monitoring activity occurring on these devices during the school day.

2001(e)(2)(L) Recognizing the importance of the social emotional welfare of our students and staff, LCS will contract mental health therapists at all buildings, an elementary behavioral interventionist & a psychologist to address the needs of the District.

2001(e)(2)(P) To address air quality for our schools, Lapeer will use funding to repair and add HVAC systems to all buildings.

4. 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.

Evidence based interventions will be monitored through MTSS binders/documentation and IRIPs at the elementary level. After School Credit Recovery will be monitored by the number of credits that students gain at the completion of the program. Extended day and summer enrichment opportunities will be monitored by the coordinators through attendance, parent engagement, student proficiency levels in core content areas. Program evaluations will be completed for each intervention/enrichment program, including perception data from applicable stakeholders. For subgroups of students, data will be disaggregated to analyze the impact on subgroups and modifications will be made based on the data to ensure equity for all subgroups of students. Fees for all opportunities and activities will be waived for students. Additionally, transportation will be provided as needed to support student participation in the opportunities offered.

American Rescue Plan 2021

Laurus Academy - 63918

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Lawrence Public Schools - 80130

1. 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:

The Lawrence Public Schools District will utilize funds to continue operations and in-person school instruction on a five day a week, full day schedule. The negative results of the pandemic have, in our small corner of Van Buren County, been significant with the greatest being an impact on the social-emotional needs of our students. Additionally, the next greatest challenge has been staffing. Retaining staff, securing substitutes in the absence of staff and the lack of those entering the field of education vs. the ratio of those retiring significantly alters the work we know needs to happen with our students. This staff shortage then, of course, impacts academic achievement. Our plan/use for use of funds will also focus on improving facility/air quality and offering opportunities to our students to accelerate academically and have greater access to the arts (when final 1/3 of allocation is offered).

2. 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:

With the current funds available we have implemented a plan to target student needs at non-traditional times/times when school is not typically in session. At the high school level, we will offer an hour, specific to credit redemption to remediate the effects of the pandemic and bring students back on track for graduation. Additionally, funds are established for elementary summer school programming and high school credit redemption. To address learning loss during the school year, the district will hire a guest teacher who will serve in classrooms when a teacher is absent. With a consistent substitute in the district, this individual will build relationships with students and be aware of curriculum and daily routine/interventions, therefore avoiding learning loss daily in the absence of the regular classroom teacher.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional funds will be used to secure a full time mental health clinician within our district. We have partnered with our ISD to provide this much needed service to our students. Upgrades to the elementary building will take place to improve air quality by replacing antiquated classroom heating units to allow greater air flow and improved filtration. Additionally, we will increase teachers use of technology within the classroom by upgrading projectors in the district. Projectors will link to teacher PCs and connect with cameras should some students ever be learning from a distance. Finally, to retain and attract quality educators, tuition reimbursement will be offered to staff to engage in coursework towards higher degrees of study in the field of education.

4. 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.

Both buildings hold grade level meetings and have MTSS teams who meet regularly to review behavior and academic data to assess progress. The instructional coach and MTSS coach will lead discussions with teams targeted on essential standards (Tracked by Clipboard Assessments/Pre-Post Common Assessment) and behaviors (tracked by SWIS) and make adjustments with interventions based on data reported. Benchmark assessment results for academics, behavior and perception data is also reviewed by the District Improvement Team and Administration Team. Results are used to plan for continuous improvement at the district level as well. The needs of ALL students are met in a timely and structured process/procedure. If a need is identified for students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students, key personnel are notified immediately.

Lawton Community School District - 80140

1. 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 implement prevention and mitigation strategies that are consistent with guidance from the CDC and Health Department in order to safely re-open schools including providing proper staffing, technology purchases, improvements in facilities and transportation to provide an effective learning environment for our students. Through the pandemic we have exhausted resources in keeping our students safe and providing measures for prevention and these funds will continue to allow for our continuation of these practices.

2. 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:

We recognize that the impact of the last 2 school years and the lost instructional time has impacted our students. We are monitoring both state and local data to assess the needs of our students and will adopt evidence based practices and curriculum. Providing qualified educators to implement high quality intervention and support programs in the classroom and school day along with finding opportunities for extended school day, summer learning, and programming opportunities. We will be determining academic needs by administering high quality assessments, Supporting students in distance learning opportunities, tracking attendance and engagement, and monitoring academic progress.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used consistent with section (e) (2) of the ARP Act. Our plan will include important upgrades that are necessary to maintain operations of the district including transportation, technology, operations, ensuring high quality teachers and support staff to continue our support for students learning. We believe the increases will provide our district and building leaders the ability to employ existing staff and maintain the operations and continuity of services.

4. 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.

We will ensure that the interventions that we implement will respond to the academic, social, emotional, and mental health, needs of all students specifically those that are disproportionally impacted by diligent monitoring of the interventions. The development of the interventions will be data driven to yield the highest impact for student progress and achievement which allows us the ability to continual progress monitoring through the administration of high quality assessments to allow our educators to continual monitoring of these interventions. Extra attention will be paid for our most impacted students to include increased support for social and emotional impact of the challenges of the pandemic.

American Rescue Plan 2021

Leelanau Montessori Public School Academy - 45901

1. 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:

LMPSA will maximize funds to prepare safe, sanitized and orderly environments, indoors and out, to ensure the health and safety of the students and staff on campus as part of daily operating procedures. This includes clear communication with stakeholders, health and safety trainings, purchasing PPE and sanitizing supplies and professional cleaning services.

2. 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:

Funds will be used for support staff/teacher assistants to align smaller group size and time for targeted instruction. Staff will attend approved, evidence-based training to support instructional needs of the students. Staff will improve systems that support high quality instruction and equitable access to critical content using evidence-based interventions and instructional practices. Summer programming will offer tutoring in small groups that will provide innovative and engaging activities to address instructional loss. Funding for reading resources and literacy programs will be utilized for small group instruction and student engagement.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional staff, professional development, implementation of interventions and summer programming are the primary priorities for the ESSER funds.

4. 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.

The tools and time that LMPSA utilizes for instructional needs and priorities will support the education of the whole child and students disproportionately impacted by the pandemic. Multi-sensory, developmental and research based curriculum materials help support student engagement. Additional staff and professional learning opportunities for the staff will focus on equitable access, improving systems of support and providing high-quality instruction.

American Rescue Plan 2021

Legacy Charter Academy - 82723

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;
- PPE, health services, and facility sanitation (improved air quality and sanitization services)
- Bonuses for retaining and recruiting educators and support personnel;
- Educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;
- Providing instructional resources (non-digital) for staff and students;
- Printing and mailing costs for remote learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;
- Creating and implementing a parent and family engagement platform;
- Creating and implementing a professional learning communities platform;
- Creating and implementing an out of school time learning platform;
- Improving virtual curriculum and digital content;
- Developing and implementing additional resources and training for new and novice teachers;
- Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Leland Public School District - 45020

1. 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:

Students will be in school in person using masking and vaccination guidelines provided by the CDC in conjunction with our local and state health department recommendations and requirements.

2. 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:

We will provide targeted interventions based on benchmark data learning gaps after school, during the summer, and during the school day. Trained interventionists will provide 1-1 and small group instruction to supplement Tier I programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Hire aides to supervise students engaged in social emotional physical breaks outdoors, purchase books for the media center to promote independent reading in the elementary grades in support of read by grade 3 law, hire elementary library aides to allow the library to remain open.

4. 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 who are below the 25th percentile have been disaggregated by SES, race, gender, disability status and other at-risk markers such as students who are qualify as migrant, homeless, or foster care status. Each student's intervention plan addresses academic, social, emotional, and environmental contributing factors. Necessary services are provided by our guidance counselor, behavior interventionist, academic interventionist, title support teacher and aides, or after school tutors.

American Rescue Plan 2021

Les Cheneaux Community Schools - 49040

1. 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:

The district will use a portion of our ESSER III funds to purchase additional cleaning supplies, masks, hand sanitizers and filters for our HVAC system to mitigate the spread of COVID and keep the district open for all students.

2. 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:

The district will use a portion of our ESSER III funds to pay certified teachers to run an extended school year program for the upcoming years. This will be open for all students who need additional instruction and/or time to be successful in school. We will also be using a portion of the ESSER III funds to hire a mental health professional to make sure our student's social-emotional/mental health needs are being met so that they remain in school and can meet their academic potential.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use the remaining funds on purchasing new student devices, as we are still in need for those. We are currently running on older devices that are in need of upgrading.

We will also use the funds for the cost to participate in the EUP Connect Collaborative, along with other schools, libraries, hospitals, municipalities and tribes in our 3 county region --- this will bring quality broadband network to all households and students in our region (one gig fiber network).

In addition, we will be looking to upgrade our security system, which would include the purchase of new cameras and interior doors. This will ensure that every student has a safe environment to learn at their full potential.

4. 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.

The interventions that the district is planning to implement are intended to service all students with both their emotional and academic well-being. By providing these additional services, we are reaching those students that are impacted more heavily by the pandemic.

American Rescue Plan 2021

Leslie Public Schools - 33100

1. 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:

LPS will use approximately \$1,278,844 of its ARP Act ESSER III funds to implement the following prevention and mitigation strategies to improve ventilation by upgrading our current HVAC units. Improved HVAC systems will help increase the amount of outdoor air brought into the school buildings, which minimizes recirculated air, thus reducing viruses in the air. The EPA has ranked indoor air pollution as one of the top five environmental risks to public health, and health risks associated with poor indoor air quality have the potential to directly impede student learning and achievement. We feel this is the number one priority to address as shown in our stakeholder survey and meetings.

2. 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:

LPS will run summer learning opportunities to help students catch up on learning loss and recovering credits. We have had students that need extra time in school to address learning loss over these past two years. Summer learning opportunities are the perfect opportunity for those students. We will use the funds to help pay for curriculum and teachers.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LPS will use the majority of ESSER III funds on upgrading HVAC systems. LPS will also invest in counseling help, finding teachers to cover classrooms, mental health curriculum, math and reading curriculum, summer learning opportunities, and the test-to-stay program.

4. 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.

LPS has been committed to staying face-to-face throughout last year, this year, and moving forward. Students at school, learning in front of their teachers is the greatest way to combat learning loss. Furthermore, to help against learning loss, LPS will use ESSER III funds for additional counseling help, the purchase of mental health curriculum, the purchase of additional ELA (CKLA) and math curriculum, and provide summer learning opportunities. Furthermore, we will address the lack of teaching staff with additional building substitutes and substitute incentives. Also, Ingham County allows students to stay in school instead of spending time at home in quarantine. In order to be able to stay in school, students need to take a rapid COVID test in the mornings. We will use funds as a stipend to have staff come in early to administer the test to students in the morning. Allowing students to test-to-stay lessens learning loss by keeping students in school and not learning from home.

American Rescue Plan 2021

Life Skills Center of Pontiac - 63920

1. 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:

The LEA plans to use funds to keep the building clean and safe in a manner consistent with CDC and local county guidelines, which includes the purchase of safety supplies; technology to conduct remote teaching and learning when necessary, and to hire Covid-specific staff for tracking, communicating and keeping up with required reporting and mitigation strategies.

2. 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:

The LEA plans to use funds to hire additional support staff in academic and guidance roles in order to help students make up lost learning. This includes staff able to work in-person as well as remotely. Providing students individualized instruction remotely and in person on a 1 to 1 basis is a best practice for helping students recover lost learning, including credit recovery.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA plans to use funds to continue supporting the need for increase technology for students, staff and the administration in order to adopt to constantly changing situations relative to Covid-19. This includes dealing with intermittent shut-downs, serving students no longer able to attend school in-person, providing support and training to staff as they adapt to more technology-based teaching and administration of their own daily tasks, and getting needed resources to students and families who are quarantined (food, learning supplies, internet connections, etc.).

4. 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.

The LEA plans to use funds to provide additional academic support through Paraprofessionals, tutors and specialized advocates, in order to help them recover lost learning due to Covid-19 shut-downs and absences. The LEA will also use funds for contracted social workers, behavioral specialists and other family advocacy services, to help our students from under-served groups,

American Rescue Plan 2021

LifeTech Academy - 23900

1. 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:

LifeTech Academy is a cyber school. As such, much of the work is virtual with opportunities for students to have in-person access to service centers. Staff is available to students at service centers and in virtual spaces. LifeTech will support additional staffing to ensure that students have access to support when they need it. In this time of a global pandemic, many students struggle with contact change. LifeTech will use funds to maintain "normalcy" for students and support extended Learning opportunities including Early Middle College and Dual enrollment.

2. 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:

LifeTech works on a year-round basis to support student learning. LifeTech will work to reduce the impact of the pandemic on student learning by maintaining and increasing staffing levels, course options, and increased access to post-secondary options.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LifeTech will increase the support of students through maintaining and increasing staffing, enhanced digital spaces, improved data & LMS systems, and increased access to postsecondary opportunities.

4. 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.

LifeTech will use Learning Coaches to regularly connect with students to gather additional information to evaluate student needs. Further, LifeTech will reach out to families and communities to support students who have increased truancy and other risk factors.

American Rescue Plan 2021

Light of the World Academy - 47900

1. 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:

The Academy will address proper air flow and sanitation through the purchase of new entryway doors at the main entrance to the building. These doors are not safe for students and parents to enter in and out of and will require additional ventilation to ensure proper air flow. Side windows will be added to allow for air to circulate through the front section of the building.

2. 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:

The Academy plans to hire a MTSS tutor - in addition to one already provided through Title I. This additional tutor will give additional depth to the interventionist tutoring time. Tutor will provide pull out services to students needing the most support due to loss of learning during the pandemic. Students will be identified by testing scores, teacher recommendation, and based on other factors.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to provide art therapy to students to address mental health concerns. The therapy will be given to students in all grades once per week. Art was not previously provided at the Academy and this will have a mental health focus.

4. 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.

Light of the World Academy has maximized the Montessori approach of extensive differentiated small-group and individualized instruction. Using this approach has allowed the Academy to continue to meet students at their individual academic and social-emotional levels. Our school is committed to providing a free and appropriate public education (FAPE) to all students with disabilities and to aligning all special education services. Furthermore, students with disabilities will be provided a FAPE in the LRE We will use a RTI process to identify students with unique needs, create IEPs and annual goals and implement a MTSS with evidence-based interventions to mitigate learning loss.

Lighthouse Academy - 41922

1. 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:

ESSER III funds will be used to prevent and mitigate COVID-19 at the school, while providing every opportunity for students to participate in in-person learning. First, information about access to the vaccine for COVID-19 has been provided to staff, students, and families to encourage vaccination. Staff are still completing a daily electronic screener to detect COVID symptoms. The school continues to encourage mask wearing of all students and staff, as well as any visitors to the building. We provide hand sanitizer and encourage frequent hand-washing as well as maintaining at least 3 feet of distance between each person in the school. In addition, we provide temperature taking at the school doors and ask the COVID-19 symptom questions before allowing access to the buildings by students, family members, and community members. Staff are required to take an electronic symptoms screener daily before reporting to work. Finally, all students and staff are encouraged to stay home if they are ill. If they report having COVID-19 symptoms, they are asked to go get a COVID-19 test and return only when they are cleared. Last, school administration remain in close contact with local health departments to receive updates on the level of community transmission and to receive guidance on continued efforts to reduce the spread of COVID-19.

2. 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:

The following resources will be funded to address the academic impact of lost instructional time:

- In-school acceleration through provision of paraprofessionals and academic (literacy and numeracy) and behavior interventionists to address the needs of those students who have MTSS-Tier 2 and 3 level needs.
- Out-of-school time programs through provision of additional time after-school.
- Intercession days beyond the 180 day school year to address the academic gaps identified in the students through NWEA MAP assessments.
- Paraprofessionals to address both academic, behavioral, and English Language acquisition needs as identified through data from academic (NWEA MAP, WIDA, M-STEP, SAT, etc) and behavioral and emotional (SRSS, SWISS, anecdotal data, etc)
- SEL and trauma-informed practices training for all school staff.
- Credit recovery teachers.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Spending ESSER funds consistent with 2001 (e) (2):

- Provide devices to all students and internet access (via hotspots) to students whose homes lack this resource.

4. 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.

- Paraprofessionals along with academic and behavior interventionists to address both academic, behavioral, and English Language acquisition needs as identified through data from academic (NWEA MAP, WIDA, M-STEP, SAT, etc) and behavioral and emotional (SRSS, SWISS, anecdotal data, etc)
- SEL and trauma-informed practices training for all school staff and materials and curriculum to implement best-practices learned.

Lighthouse Connections Academy - 63939

1. 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:

Lighthouse Connections Academy is a full-time virtual school, offering students a reputable, sustainable, safe and engaging virtual option during the pandemic when brick and mortar schools were transitioning to hybrid or virtual coursework or were closed. The school will use ESSER funds for salaries and benefits for staff providing supplemental instruction and support to students who are at risk of not succeeding due to missed schooling due to COVID-19 or other reasons.

2. 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:

The school will use funds for the following to address the academic impact of lost instructional time:

- *IXL supplemental instructional program providing students additional assessments, lessons, and progress monitoring
- *MiFis/Hotspots and related data plans to provide students with better access to virtual courses
- *salaries/benefits for intervention teachers and elementary teachers providing supplemental instructional support and additional academic support to students who are at risk of not succeeding and/or who have experienced lost instructional time due to COVID-19.

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3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will use funds for the following:

- *salaries and benefits for counselors and advisory teachers providing supplemental college and career counseling, transcript review and progress monitoring and social-emotional and behavioral support to students
- *counseling team program for female students
- *dual enrollment courses and related textbook costs for students enrolled in concurrent coursework

4. 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.

The school will ensure that interventions implemented will respond to academic, social, emotional, and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, 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 receive personalized and differentiated instruction and staff assess the unique needs of each student on an individual level and subgroup level to ensure that all students have access to the educational and instructional services needed to succeed. Personal learning plans taken into account the academic, social, emotional, and mental health needs of each individual student. Data is reviewed across all grade levels and all core subjects and broken down into subgroups (ethnicity, economic status, EL, homeless, sped, cohort status, late enrollment, other at-risk factors, etc.) and used to determine the needs of individual students, subgroups, and the school as a whole and to determine best ways to address those needs for continuous improvement. Student data is housed in the school's EMS and is shown in real-time so that teachers and staff can see when a student is falling behind and can work with that student, their family, and appropriate staff to determine what that individual student needs to succeed and how the staff can support that student's success.

Lincoln Consolidated School District - 81070

1. 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:

Lincoln Consolidated Schools will set lower goal class sizes to provide extra academic support, improve relationships with all students, better identify individual student needs, increase social distancing, and reduce the number of students placed in quarantine. LCS will add academic interventionists to support accelerated learning, and use ESSER III funds to provide SEL professional development and other supports for our staff.

2. 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:

In order to address the academic impact of lost instruction time, we will use our funds to implement two major initiatives based on the data collected from the meaningful consultation from the LCS stakeholders and the needs we see on a daily basis. LCS will use a portion of our funds to fund academic interventionists at each of our elementary buildings, the middle school, the high school and virtual academy that are responsible for helping to close the academic gap in reading and/or math due to the pandemic. The academic interventionists will assist with the need to administer high quality assessments to determine academic needs, implement evidence-based practices, and monitor student academic progress to identify students who need more help. LCS will also use the funds to get our staff the support they need in adult SEL as well as student SEL as we work to ensure we are educating the whole child. The SEL support and/or SEL interventionists will assist with implementing evidence-based practices.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LCS will use ESSER III funds to help offset our higher staffing costs to maintain lower class sizes. Lower class sizes are the highest priority intervention identified during our meaningful consultation with the public to provide remediation and additional SEL support for students. In addition, LCS will also use some of the ESSER III funding to provide technology in the event that remote learning is needed at a later time.

4. 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.

LCS will give its students more access to support with academic interventionists and the resources and materials they will use during the school year. All of these programs are research and evidence-based best practices that will help meet the academic needs of the students. Based on feedback received during our meaningful consultation with the public, LCS will implement professional learning for staff in the areas of adult and student SEL to ensure LCS meets the social, emotional, and mental health of our students and staff. All of these interventions will also be progress monitored for effectiveness.

Lincoln Park, School District of the City of - 82090

1. 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:

Through a survey and numerous committee meetings, LP stakeholders were asked to give feedback on their top 5 priorities within the district in the 15 eligible areas for ESSER III funds. The third priority given by stakeholders at 56.8%, was upgrades to facilities to improve environmental health and safety, such as new HVAC systems, windows, and doors. 21.2% of the stakeholders also mentioned furniture and equipment to aid social distancing and 29.5% indicated a continued emphasis on cleaning materials and sanitization training. After reviewing the ability to social distance and air quality in our schools, the high school in Lincoln Park showed a significant need for better ventilation. With 1400 students, it is not possible to always keep students 6 feet apart. For this reason, a new HVAC system will be installed which will provide an updated air ventilation system to ensure that students are protected from exposure to COVID-19. Two additional buildings, Lafayette Elementary (525 students) and Lincoln Park Middle School (1150 students) will receive new windows and doors to allow for adequate ventilation. These 3 schools make up 60% of the student population. In all schools, additional furniture will be purchased to allow for social distancing in all learning areas. Maintenance staff will continue to be trained on the most up-to-date cleaning procedures and PPE will continue to be provided for staff and students for protection.

2. 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:

63.9% of stakeholders indicated that adding additional instructional support staff to support struggling students was a priority. 60.9% indicated programs, activities, and training to address learning loss in ELA, Math, and Science, while 46.4% of stakeholders desired to ensure that all students receive high-quality instructional materials to facilitate learning. 28.6% want a continued emphasis on technology and 27.8% indicated they wished to have extended instructional learning time. Based on this information, our plan includes adding instructional coaches at the elementary and secondary level in literacy and math, as well as for English language learners. These coaches will help coach teachers on best practices to overcome deficits due to lost instructional time. The Reading Recovery program, along with other research-based intervention programs will be used with students to accelerate interventions in the areas of literacy and math. Additional teachers will be added for both Reading Essentials and Math Essentials at the Secondary Level. After School tutoring programs, as well as summer enrichment programs, will take place for 21-22 and 22-23. In order to qualify for these programs, data will be used from the interventions and programs being used. Books and manipulatives in math will be purchased to ensure every child has access to text at their level both in school and at home. A new science curriculum will be implemented to overcome the losses in science.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

A data coach will provide teachers and administrators with data collected from a variety of sources, to ensure the interventions and services being used are successful. Data will include benchmark assessments, data from programs being used, and local assessments. Behavioral data will also be compiled. This data will be accessible to administrators and teachers in an easy to use format to make understanding and accessing the data easy so that it can be used to monitor and alter interventions if needed. An attendance liaison will be hired to monitor attendance and communicate with families regarding their students' attendance. The liaison will set up meetings with the administrator and parents to discuss hardships or barriers that may exist. The liaison will help garner services to overcome these hardships with the help of the administrator and other support staff.

4. 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.

Over 60% of our stakeholders stated that social emotional learning and opportunities was vital in Lincoln Park. Lincoln Park Schools desires to support a safe, healthy and inclusive learning environment. In order to integrate student support services, Lincoln Park teachers will continue to be trained in providing social emotional support to students. Through building relationships, the resilient schools project, reset rooms, calming corners, PBIS, and the courageous classroom, teachers will provide students a supportive environment to learn. In a partnership with Starr Global, a train the trainer model will be used to ensure sustainability after the grant is over. Behavioral health services, as well as wrap-around services, will be provided to students who need additional assistance outside of what the school can provide. Social Workers will be added to ensure every school has equitable access based on the need of their students. They will also be trained to ensure they are aware of all supports available to students. Teachers will be trained in the use of programs such as Second Step and Trails to provide both tier 1, 2, and 3 supports to students. Students will be taught about resiliency and how to build skills to help them cope when situations are challenging or difficult. Transportation will be provided for families to access services if needed, as well as translation services.

American Rescue Plan 2021

Linden Charter Academy - 25907

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Linden Community Schools - 25250

1. 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:

Previous ESSER and CRF funds helped support targeted district COVID prevention adherence planning. The result is that our district has been in an in-person mode for all of 2021-2022. In fact, for most of the 2020-2021 school year, we were able to provide in-person or hybrid instructional modalities. Because of this previous work, ESSER III funds will allow us to direct attention to strengthening our support of our recovery of learning plan with the 20% set aside. Moreover, these funds will allow the district to implement other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continue to employ an existing staff of the local educational agency.

2. 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 funds will be used to support the implementation of evidence-based activities to meet the comprehensive needs of students. The district will use funds for instructional coaching. Instructional coaching is a tool for professional development recommended by the Michigan Department of Education. An instructional coach is a person who possesses specialized knowledge and skills, and who models and facilitates best practices to achieve desired outcomes. Coaching is a successful model of professional development that increases teachers' capacity for implementing best practices. Additionally, ESSER funds will be used to implement an assistance program designed for secondary students identified as being at-risk for academic failure. Program characteristics include commonly-cited best practices in education, such as small class sizes, use of certified teachers, use of an aligned, standards-based curriculum, and differentiated instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The pursuit of equity requires that barriers are addressed so that students are positioned to reach rigorous outcomes. The COVID crisis magnified a district technology device barrier that is facing many of our lower socio-economic students. Approximately 15-20% of students do not have access to their own devices at home. To help reduce this impact, our plan is to move forward with a 1:1 tech-student ratio. Our goal is to purchase enough technology devices to go along with our current purchases to provide every student in our district with their own personal device. Approximately 8% of Linden households do not have internet access. Our goal is to support families without internet access by offering district provided hot-spots for home internet access. The remaining funds will also be used for other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continue to employ an existing staff of the local educational agency.

4. 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.

As indicated in the previous narratives, the pursuit of equity requires that barriers are addressed so that students, parents, and staff are positioned to reach rigorous outcomes. As stated, coaching is a successful model of professional development that increases teachers' capacity for implementing best practices. Our assistance program is designed for secondary students identified as being at-risk for academic failure. We are addressing identified technology and wifi needs of families. We are also using funds for other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continue to employ an existing staff of the local educational agency. It is important to note that the district has applied for and is using additional revenue streams such as Section grants from the state of Michigan. For instance, section 23: before/after school programs and section 310: hire school health professionals to name a few. These are all part of our overall recovery of learning plan. Ensuring that activities are carried out with fidelity is a critical aspect of continuous school improvement. Thus, evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps will be carried out in our school improvement process.

American Rescue Plan 2021

Litchfield Community Schools - 30040

1. 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:

Some of the funds we are receiving from Esser III will be utilized in the following ways:

- 1) improve our air quality - improvements to heating systems and adding air conditioning;
- 2) Purchase of sanitization products;
- 3) Replacing some of the equipment for cleaning and maintenance that needs replacing.
- 4) Electrical work done in areas that need improvements to enable students to be spaced out working in classrooms.
- 5) Some of the funds will be utilized to replace carpeted areas that can no longer be cleaned and painting areas that also can no longer be cleaned in classrooms and the building in general.
- 6) Another portion of our funds will be designated to rekey our entire building, replace hardware needing replacement and replacing doors that need replacing.
- 7) Adding additional cameras to our current system;
- 8) Replace entrance way mats and increase the number we have at all entrance doors;
- 9) Replace playground equipment that is no longer safe for students to use.
- 10) Replace windows that will improve air quality, heating, and air flow in general.
- 11) Replace blinds for windows that no longer work or are functional in any way.
- 12) Replace bathroom stalls in our athletic wing used for athletics and elementary school students.

All work that will have to be done by contractors has been confirmed will be able to be completed in the allotted amount of time.

2. 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:

We will be utilizing a portion of our funds to support the following things:

- 1) replacements of student devices, chargers, and cases for devices;
- 2) teacher device upgrades;
- 3) technology upgrades to the two offices in our district, including ability to view camera footage with more ease;
- 4) technology improvements to infrastructure;
- 5) provide hotspots to families without internet services at home to support continued instruction during virtual learning days;
- 6) Provide after school tutoring and transportation for students needing help to make up for learning losses;
- 7) Provide summer school programming and transportation costs for students needing help to make up for learning losses.
- 8) Additional paraprofessional support to assist in classrooms with students needing extra assistance in the areas of reading, writing and math.
- 9) Purchase updated math curriculum for K-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the identified areas listed above, we also plan to utilize ESSER funds for the following areas:

- 1) Tuition reimbursement for staff seeking additional certifications as well as other staff seeking initial teacher certifications;
- 2) Worker Transitional Fortitude Funds will provide funds to employees in the district who have committed to working here and staying here as an employee (was included in our ESSER II funding as well);
- 3) Name plates outside of classroom doors;
- 4) Purchase of a district work truck with plow to help us become self supportive in snow removal and other activities that are currently contracted items;
- 5) Replace classroom furniture in Kindergarten through fifth grade rooms - is the original furniture and is in desperate need of repairs which can no longer be done.
- 6) We will also designate a portion of the funds to cover salaries and benefits of teaching staff in the K-12 grade levels to assist us in building our general funds, so that all we have done can be sustained in the years following the grant fund allocations.
- 7) Purchase an ice machine to be utilized by athletics and the school to assist in first aid.
- 8) Upgrades and improvements to our baseball and softball fields.

4. 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.

Our district is a K12 Title I district, so a majority of our students and families qualify for additional assistance in the areas of academic support, device support, food distribution, etc. Our district was able to secure a full-time Social Worker through funds in other grant areas, but we will also utilize some of these funds to purchase curriculum and/or other resources to support social emotional learning for all of our classrooms. When virtual learning days have to be scheduled, students with disabilities or other needs are still provided the opportunity to come into school and work with their instructors. Transportation is also utilized to deliver food and curricular materials to families that cannot otherwise pick them up from school.

Livingston Classical Academy - 81913

1. 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:

Brainspring

Brainspring is used to remediate English Language Arts 1-2 times per week via a private individualized educational tutoring program. Each student will participate in an informal evaluation of instructional reading level, analysis of oral reading, fluency, comprehension, and specific deficiencies in phonics or reading. Written progress reports will be provided to parents.

Cost: July and August 2x per week, + registration fee + assessment = 1,200.

English Language Arts: Well Ordered Language, Literacy Essentials, Voyages in English Grammar and Writing

The Well Ordered Language curriculum is designed for teachers and students to actively engage with each other and with the grammatical concepts in each lesson, using language skills—reading, writing, speaking, and listening—along with physical movement, songs, and chants.

Literacy Essentials is a program that is multi-sensory, explicit and direct. It is based on the Orton gillingham principles.

Voyages in English Grammar and Writing ensures mastery of skills and empowers students to become critical thinkers and effective writers, speakers, and listeners.

Computer cart(s), computers

To create social distancing within the K-12 classroom when working with technology.

Covid Response Stipend (22/23 Staff)

2. 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:

Livingston Classical Academy will offer summer learning through BrainSpring for students at risk to address the impact of lost instructional time. A unified English Language Arts program will enrich daily learning across K-8 classrooms while addressing the impact of lost instructional time. Educational rugs will create social distancing opportunities for K-2 students during classroom instruction. Outdoor enrichment equipment allows for lower EL and upper EL to social distance during outdoor recess.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

1.0 FTE student supervision aide to assist in lunchroom monitoring and provide light janitorial duties in line with the school COVID safety protocols - 21/22 and 22/23 school year

4. 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.

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English Language Arts: Well Ordered Language, Literacy Essentials, Voyages in English Grammar and Writing

The Well Ordered Language curriculum is designed for teachers and students to actively engage with each other and with the grammatical concepts in each lesson, using language skills—reading, writing, speaking, and listening—along with physical movement, songs, and chants.

Literacy Essentials is a program that is multi-sensory, explicit and direct. It is based on the Orton gillingham principles.

Voyages in English Grammar and Writing ensures mastery of skills and empowers students to become critical thinkers and effective writers, speakers, and listeners.

Computer cart(s), computers

To create social distancing within the K-12 classroom when working with technology.

Livonia Public Schools School District - 82095

1. 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:

Livonia Public Schools will use a combination of available funds to continue the cleaning and hygiene measures that are recommended by the MHHS Department based on where the state, county and our community are with cases and the spread of COVID 19.

Consistent with MDHHS and CDC recommendations, wearing of masks indoors will continue to be required based on Wayne County Health Guidelines. LPS will continue to make face masks available to all individuals in need of a mask.

All athletic programs will continue to follow MHSAA guidelines and requirements.

Masks are required on all school buses/district transportation. If the CDC changes this requirement in the future, LPS will revisit this requirement.

All classrooms will have the appropriate EPA-approved disinfectant in their rooms.

Rooms will then be cleaned and sanitized by school or district custodial staff

2. 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:

LPS will use a combination of available funds to continue to offer the extended day programs, summer learning and enrichment programs and the credit recovery opportunities to our students. During the summer of 2021 we offered a variety of experiences for students to re engage social emotionally and academically, and we would like to continue these aspects of our program: Community Learning Fridays & Credit Recovery and

Before and After School - hosted at each individual K-12 school. Students can participate in book clubs, tutoring, and PBL clubs. The connections between academics and engagement will support students as the new school year progresses. Students can receive social emotional support along with the academics. The "whole child" approach will continue to support students throughout the school year.

K-1 Early Learning - This learning opportunity offers our youngest students the opportunity to play, socialize and learn. The first week of camp parents are encouraged to stay and Parent Outreach activities are offered along with stories and play for our students. Students then move to participate in activities that help them to prepare for fall with learning activities, routines, eating in the lunchroom and riding a bus.

Grades 2 - 8 Project Based Learning Camps- offer students fun and engaging themes that they can read and write around, take electives that fit with that theme, along with PE classes that are offered at all camps, and targeted math instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Well before the pandemic and ARP ESSER funds, the school district has always evaluated the needs of students and staff and aligned our resources to address those needs. LPS will continue to sustain services to address students' academic and social/emotional/mental health needs and will take all steps necessary to support the goals of increasing opportunities to learn and equity in instructional delivery.

4. 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.

Livonia Public Schools will use a combination of available funds to meet the academic, social and emotional and mental health needs of all students, especially those students who were disproportionately impacted by COVID 19, by

providing additional psychologists and social workers to our schools.

providing tutoring opportunities for students at the 7-12 levels.

adding a clinic at Franklin High School that will provide students with a psychiatrist and social worker to address the unique mental health needs of our students. This team is provided through a partnership with DMC/Wayne State University Child and Adolescent Psychiatry and the Director of Child and Adolescent Public Psychiatry and Community Outreach. This partnership is an opportunity to reduce barriers to mental health support for students. This is a medical-model for the treatment of students with significant psychiatrist needs located within one of our high schools.

providing for additional materials for students to use both in school and at home to fill gaps in learning.

providing additional professional development opportunities for staff on meeting their student needs, both academically and behaviorally, on-line teaching and learning and assessment best practices.

American Rescue Plan 2021

Lowell Area Schools - 41170

1. 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 software GPS system for district busing tracking. This includes a parent component allowing parents to track bus locations and monitor pick up/drop off times. This also allows the district transportation office to track busing times, routes, and locations. Staff retentions bonuses are planned in order to recognize the many extra efforts staff has made during COVID and continue to implement including quarantined students, remote learning, hybrid scheduling etc. The purchase of radios is planned to increase emergency communication as well as promoting safety procedures during code red drills or other emergency situations.

2. 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:

Funds will be used to run after school programming/tutoring services in grades 6-12. Each core subject area is available for services three days per week for students in grades 6-8 (after school) and two days per week for students in grades 9-12 (after school). General as well as specialized tutoring help will be available for students on a drop in or by invitation through the child study process. Summer programming for math and literacy supports will be available in grades K-5. These programs will be run in two 4 week sessions. Both literacy and math supports will be for identified children with learning loss as evidenced by local assessments and benchmark scores as well through state assessment. The summer programs focus on interactive, hands on learning experiences. Enrichment in the form of literacy and STEM will be available in grades 6-8. This program will focus on literacy for one week and STEM for the second week.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Learning loss, enrichment, and acceleration strategies will be implemented through a math coordinator, math interventionist, and a literacy coordinator position. Students will be identified based on a variety of assessments for intervention and support in an intentional manner. A behavior consultant will facilitate behavior plans for at risk students. The consultant will work with teachers, administrators, and itinerant staff to create FBA and PBSP plans to track data and monitor/implement strategies. IXL software can be used to practice, remediate, or accelerate learning for students. IXL also includes assessment. Mental health groups will be created at the middle school level to work in small groups for reasons such as anger management, anxiety, or depression. Adult learning (PD) will be implemented to promote positive staff culture and increase capacity in the area of professional learning communities. A Coordinator of Student Support will help lead intervention practices for identified at risk students at the elementary level and create plans for behavior, mental health, or academic needs.

4. 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.

This plan includes a number of new positions, programs, services, and professional development that will serve to address learning loss, promote positive mental health, and help support at risk students. Such students are included as those with disabilities and low income students. The emphasis of this plan is designed to increase support in the above areas and address students that have fallen behind on basic math and literacy skills. Behavior, academics, and social/emotional learning are all included in the current plan to be submitted. Additionally, staff will be supported through a retention bonus and additional professional development in the area of professional learning communities. This is intended to promote a positive school culture and build capacity as a collaborative learning community. Increasing and updated radios is a safety/communication measure for the well being of all persons. The busing GPS software serves to better communicate with parents and increase our ability to retain staff and develop efficiencies within our transportation department.

American Rescue Plan 2021

Ludington Area School District - 53040

1. 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:

Based on stakeholder input, Ludington Area School District will use ESSER III funds to implement prevention and mitigation strategies recommended by the CDC of social distancing and evaluating the air purification systems in the buildings. The district received overwhelming support on the suggestion to use ESSER III funds for teacher and paraprofessional salaries. This would allow the district to be better able in providing small class sizes, to attract highly qualified teachers and paraprofessionals, and in maintaining the amount of support staff needed to support small groups of students and in addressing student behaviors.

2. 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:

Again, based on stakeholder input, "Deliver interventions for struggling students and provide small-group instruction" was identified as a major need. This aligns with addressing the impact of lost instructional time. The survey responses supported the use of funds for teacher and paraprofessional salaries that would allow the district to be able to provide interventions for students and small-group instruction. The instruction provided through small group instruction is part of our MTSS program, which is an evidenced-based intervention. A current challenge with providing interventions is being short staffed. If the district hired full-time substitute teachers, this would prevent teachers and paraprofessionals from being pulled to cover other classes.

Survey results also supported the need for additional support that is available for all students, such as after-school or summer school opportunities. These funds could be used to support current initiatives or possibly expand these types of additional supports.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The third highest rated category based on stakeholder input was "Provide social and emotional learning opportunities such as counseling, mental health & wellness resources for students, staff, and families." The district could use ESSER III funds for the salaries of the district counselors, including the counselors from local mental health facilities, to ensure that the appropriate amount of counselors needed to support all students. The district could also use these funds to provide training and resources for staff, families, and students to support social and emotional learning. Survey responses included the need for mental health support for teachers and the hiring of a school nurse.

For facilities, the district could get an evaluation done on what other ways the air quality in the district could be improved and explore the installation of air purifiers.

4. 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.

LASD will ensure that interventions support all students by using the funds based on the input of stakeholders. Stakeholder input included strategies that would support all students, such as supporting smaller class sizes, staffing at all grade levels, Social and Emotional Learning resources, and evaluating the facilities of all students to ensure they have improve air quality.

American Rescue Plan 2021

MacDowell Preparatory Academy - 82747

1. 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:

We will continue to withhold all safety guidelines put in place by the CDC. We will monitor these guidelines on a regular basis to ensure scholar and staff safety. These funds will help us to continue to be able to do so without having an added financial burden on the schools overall budget. Safety is not an area we ever want to worry about as far as money is concerned.

2. 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:

The LEA will use the funds allocated to address academic enrichment due to lost instructional time through the implementation of evidence-based interventions. MPA will provide summer school for our most at-risk scholars as well as year-round tutoring either before and/or after school. We will also implement intervention programs including IReady and STMath to help reduce the learning loss and use support for our instructional staff in the areas of instructional coaches and academic interventionists.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend its remaining ARP ESSER funds in the allowable ways as permitted by the 2001(e)(2) of the ARP Act. Funds will be used appropriately on safety procedures to allow our scholars to return safely to school and finally to allow our scholars to catch up due to lost learning opportunities due to being out of the building.

4. 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.

The LEA will ensure that the interventions it implements will address the loss in instructional time to scholars of all backgrounds and those who meet the indicators mentioned above. These programs and interventions will be monitored monthly by MPA Leadership and also monitored and assessed for effectiveness by our School Board of Directors on a quarterly basis. Our school has scholars from all backgrounds and most are in high need due to demographic indicators.

American Rescue Plan 2021

Mackinac Island Public Schools - 49110

1. 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:

We will use a portion of our ESSER III funds on cleaning supplies, sanitizers, masks and filters for the air purifiers we purchased

2. 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:

We will use a portion of our ESSER III funds to pay a certified teacher to meet with students after school during a homework lab time. This will be open for all students who need additional instruction and/or time to be successful at school. As I observe this extended day as an opportunity for our students, I am noticing not only academic needs being met, but also social-emotional and physical needs being met. We live on on Mackinac Island, which creates extreme isolation for many of our students. This time after school supports our students emotionally as well.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use the remaining of our ESSER III funds on new projectors for 2 classrooms and our library media center. These projectors will be used for student presentations during class time.

4. 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.

Please see above.

American Rescue Plan 2021

Mackinaw City Public Schools - 16070

1. 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:

MCPS has a comprehensive plan that includes replacing windows, upgrading air handler system and purchasing air purifier systems. We also have the purchase of a new suburban to better place students with distancing guidelines. The vehicle will be used for club and athletic team transportation. With MCPS being a small district having a smaller vehicle that's not a bus will better suit our needs for certain safe transporting of students.

The district will continue to provide masks to staff and students as needed. We will continue to follow CDC, MDHHS, and Northwest Health Department mandates and guidelines. Custodial staff will continue to disinfect the entire building daily including all classroom desks and tables.

We have also included the purchase of chrome books to support online and distance learning.

We believe these strategies will enable us to support the learning and progress of all of our students k-12.

2. 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:

MCPS has spent much time collecting community survey data and meeting stakeholders to ensure that we will have programs in place to close the educational gap using evidence based programs that have worked in Mackinaw City Public Schools.

1. MCPS will be implementing an extensive summer school program that will focus 9-12 credit recovery and K-8 focus will be on identified students through NWEA , Accadience, and other instructor recommendations. We have budgeted for four teachers to work fifteen hours a week for six weeks during the summer.

2. We will be hiring a 6-12 grade counselor that will be focused on student academic success. This person will serve as the school - home liaison. They will meet weekly with students who are struggling academically. The counselor will also make weekly parent contacts. We will also expand our Child Study Team to include more students who are identified as academically at risk.

3. We have money budgeted to spend on credit recovery classes to ensure all of our students are on track to graduate.

4. MCPS will hire two retired teachers to work with academically at risk students K-12. The retired teachers will be in the building daily working with students and coordinating with individual teachers.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be spent in a variety of ways to support student growth, staff development, implementation of health and safety protocols, and enhanced educational opportunities for all students. The fund allocations will include, but not be limited to, the following:

- *purchase supplies to sanitize and clean the MCPSA's facilities;
- *improve school facilities to reduce risk of virus transmission and exposure to environmental health hazards including the building and structure of an outdoor area and access of an outdoor classroom;
- *purchase educational materials and 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 teachers, including students from low-income families and children with disabilities;
- *continue to support professional development activities that broaden the learning ecosystem of students, staff and families;
- *conduct other activities that are necessary to maintain operation of and continuity of and services;
- *continue our partnership with outside agencies to support the mental health needs of all district stakeholders

4. 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.

Implemented use of funding and all interventions will be geared towards meeting the academic and social/emotional needs of all students. Attention will be given to identifying any students who were disproportionately impacted by COVID-19 including, but not limited to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Identification strategies will include school counselor and teacher input, data analysis of school based assessments, teacher and parent input, school records, and other areas. The District engaged in meaningful consultation with all identified stakeholders in a variety of ways. This included the creation and dissemination of ARP Needs Assessment Surveys, administrative meetings held with district administrators; maintenance and technology departments; teachers; and others. The surveys were sent to the full school community which included parents, families, union representatives, and all staff members. The collected data helped to determine the allocation of all ARP funding.

American Rescue Plan 2021

Macomb Montessori Academy - 50914

1. 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:

MMA will continue to incorporate mitigation strategies recommended by the CDC as well as continue to work with our local health department, the Macomb County Health Division (OCHD), to ensure we are safely operating for in-person learning.

This includes;
students and staff

- in-house building substitute teachers to ensure continued learning when staff are absent
- frequent cleaning of high-touch surfaces such as; railings, door knobs, light switches, bathrooms, etc. by custodians
- frequent cleaning of tables and chairs by classroom staff and custodians
- hiring a health ambassador

2. 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:

MMA will use approximately 20% of its ARP Act ESSER III funds to address learning loss as described below.

- summer school
- summer packets
- Teaching Assistants-hire a behavior specialist focusing on SEL
- math recovery program and training
- additional Montessori instructional materials

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any funds not used to address learning loss or safety will be used to:

- purchase educational technology
- Professional development opportunities
- COVID response pay for teachers and other school personnel, including custodians
- A playground to support SEL

4. 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.

MMA recognizes the necessity to address the needs of students who have been disproportionately impacted by the pandemic. Therefore, the required 20% of ARP ESSER funds will be utilized to address significant learning loss and the increasing need for social-emotional support. MMA will assess the needs of the students through local and state assessment data to identify at-risk students and to develop interventions/instructional supports to meet their academic, social-emotion, and mental health needs.

This includes:

- one on one/small group tutoring
- increasing hands-on learning materials
- summer school programs
- hiring a behavioral interventionist to oversee the emotional, mental, and physical health of MMA students and to be the Social-Emotional Learning (SEL) Coordinator for students and staff
- developing partnerships with community organizations to assist students/families
- ongoing professional development for teachers on how to use data to drive instruction
- hiring a health ambassador

American Rescue Plan 2021

Madison Academy - 25911

1. 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, sanitation products and additional sanitation services. Funds will be used for proper cleaning and disinfecting of all facilities on campus, with an extra focus on main contact points. Construction/renovation of the building will allow for greater distancing between students.

2. 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 staff 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.

3. 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.

4. 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. 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 in to our master calendar.

Madison District Public Schools - 63140

1. 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:

ESSER III 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: 20% of the funding will be used to address learning loss among students including all protected classes. The remaining funding will be used to support and fund the planning and implementing related to summer and afterschool learning programs, technology, professional development & training, mental health services, purchasing supplies to sanitize and clean our facilities, inspect, test, maintain or repair facilities to improve indoor air quality, supplies to support the classroom, planning to implement activities during long-term closures, including providing meals to eligible students, providing technology for online learning for all students, and funding to develop and implement procedures & systems to improve the preparedness and response efforts of our district. Staff, teachers, coaches etc. will also be hired to support learning in a COVID environment.

2. 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:

Madison District 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, by creating smaller class sizes to enable teachers to re-teach core subject areas as well as provide more time for individual instruction, as well as offer a summer enrichment, and comprehensive afterschool programs. The district will pay it's teachers extra pay to support these additional learning opportunities designed to decrease learning loss. These programs will be evaluated for its effectiveness. Summer school will be offers to elementary, middle and High school students. All students especially students in need of additional support will have the opportunity to participate.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Madison district will spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act on the following items: Planning and implementing related to summer and afterschool learning programs, technology, professional development & training, mental health services, purchasing supplies to sanitize and clean our facilities, inspect, test, maintain or repair facilities to improve indoor air quality, supplies to support the classroom, planning to implement activities during long-term closures, including providing meals to eligible students, providing technology for online learning for all students, and funding to develop and implement procedures & systems to improve the preparedness and response efforts of our district. Staff, teachers, coaches etc. will also be hired to support learning in a COVID environment.

4. 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.

Madison District 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 by paying close attention to students who are in these different groups one class and building at a time. Staff will watch for the participation of these special students and ensure the proper supports needed to include mental health services, technology supports, as well as ensuring these special students sign up for additional supports. Surveys have been obtain to collect information on how to properly support these groups. This program will also be evaluated for its effectiveness.

Madison School District (Lenawee) - 46090

1. 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:

One of the major expenses that we have included in our ESSR III application is the replacement of one of our Roof Top Units (RTU). Over the past two years, we have replaced and upgraded all of the filters on our HVAC units. However, one of the last major upgrades we have yet to tackle is the replacement of our oldest and least efficient RTU. The replacement of this unit, will increase the ventilation/exchange of clean air within our building. Additionally, the Madison School District will use a portion of the available funding to replace buses in our fleet in an effort to maintain reliable transportation, for all students, to participate in in-person instruction. As a result, these expenditures will increase the Madison School District's ability to continuously and safely open and operate the schools for in-person learning.

2. 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:

During the summer of 2021, the Madison School District provided the most robust summer school program possible. In this program, the district provided 8 weeks of in-person instruction coupled with a distance learning model and credit recovery option. Additionally, the district provides after-school educational support programs for all Middle and High School Students four days a week to aide in the instructional time lost due to the COVID-19 pandemic. As a district, we will use the funds reserved under 2001 (e) (1) of the ARP Act to maintain these services/programs to our students moving forward.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Madison School District recognizes the impact of classroom teachers on student success. To support and increase our teachers' ability to effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close achievement gaps, the Madison School District will use ESSER III grant funds to hire additional core content teachers to lower class sizes and increase face to face instruction to five days per week for all students. Grants funds will also be used to support stipends for teachers to provide after school targeted remediation, extension and enrichment opportunities for students, as well as to provide teaching stipends for a summer school program focused on recovery of learning loss during COVID.

4. 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.

To support and increase our teachers' ability to effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close achievement gaps, the Madison School District will use ESSER III grant funds to hire additional core content teachers to lower class sizes.

The position of Community Health Liaison, will support students and families, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care by locating community resources for the purpose of promoting parent effectiveness and student achievement. They will assist with the organization and implementation of events and activities for the purpose of enhancing parent involvement. They will convey parents' questions and concerns to appropriate school/district staff for the purpose of supporting student success and further facilitating communications with parents. They will conduct quarterly meetings at schools and with community partnerships, conduct home visits, collect support information from parents in an effort to meet the educational objectives, and collaborate with other personnel to identify issues and concerns and work towards solutions.

American Rescue Plan 2021

Madison-Carver Academy - 82742

1. 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:

The district will hire hallway/lunch room monitors to assist with ensuring and maintaining a healthy, safe, sanitized environment by monitoring how social distancing recommendations, masking requirements for students, staff and guests, and other measures that would allow in-person instruction to occur without interruptions are followed. We will also hire an Improving Students Outcomes Coordinator, to lead the design and implementation of mitigation and prevention strategies, policies and procedures in order to continuously and safely maintain in-person learning for our students. Funds will be also used to purchase cleaning materials and sanitation equipment in order to maintain a high level of cleanliness throughout the building.

2. 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:

To address the academic impact of lost instructional time due to the pandemic, we will offer additional instructional time to help students in grades K-8 improve to meet the challenging State academic standards. The summer school program that will be offered focuses on lost learning in the areas of Phonemic Awareness, Phonics, Comprehension, and Math for elementary students. Middle school teachers focus instruction on essential standards in ELA and Math identified by the district. Our students will benefit from an additional reading intervention program called Flocabulary as well as year long after school tutoring. We will also offer an intensive early literacy program by hiring a Literacy Advocate and purchasing additional library materials to support the literacy program. All students interested in accelerating their learning will benefit from a year long after school tutoring program.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

As Madison Carver Academy struggles with hiring staff, plans are in place on maintaining current, consistent staffing that will help the district deliver the in-person instruction so many of our stakeholders opted for, consequently we will hire 10 highly qualified teachers and 1 building substitute to ensure continuity of instruction, and we will use funds to convert contracted substitutes into building substitutes. Maintaining the current staffing will also help the district implement multiple CDC layered prevention strategies needed to protect all stakeholders. We will purchase additional technology needed to ensure continuity of instruction and to also address learning loss for all k-8 students, both in-person and/or remotely as may be necessary, such as Chromebooks(to reach 1:1 ratio thus reducing risk of contamination and increasing preparedness in case of an outbreak) and scientific calculators. We will also implement early in person assessment in August, as well as we will use Heinemann benchmark assessment kits, to be able to plan in a timely manner for additional interventions. The district will use the funds to purchase purchase new science curriculum Foss next generation, and staff training on curriculum planning and classroom success strategies.

4. 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.

The district will use strategies to address learning loss, and socio-emotional loss in student subgroups as follows:
-Ensure technology is provided on a 1:1 basis to our students to ensure equitable access to education; Hire additional teachers and also to provide additional research-based interventions; train staff on curriculum development and class success strategies; Provide summer, after school and research based interventions and remediation to the students who have been disproportionately impacted by learning loss, including special education students; Provide research-based interventions for all qualified students during the school day such as purchasing a new science curriculum; provide the opportunity for early students assessment for a timely determination of needed additional supports and interventions; Utilize the Monthly data analysis meetings model to provide data to monitor the academic impact on student subgroup performance and to provide data to drive and individualized instruction to address learning loss and promote academic achievement by training staff on macro-curriculum development.

American Rescue Plan 2021

Mancelona Public Schools - 05070

1. 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:

In reference to the CDC prevention strategy of "Cleaning and disinfection," Mancelona Public School (MPS) will use funds to increase custodial services to improve cleaning and disinfecting procedures throughout our school district. MPS will provide school bus sanitization practices at a determined frequency to mitigate the spread of COVID. In reference to the CDC prevention strategy "staying home when sick and getting tested," MPS will use funds to provide teaching subs who are hired to sub on a daily basis (2 per building) to promote staying home and enable our district to operate in-person learning.

2. 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:

MPS will use these funds for high-quality assessments (such as NWEA and Aimsweb) to provide timely results, effectiveness of instructional techniques, identify critical content to focus on and identify students for additional supports. The assessment results will guide learning strategies. Also funded, Literacy Coaches will support our staff and students with new instructional strategies for acceleration within the classroom. If additional instructional time is needed, coaches may recommend students for after-school or summer programming. Interventionists will recommend small-group high dosage tutoring by a certified teacher or paraprofessional during non-core class time. We will engage our community partnership with Communities In Schools of Northwest Michigan to provide summer and/or after-school programming for identified students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In order to maintain the continuity of in-person learning, MPS will provide a chromebook per student to support online learning as well as mitigate the virus transmission from shared devices. In order to support 1:1 learning, we will increase our technology services with this funding. We will purchase supplies to sanitize and clean our facilities as well as items such as masks, sanitizing stations, sneeze guards. We will provide mental and physical health services and supports with behavior interventionists, school social worker and licensed counselors.

4. 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.

MPS will ensure that all students will be assessed for academic, social, emotional and mental health needs. MPS is fortunate with many community partnerships such as an on-campus health center (mental and physical) that is free to all students, free breakfasts and lunches through the Community Eligibility Program, after-school instructional programming sponsored by Communities In Schools of Northwest Michigan, free snack and supper after-school through At Risk. We strive to address the needs of ALL students, but have been especially challenged during the pandemic by many families living in remote, rural areas. To address this, during shutdowns we have delivered meals and have provided internet access opportunities.

Manchester Community Schools - 81080

1. 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:

The District will continue to work with local health department to ensure we are safely operating our schools for in-person learning. Masks are distributed & provided throughout the year to everyone. Everyone should continue to social distance, utilize good hand hygiene, and wear a mask. Our staff and custodial staff regularly disinfect surfaces within the building, and continue to purchase effective cleaning products & equipment to combat the spread of COVID-19. Permanent district support substitute teachers are assigned to our district in order to ensure continued learning when staff are absent due to COVID-19. Service and/or replace specific school-level HVAC systems in an effort to improve the indoor air quality, indoor bipolar ionization equipment, nursing staff hire, purchasing of PPE, supplies, and equipment to sanitize and clean in accordance with CDC recommendations.

In addition, we will use ESSER III funding to strategically address pandemic-related learning loss in our students, especially those disparately impacted by COVID-19. This will include providing small-group interventions & extending our Multi-Tiered Systems of Supports (MTSS) & Response to Intervention (RtI) in the areas of English Language Arts, with Social & Emotional supports; providing data-driven extended learning time in the summer; credit recovery options, provide additional social-emotional support, other efforts to ensure the continuity of operations, and other related efforts.

2. 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:

Working with key stakeholders, & guided by educational priorities for our students, we plan to leverage funds to provide students with access to high-quality, evidence-based extended learning time programming. We will look for programs that have a proven track record of raising student outcomes & addressing learning loss, particularly for communities that are disproportionately affected by the pandemic, this includes robust summer & afterschool programs. A key part of our work includes maximizing instructional time within the school day, ensuring students can receive personalized support with small-group tutoring, & after school resources. Continue to offer expanded summer learning, a robust extended school year, ESY. Providing a remote school option with MI Virtual & district support with individualized two way interactions with district teachers. Adding classroom support intervention teachers at the elementary as needed, & intervention tools designed for high level assessments with daily implementation of dedicated Literacy support & extension time period in Grades K-6 titled, "MYTime" in Grades K-2, & "Best Fit" in Grades 3-6. Administer high level assessments district wide to analyze & target specific students for evaluation & addressing additional needs, including progress monitoring tool, easy Curriculum Based Measurement to consistently monitor in areas of Literacy & Mathematics. Adding an additional classroom teacher at the Pre-K level to support smaller class sizes.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All funds will be utilized in accordance with allowability guidelines. Addressing learning loss; provide interventions; supporting staff professional development; ensuring continuity, as well as safety & healthy. Funds not used specifically for learning loss will be used to coordinate preparedness & response efforts to prevent, prepare, & respond to COVID19. Supplies to sanitize & clean; repair, service, improve facilities to reduce risk of transmission & exposure to health hazards; HVAC upgrades, equipment to improve indoor air quality. Purchase educational programs, instructional materials; a school nurse to manage COVID instances. Expansion of funding for substitute teachers for continuity. Providing mental health services & supports. Purchase educational technology to aid in educational interaction; For all students administering & using high-quality assessments that are valid and reliable, to accurately assess academic progress, assist educators in meeting student's academic needs, & through differentiating instruction. Using NWEA & implementation of easyCBM progress monitoring, & evidence based activities to meet the comprehensive needs of students. Incorporated into our Literacy support & extension times daily in Grades K-6 including specific interventions such as Phonics for Reading. Tracking student attendance & improving student engagement in distance education. Conduct other activities that are necessary to maintain operation & continuity of services.

4. 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.

The pandemic has disproportionately impacted our students from underserved communities, leading to significant learning loss & increasing the need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic, & target data-driven interventions. The data we gather from frequent year-round assessments will allow us to implement evidence-based interventions in real-time & address any learning gaps throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted: maximized learning on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of students' with deficits, small-group tutoring; research-based & standards aligned curriculum; & instructional tasks with complex thinking. Provide enriched summer school opportunities. Continue the implementation & coordination of mentoring, monitoring. The curriculum committee will continue to work to identify gaps in the content standards, set a plan of action and implement that plan accordingly. Funds will be used to ensure device availability, and mental health resources and counseling availability for all students.

American Rescue Plan 2021

Manistee Area Public Schools - 51070

1. 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:

Manistee Area Public Schools was mostly in-person during the 20-21 school year and all in-person during the 21-22 school year (as of December.) In an effort to keep students in school and mitigate the spread, we intend to utilize funding to update our HVAC system in an effort to improve efficiency of use and air quality to limit virus transmission.

2. 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:

We have set aside significant funding to address learning loss. We plan to spend funding on interventionists for Tier 2/3 support, digital resources for differentiated learning both at school and at home, professional learning opportunities to grow our capacity in formative assessments to identify next steps for students and teachers, books for students to be delivered throughout the summer, etc... Based on our stakeholder input, this is of utmost importance to our staff and community.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We have purchased and plan to continue purchasing a variety of curricular resources. Some of these resources are to update our outdated resources recognizing that students have significant learning needs now more than ever, some additional purchases are to support social distancing and cohorting of classrooms. We will be purchasing SEL curriculum for our 6th-8th grade classrooms. This curriculum currently exists K-5 but is needed in MS now more than ever. We have purchased some technology equipment to help with distance learning needs.

4. 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.

As curricular (both physical and digital) resources are identified and implemented, staff that represent a variety of subgroups are invited to participate in the decision making process. Subgroups include but are not limited to, low-income families, students of color, EL students, SWD, students experiencing homelessness, students in foster care, and migratory students. It is important that staff and families who represent these subgroups are a part of the process as they know these students the best. We are also utilizing a variety of data collected from formative, benchmark, and summative assessments to make decisions on next steps for students and teachers. This data is collected on academics and SEL needs. The data is disaggregated and reviewed regularly. All students needing extra academic and/or social and emotional support will be determined by a combination of criteria including, not not limited to their NWEA growth scores, local classroom assessment and data, teacher and parent observations and recommendations.

American Rescue Plan 2021

Manistique Area Schools - 77010

1. 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:

The school will use all available funds to prioritize keeping students in school whenever safely possible. These funds would allow the school to provide smaller groupings to mitigate spread through more transportation options, more available staffing, more available supplies, and improved cleaning practices.

2. 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:

With more instruction support through increased staffing, learning losses realized through the pandemic will be addressed through increased targeted intervention opportunities based on demonstrated need as determined by benchmark and interim assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be spending the remaining ARP ESSER funds on improving air handling and energy efficiency within our schools (Variable Frequency Drives VFD's, update air handling equipment, boilers). By fixing/updating we will be improving air flow which will reduce the risk of virus transmission, address environmental health hazards, and/or improve ventilation. We will also be replacing buses to improve air ventilation.

4. 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 are assessed through a school-wide program to assess academic needs using nationally-normed interim and benchmark assessments. Identified academic needs then assigned targeted interventions and assessed for growth with progress monitoring.

The school employs a special education and a general education social worker through our local ISD to monitor and assess the social, emotional, and mental health care needs of all students. Additionally, the school works in conjunction with the local health department to provide additional staff member to assist to students on social, emotional, and mental health specifically geared toward appropriate age and grade level.

American Rescue Plan 2021

Manton Consolidated Schools - 83060

1. 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:

Manton Consolidated Schools have continued since August of 2020, during the pandemic, to offer face-to-face learning. Manton Schools understand and believe that students benefit from in-person learning. The school provides masks and sanitation supplies for students, staff, and visitors and cleaning supplies to mitigate the transmission of the virus, and these will be purchased using these funds. COVID testing has been provided for students, staff, and the community, and contract tracing is also done. With these funds, we plan to improve the air quality in classrooms by putting in a new HVAC ventilation system in the Elementary and High School. We have worked in collaboration with the local Health Department to provide a safe learning and working environment. The local health department has office space in our building. Manton Schools are located in a rural geographical area and therefore provide services to those students living in this rural area. We have the benefit of being a smaller size school district with a personalized approach to learning. We also plan to pay wages/benefits for 1 year for a Social/Emotional Support Specialist in the High School with these funds. The buildings are offering only limited access to visitors this school year. The district does have a COVID-19 Preparedness and Response Plan.

2. 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:

Manton Schools plans to use these funds to pay for contracted services for tutors for all building grade levels for 2 years to provide additional instruction for struggling students. We also plan to use the funds for wages/benefits for a Math Interventionist for 2 years in the Middle School and wages/benefits for a Class Size Reduction teacher in the Elementary for 2 years. We believe these strategies will help to reduce the impact of lost instructional time through these evidence based interventions. As for the Class Size Reduction teacher, we believe a smaller class size provides for more direct instruction and attention from the classroom teacher; it helps address social and emotional needs, more individualized learning opportunities, and overall improved support for the students. The smaller class size will also help students who are struggling from adapting from virtual instruction (if they opted for that in the prior year) to in-person instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The School Administrators (Superintendent, 3 Building Principals, an Administrative Assistant/Curriculum Coordinator, and Business Manager) worked collaboratively to develop this plan based on needs. A survey was also conducted of District Stakeholders and the results of the survey were presented to the School Board. The results of this survey were also taken into consideration when developing this plan. The remaining funds are currently planned to be used for staff retention in the form of a COVID bonus, expansion of the bus Garage, High School chairs, and desks for mobility, television to replace old projectors in classrooms and gyms, a security officers wages/benefits, dual enrollment for high school students, Edgenuity site licenses for virtual instruction, student Chromebooks, and easily cleanable plastic band instruments (to reduce virus transmission) for the Middle School.

4. 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.

Classroom Teachers, Special Education Teachers, Support Staff, and Administration work together to identify the needs of students and develop plans to meet these needs, and monitor progress. NWEA assessments are being partially paid for with these funds and being used in all three buildings (elementary, middle, and high school). Each school maintains data on student learning achievement. Regular analysis of this data provides evidence of the effectiveness of the strategies and interventions in place on learning loss.

American Rescue Plan 2021

Maple Valley Schools - 23065

1. 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:

Teacher hires will maintain low student ratios and the ability to social distance classrooms. Additionally, purchase of van transportation will allow for transport of smaller groups of students who might not participate in school due to a lack of transportation in our underserved populations. Curriculum Director will facilitate community outreach to families to encourage adherence to viral mitigation measures in school and community situations.

2. 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:

Curriculum Director creation will coordinate selection and implementation of after school and summer remediation learning. Interventionist will target individualized reading recovery programming directly with students, support curriculum development and instructional methodology with teachers (K-6) and families with at home study session instruction. Evidence based computer assisted instruction will be provided in after school remediation programs for K-6.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Teachers will provide instructional implementation of the programs. Ongoing formative assessments will be conducted three times per academic year to provide data for instructional adjustment to address knowledge and skill gaps.

4. 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.

Alignment of learning needs identified with ongoing formative assessment collection three times per year will be the first step to meet students at their current academic level. SAEBRS assessments (both self assessment and teacher assessment) will be implemented to measure baseline and ongoing progress in the social, emotional and mental health of students. Additionally, MiPhy student risk assessment data will be implemented as data sources to design programming for addressing student needs. Correlations between these data sources will be examined by the Curriculum Director, Interventionist and teachers to determine goodness of fit for ongoing progress and growth in the academic and social emotional realms of student development.

American Rescue Plan 2021

Mar Lee School District - 13095

1. 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:

Mar Lee School is utilizing a portion of the funds to secure a full time nurse who is the main point of contact between the school, parents, and the local health department. The school nurse is responsible for communication, facilitation, and educational guidance with regard to our local quarantine, testing, vaccination, and appropriate mitigation strategies.

2. 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:

Mar Lee School is utilizing a portion of the funds to purchase research based intervention materials. The school schedule has been altered to allow for 30 minutes of "Response to Intervention" time for all students. Mar Lee school is also offering extended day to all interested students for 1 hour, two days a week, for the remainder of the school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mar Lee School is utilizing a portion of funds to employ two building subs to maintain consistency of "in person" instruction. Due to the staffing shortages felt by substitute staffing agencies and compounded by COVID related staff absences, it is necessary for districts to have built in safety guards to ensure that in person instruction is maximized and not jeopardized by staff shortages.

4. 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.

Mar Lee School has made decisions regarding interventions that includes the entire student population regardless of language, disability, or residential status. Mar Lee School has established a Social Emotional Learning Advisory committee, which is represented by all content areas and ages in our school including special education. Mar Lee School is providing assistance to all students through the continued employment of a Student Support Specialist who assists students through direct referrals from staff, as well as, early warning indicators such as poor attendance, behavior issues, and poor academic performance on district benchmark assessments.

American Rescue Plan 2021

Marcellus Community Schools - 14050

1. 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 implement prevention and mitigation strategies consistent with CDC guidance for reopening schools. The district will use funds to repurpose a district-owned building for daily instruction and thereby increase social distancing feasibility for children and staff. As per CDC guidance, the district will maintain at least 3 feet physical distance in all classrooms, as feasible. To further increase social distancing, the district will add bus runs to minimize the number of riders on shuttle buses, and additional teachers and paraprofessionals to lower classes sizes.

Other expenditures will include all those related to minimizing the spread of infectious disease, including upgrades to HVAC and water /plumbing systems, and replacement of some roofs, doors, and floors. Funds will also be used for sanitation supplies, PPE, and to pay for increased custodial and employee costs.

Funds will be used to ensure the district's capacity to provide school meals and distance learning in the event of school closure and for students who are in quarantine or isolation related to infectious disease or exposure. Those expenditures include educational technology such as hardware, software, and connectivity that aids in meaningful interaction between teachers and students.

In addition, the district will use resources to promote vaccination, including hosting a vaccination clinic and providing vaccine information to stakeholders.

2. 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:

To address the impact of lost instructional time, the district will use funds to support a robust, evidence-based, in-school acceleration interventions and tutoring program. Funds will be used for materials, resources, professional development, as well as specialized support staff to provide small group interventions and behavioral supports. Funds will also be used to support the implementation and expansion of a Multi-Tiered System of Supports (MTSS) program, related resources, staffing, and professional development needed to implement the program.

The district will provide comprehensive summer learning and enrichment programs, including high-quality tutoring and programs designed to provide academic, social-emotional supports and increase students' sense of belonging and connectedness to school.

Additionally, the district will implement afterschool programs that include homework and tutoring assistance, as well as enrichment programs focused on healthy living, STEM or career exploration, and student interest.

The district will use ARP funds to ensure all students have access to high-quality instructional and reading materials, including textbooks, manipulatives, reading materials, technology, hot spots, and digital programming. Further, funds will be used to offset the cost of an additional social worker or counselor to support student achievement and provide SEL supports.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining SRP ESSER funds will be used to pay for additional technology, including a learning management system, student and teacher devices, hot spots, and switch upgrades. In addition, online/ digital curricular resources, 3rd party teaching support.

additional facility upgrades to minimize health and safety hazards will also be funded. Facility upgrades include roofs, doors, flooring, plumbing, HVAC, and technology to support teaching and learning.

Funds will also be used to provide increased pay to some school employees as a means to help retain and/or recruit teachers, drivers, and other support staff. Additional staff to provide interventions and afterschool programming will be funded as well.

The district plans to use ARP ESSER funds to support a Facilities, Health & Safety Officer position. The responsibilities for the position include ensuring the district's COVID Response Plan is implemented and followed, monitoring environmental health and safety, air & water quality, and addressing other school facility safety needs.

4. 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.

The district will respond to the academic and social-emotional needs of all students. Daily academic interventions will be available for students disproportionately impacted by the COVID 19 pandemic. In addition, a school-based therapist will provide tier II and III supports to students who would benefit from additional mental health, social, and behavioral skills assistance. The district will provide additional social work support (if available) for students disproportionately impacted by the pandemic.

Explicit instruction in social and emotional skills (e.g., interpersonal relationships, conflict resolution, and self-regulation skills) will be provided during the school day. Programming will include evidence-based social-emotional programs such as TRAILS and research-based class meetings tools. Further, the district will provide parent and student training or workshops focused on social and behavioral skills.

The district will track behavior, attendance, and academic data to help evaluate the effectiveness of the intervention and instructional programs.

American Rescue Plan 2021

Marion Public Schools - 67050

1. 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:

The district is using the funds to hire additional staffing to do enhanced cleaning of the facilities. Additional cleaning supplies were purchased as a result of having the additional cleaning.

2. 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:

Student achievement information will be analyzed by subgroup to determine if the interventions we have put in place are effective. If we discover that the interventions are not working with a particular subgroup, we will revise our interventions in an effort to close the learning gap. The district is planning to hire additional intervention help to work with students in small groups as well as additional classroom teachers to reduce class sizes to help with more focused instruction. Also, the district will hire a new social worker to help address outside needs so that students can be focused on school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We have trained staff on how to minimize the spread of COVID by increasing sanitation. We will continue to monitor this and remind staff and students of best practices to minimize the spread.

4. 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.

Student achievement information will be analyzed by subgroup to determine if the interventions we have put in place are effective. If we discover that the interventions are not working with a particular subgroup, we will revise our interventions in an effort to close the learning gap.

American Rescue Plan 2021

Marlette Community Schools - 76140

1. 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:

Purchasing air purifiers for all classrooms, updating all bathrooms with hand free options, updating locker rooms at high school

2. 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:

Hiring a new math coach to address learning loss in mathematics, offering summer school options to all K-12 students, purchasing NWEA as new testing module for all students, offering tutoring for all K-12 students every day after school, hiring 1 reading interventionist to assist 1st and 2nd graders with reading due to learning loss, purchasing math series curriculum, purchasing new reading curriculum for elementary students,

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Hiring a director of students affairs to assist high school principal with discipline and testing, purchasing new security cameras throughout the district, purchasing new playground equipment for elementary school, updating fire alarm system at high school, purchasing new desks for elementary classrooms, creating reading spaces in elementary classrooms, staff wages and benefits to continue class sizes

4. 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.

Hired new behavioral specialist for elementary school students, restorative practices training for all teachers and administrators, co-teacher training for high school staff, purchasing new interactive smart boards for all classrooms for enhanced learning opportunities

American Rescue Plan 2021

Marquette Area Public Schools - 52170

1. 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:

Approximately fifty percent of our funds are budgeted to go toward instructional resources, thirty percent of funds toward building facility upgrades, and twenty percent of funds to address learning loss.

2. 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:

Examples of how we plan to address learning loss from Covid are by hiring additional counselors, and behavioral support services. Additionally, we plan to hire Title VI tutors to work with our Native American students. We have targeted a variety of methods for addressing student social-emotional needs, including curricular resources, tutoring, summer school programming, professional development for our staff, hardware and software upgrades to enhance learning. We've identified additional diagnostic assessments to accommodate the needs of our special education students. We are working on creative ideas for addressing the needs of students that have experienced quarantine time. We are looking to add resources for our ELL population. We have surveyed the community to identify which families need assistance with internet connectivity and device access.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

MAPS will use approximately 25-30% of ESSER III funds to address sanitization, air quality and other HVAC/mechanical upgrades needed to more safely operate our schools amidst COVID-19. Air handling systems are being analyzed and some units are in need of replacement. Thus far these repairs are targeted to address issues at our high school, alternative school, middle school and at least two of our four elementary buildings. In addition to air quality and sanitization, MAPS is exploring more flexible seating options for students whereby schools are better able to ensure social distancing and ergonomic designs which might help students focus while learning in person. Lastly, MAPS plans to invest some of ESSER III funds in new devices and technological upgrades necessary to provide a more robust online learning platform.

4. 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.

We are targeting students disproportionately impacted by Covid-19 in the following ways: the hiring of a Student Achievement Coordinator, Health Aides, Elementary Literacy Support, Attendance Support, additional devices, provided a virtual academy, paid for curricular resources, improvements to our HVAC/Air Qualities systems, ADA upgrades, and early childhood education.

American Rescue Plan 2021

Marshall Academy - 13903

1. 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:

According to the CDC guidelines for the 2021-2022 school year, social distancing is one of the most effective tools to avoid the spread of the Covid-19 virus. In order to facilitate social distancing, the LEA hired additional teaching staff to keep class sizes small. Additional, extra classroom materials and curriculum are purchased in order for students to have his/her own set of resources. Funds are also used on maintenance staff who clean and disinfect the building to reduce the risk of COVID-19 spreading.

2. 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:

The LEA utilizes highly qualified teachers and staff to implement evidence based curriculum. The academy currently has afterschool and summer programs that address the learning loss of students who may need the additional support.

The academy has additional paraprofessionals and classroom aides to assist the teacher with small group instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The academy plans to use the ESSER funds to maintain the excellent instructional staff at the academy. Additionally, the academy has hired additional maintenance staff to clean and disinfect the building. The academy plans to address the HVAC system to provide better air quality and ventilation throughout the building. The LEA plans to use funds for supplemental and additional classroom materials and curriculum to address the learning loss of students from the COVID-19 pandemic.

4. 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.

ESSER III funds are used for evidence based curriculum, highly qualified staff, additional aides and paraprofessionals and other factors. The academy utilizes its community resources to address the social, emotional and mental health needs of the students with the local ISD and with the teachers and administration.

The academy reviews the student test score data to determine each students needs based on the evidence. The academy contracts with an instructional coach who helps monitor interventions, assists with data meetings, and provides instructional coaching for staff.

Marshall Public Schools - 13110

1. 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:

Currently, Harrington Elementary is the facility with the greatest needs in regards to HVAC systems and physical space for social distancing. Since research has proven that air quality, ventilation, and physical distancing are three of the most impactful mitigations against the spread of COVID-19, the use of these funds for facility improvements to students served at Harrington is the most effective use of funds. A Facilities Needs Committee conducted an extensive review of all facilities and determined Harrington to be in the most need of improvements. A community survey was conducted for ESSER III funds and of the 555 responses, 76% stated that "Facilities" needed to be addressed by these funds. With a current enrollment of 276 students and a square footage of approximately 38,000 sqft, Harrington is the 2nd largest elementary in the district but is housed in the 2nd smallest facility putting students educated within that building at higher risk for transmission and outbreak. Since Harrington is the only schoolwide Title I building in the district, the lack of access to a right-sized building and an aged HVAC system puts an already vulnerable population at an increased risk. By constructing a new facility, or adding on to the existing facility, students will have increased access to in-person instruction due to the ability to increase quality air circulation and physically distance from their peers and adult staff.

2. 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:

MPS will be using a portion of the funds to secure digital reading accounts for students within the district to engage with best-fit academic materials during before/after school and summer enrichment times. The digital platform will fuel summer programming, extended school year programs, and will be paired with physical books purchased for intervention programs offered both during and after the scheduled school day. District Math Interventionists will establish take-home support kits to build math fluency outside of the school day and act as a supplement to state mandated Reading Intervention Programming. Digital music programming will allow students enrolled in fine arts programming the ability to work after school and during summer month to recover from learning loss in their area of involvement. Credit recovery programming will be purchased for students who have experienced severe interruption to their learning. Certified teachers will facilitate this learning both during and outside of the scheduled school day and school calendar year. Intervention Specialists will work with Tier 2 & Tier 3 students both during and outside of the scheduled school day in order to increase parent engagement and improve social-emotional well-being. Elementary Math Curriculum materials will be purchased for extended school year and intervention programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

A School Resource Officer to ensure that students and staff return safely to in-person instruction, to maximize in-person instructional time, and to sustain the safe operation of schools. This SRO will work in collaboration with school personnel and community entities in order to address the unique needs of our students.

4. 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.

Our most vulnerable populations have difficulty connecting virtually during intermittent school closures or during personal/familial quarantine/isolation. In order to address this, additional technology must be purchased to outfit spaces with the ability to stream engaging content to students who are unable to physically attend. This will include items like computers, laptops, tablets, document cameras, projectors, interactive displays, sound equipment, and other instructional technology (hardware, software, etc.) to aid in regular and substantive student-teacher interaction. Students who are disproportionately impacted by the pandemic have demonstrated a difficulty engaging with instruction when these components are not readily accessible. Intensive intervention is also required. By employing building Math Interventionists to assist in individualized plans and Intervention Specialists to manage social-emotional and mental health needs, we are equipping students with not only access to resources, but to personnel who can provide differentiated support to low-income families, students and families of color, children with disabilities and those who are experiencing homelessness. By pairing high expectations with high support both academically through the use of curriculum, staffing, and programming and social-emotionally through employment of highly trained, hands-on support staff, we are providing the supports necessary to meet the needs of our most vulnerable populations.

Martin Luther King, Jr. Education Center Academy - 82910

1. 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:

Based on recent CDC guidance on reopening and operating schools safely, the LEA will respond to COVID-19 by utilization of funds to establish an evidenced based full service community school thru implementation of a COVID-19 Relief Center to provide for the socio-emotional, mental and physical health needs of students, families and community. Prevention and mitigation strategies will include opportunities for COVID testing and vaccination. The funds will be used to improve the coordination, integration, accessibility, and effectiveness of services for children and families attending high-poverty schools. The LEA will provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. These services will include partnerships with high-quality early learning programs and services; remedial education aligned with academic supports and enrichment activities, providing students with a comprehensive academic program; family engagement, including parental involvement, parent education and leadership, family literacy, mentoring, community service and service learning opportunities; programs that provide assistance to students who are chronically absent, career counseling services; nutrition service and physical activities; primary health and dental care; activities that improve access to and use of social and mental health services; and adult technology education.

2. 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:

The LEA will use the funds to address the academic impact of lost instructional time through the implementation of evidence-based school and extended day, summer learning and enrichment interventions. In addition to a challenging, rigorous and comprehensive academic school and extended day programs, the LEA will offer comprehensive summer and afterschool programming. Full day summer learning camp will include direct instruction, differentiation of instruction, small group workshops, and one-on-one tutoring. Summer enrichment activities will include field trips, sports, bowling, swimming, tennis, educational films, chess, golf, and martial and fine arts. In addition to academic support activities, comprehensive afterschool programs will provide well-rounded educational experiences in arts and crafts, recreation, sports, and robotics.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend its remaining ARP ESSER funds on retaining high quality staff, preventing attrition due to COVID stress thru raises, bonuses, and hazard pay. Funding will also be used to hire school counselors and psychologists, nurses, and other health care professionals to support mental health of teachers, students and their families. Custodial, transportation, security and technology staff and system upgrades to ensure health and safety of staff and students. Professional development activities for teachers and support staff will use remaining ARP ESSR funds.

4. 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.

The LEA will ensure that the academic and health care interventions address the academic impact of lost instructional time and respond to the academic, social, emotional, mental and physical health needs of all students, particularly those students disproportionately impacted by COVID-19 pandemic including the population of low-income families, students of color, and students with disabilities, children experiencing homelessness and those in foster care through implementation of programming and utilization of data from evaluations, assessments, committee reviews and surveys. Input will be gleaned from all stakeholders to include teachers, parents, students, support staff and community partners.

Martin Public Schools - 03060

1. 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:

Students benefit from in-person learning, and safely returning to in-person instruction continues to be a priority.

- Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- CDC recommends universal indoor masking by all* students (ages 2 years and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status. Masks are highly recommended but optional.
- In addition to universal indoor masking, CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple prevention strategies, such as screening testing.
- Screening testing, ventilation (hepa filters) hand sanitizing stations, cleaning and disinfection (extra hours and specialized electrostatic sprayers); air ionizers in classrooms and plexiglass partitions in classrooms- Appropriate safety signage, reinforced doors and expanded key card entry

An expanded/new clock/bell system to stagger passing times, lunch times, and locker times to keep the hallways less congested.

Purchasing lunch tables to be able to maintain social distancing during lunch hours.

2. 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:

Using NWEA, DIBELS and Fountas & Pinnell, students will be benchmark tested three times/year to accurately use data to drive remediation/extension opportunities. After school tutoring will be prescriptive based upon Essential Learning objectives/outcomes mastered (or not). Progress monitoring using Fountas & Pinnell and NWEA for students who need weekly or bi-monthly checks for understanding. K-12 Child Study Teams will be put in place to monitor strategies put in place at Level 1 (Core Curriculum) within the general education classroom. Using a multi-tiered System of Supports (MTSS) including Positive Behavior Interventions and Supports (PBIS) that includes Capturing Kids' Hearts, and a viable core curriculum at each grade level, teams of teachers, social worker and administration will meet to document progress based on testing (NWEA) and implement research-based strategies to assist each student individually to step up progress toward learning goals. Curriculum teams will meet to adjust/review curriculum for gaps at least twice/year but optimally 4 times/year per core. Using the essentials, a summer/extended learning opportunity will be designed each spring to address the gaps in learning of our Tier 2 and Tier 3 students along with after school extended day opportunities taught by certified staff and supported by para-pros during the school year. Transportation will be provided for as many students as possible. Before and after school learning care will be an option.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

From adult community members in rank order, first being most important:

- 1) Air Conditioning throughout the building (better learning environment)
- 2) Bringing Fire Alarm system up to code (safety)
- 3) Infrastructure repairs: flooring (sanitation and safety), bathroom partitions (privacy); drinking fountains & plumbing (safety/sewer back-up); interior and exterior doors including lock-down locks (safety)
- 4) Kitchen area replacements (air safety & quality) (exhaust hood, dishwasher-need for sanitization, re-configure space)
- 5) Re-imagining cafeteria and entranceway to building to accommodate an internet cafe for virtual learning/gathering, etc. (internet, furniture, gate)
- 6) Add before and after care for school-aged kids (hiring staff/partnering with other programs) and getting rooms/areas certified for this through LARA
- 7) Add pre-school options besides GSRP and Head Start so that every child enters Martin with at least one year of pre-school (getting rooms certified through LARA)
- 8) Offer a virtual school for students whose parents do not want them in a brick and mortar and/or for those alternative students who need that extra year of high school in order to graduate. (start up costs, teacher, curriculum, para=pro)
- 9) Solar Project: we have 3 solar farms and need to go to the next phase for safety and efficiency (green energy)

Students & Teachers:

New Lockers; Air Conditioning; bottle filler drinking fountains; curriculum; classroom equipment; electives; staggered school hours

4. 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.

We will employ a "Clipper Connections Coordinator" C-3 who will work with our K-12 at-risk, SPED, homeless, EL population on connecting with school (along with any other students having a bad day). Research points to the fact that you "can't teach them until you can reach them"! Our C-3 will keep track of academics, behavior and attendance in order to make sure that students are staying on track with the triad of research-based success tracking. He will connect with students who need a "check-in; check-out" system in place and will keep teachers and other administrators apprised of any negative situations that may arise. He will, along with other teaching staff, design the extended summer school opportunities to best meet the needs of each student invited to participate. Summer School will be STEAM-based in order to allow students to learn in a different way from how they did not succeed during the regular school year. Social-Emotional lessons will be taught by ALL staff to ALL students who will be trained in TRAILS. Every student who has not made appropriate academic gains shown through NWEA-MAPs testing will then be personally invited to participate in summer school; followed up with if they do not sign up; meeting with parents so as to explain the importance; placed with a teacher who has the appropriate certification to assist in "catching the student up" in the areas where they are behind/failing.

Marvin L. Winans Academy of Performing Arts - 82924

1. 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:

The funds will be utilized to implement safety measures in providing supplies and putting in place procedures that will mitigate the physical & mental harm that the contraction of COVID can & has caused marginalized students on a greater level. The purchase of water and water stations decreases contraction through no contact of an essential need. Teachers, the most important human capital in education, is given needed consideration in providing retention bonuses and stipends for performing dual hybrid teaching platforms. Our students, who were marginalized before the pandemic, continue to incur greater harm and the funds will provide much needed SEL services to help mitigate the increased harm.

2. 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:

Under the section 2001(e)(1) of the ARP Act the academic loss for our marginalized students has been great. Through coordinating resources, Title I and the state's Before and After school grant provide funding for a after school program as well as a summer school program. The ESSER III funds will provide additional interventionist to meet the needs of students during the school day, as all students are not able to stay after school due to transportation concerns. A mentor teacher will assist teachers in building capacity to meet the needs of our students. As well as, needed curriculum supplies will be purchased to assist in providing the necessary curriculum materials necessary that align with the state standards. Additionally SEL services and programs will aid in mitigating the harm experienced by students during the pandemic and alternative learning platforms during continuous hybrid times dictated by COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend the remaining funds for student support and engagement. Purchasing Chromebooks, hotspot cards and G-Suite licenses to meet the needs of students during a continuing pandemic during mandatory times of quarantine, hybrid and online learning for the entire district. Purchase a progress monitoring program to collect data to meet the needs of teachers and make adjustment to teaching and learning. Additionally, funds for salaries to continue to employ needed human capital to ensure that students are serviced by qualified staff.

4. 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.

The LEA will ensure that the district's marginalized students, who've encountered additional harm due to the pandemic, including those in foster care, experiencing homelessness, and with disabilities will receive needed interventions based on progress monitoring data. The interventions that are implemented will, as is performed with Title I programs, using the school improvement evaluation tool along with progress monitoring data will be analyzed for effectiveness. After the data is analyzed, necessary adjustments will be made to improve interventions to more effectively meet the needs of students who've incurred greater harm due to COVID-19.

Marysville Public Schools - 74100

1. 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:

The funds will be used to implement prevention and mitigation strategies that are consistent with most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning. The District will ensure this by upgrading security systems and cameras to provide greater coverage to assist administration in identifying areas of high traffic/populated areas for the purposes of redirecting traffic to mitigate exposure and the spread of COVID 19. Upgrades will also allow collaboration with the MDHHS to quickly isolate COVID-19 cases among students and staff, identify close contacts of those cases, and adopt quarantine policies that reduce the risk of transmission in schools while allowing in-person learning. The District will also upgrade doors, windows, and HVAC units to enable operation of schools, thus reducing the risk of virus transmission and exposure to environmental health hazards and supporting the health needs of staff and students. The District will also purchase disinfectant, sanitizer, and HVAC MERV filters. The District will contract with a third-party engineer and construction manager to provide a prioritized building needs assessment. These individuals will provide specifications and assistance with the RFP process, including monitoring awarded contractors for contract performance and completion of awarded projects.

2. 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:

To address the academic impact of lost instructional time through the items listed above, the Instructional Specialist will plan evidence-based summer learning and enrichment programs, including partnerships with community-based organizations. The programs will be designed to meet the social and emotional needs of students to provide engaging and enriching experiences. This will reduce barriers to attending high-quality summer camps, which will particularly support underserved children and youth. The Instructional Specialist will research and recommend professional development to ensure educators and grade-level teams learn new instructional strategies for acceleration of learning. The Instructional Specialist will work with teachers to utilize high-quality, diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. Educators will differentiate instruction based on student need. Through collaboration, teacher leaders and district instructional leaders will identify critical content (e.g., "priority" or "power" standards) on which to focus. Teachers will have time to collaborate across grade levels. A developmental kindergarten (DK) program will provide additional assistance for kindergarten-age students who through assessment are found to have need for additional support to successfully meet the rigors of kindergarten and address learning gaps from loss of preschool programming during the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will contract with a third-party engineer and construction manager to provide a prioritized building needs assessment and to assist in determining costs of projects recommended during meaningful consultation with stakeholders. These individuals will provide specifications and assistance with the RFP process on approved projects, including monitoring awarded contractors for contract performance and assessing completion. The District will upgrade security systems and cameras to provide greater coverage to assist administration in identifying areas of high traffic/populated areas for the purposes of redirecting traffic to mitigate exposure and the spread of COVID 19. Upgrades will also allow collaboration with the MDHHS to quickly isolate COVID-19 cases among students and staff, identify close contacts of those cases, and adopt quarantine policies that reduce the risk of transmission in schools while allowing in-person learning. The District will also upgrade doors, windows, and HVAC units to enable operation of schools, thus reducing the risk of virus transmission and exposure to environmental health hazards and supporting the health needs of staff and students. The District will also use funding to purchase disinfectant, sanitizer, and HVAC MERV filters.

4. 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.

The District will ensure that the interventions it implements addresses all learners by implementing evidence-based practices that maximize students' social, emotional, and academic benefits by creating a framework for meeting students' social, emotional, and academic needs. Building strong and trusting relationships among students, families, and educators. Establishing safe, positive, and stable environments. Explicitly teaching critical social, emotional, and academic skills. Actively engaging students in meaningful culturally and linguistically relevant learning experiences rooted in high academic expectations for all students. Providing supportive and specific feedback to encourage skill growth across all domains. Providing access to support from school counselors, psychologists, and trusted staff members. Establishing building-level wellness teams to address the SEL needs of both students and staff. The District will secure school-based mental health professionals, such as counselors and social workers to provide additional and more intensive support to students with the most urgent needs that have been caused or exacerbated by the pandemic. The District will continue implementation of our multitier system of supports (MTSS) framework and meet regularly to collect student data through ongoing screening to determine student needs, monitor student progress, and analyze schoolwide data.

American Rescue Plan 2021

Mason Consolidated Schools (Monroe) - 58090

1. 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:

The LEA will use a portion of these funds to improve air quality and ventilation in our buildings and purchase necessary PPE and cleaning supplies.

2. 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:

The LEA plans to offer summer school for the next 2 summers for all grades, K-12 as needed. That would be Summer 2022 and Summer 2023. Transportation will be included in the program because the LEA has many lower income families that struggle with day to day expenses and transporting children to summer school isn't feasible.

The LEA will also purchase a K-5 Reading Curriculum that coordinates programming to build and improve skills from one year to the next, as well as catering to various reading skill levels in all grades. Additionally more LLI reading intervention licenses will be purchased giving more instructors access to the programming to help more children. Successmaker licensing will be utilized in the elementary building to add more opportunity for math and reading instruction. A similar math curriculum will be purchased for High School so that all grades and all skill levels will build seamlessly upon one another. These areas have been noted for these grades as having large gaps and learning loss for these grades respectively.

Additionally, before and after school programs will be offered at the high school level for the remainder of the 2021-2022 school year and into the 2022-2023 school as needed.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will use the remaining funds to upgrade the current HVAC system - replacing and repairing classroom ventilation units to improve air flow in the individual classrooms; areas with limited air flow (offices) will be equipped with uni-vent systems to improve air flow and air quality.

Another area of focus will be on improving and address social-emotional health of staff and students. Programs will be looked into for our Restorative Justice Coordinators and Social Workers to implement. Also, safety measures will be addressed to insure that students and staff feel physically safe while on our grounds. Having a feeling of safety will enhance a students ability to relax and learn.

The district will use a portion of ESSER funds to purchase technology equipment, materials and resources to allow for students and staff to receive and deliver high quality in-person and remote instruction, along with Career and Technical Education programs.

4. 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.

The LEA has spent time evaluating students' current well-being and learning loss. Programs, activities, equipment and resources will be implemented and evaluated by the administration and teachers regularly to be sure that all students are getting the proper time and attention.

Students disproportionately impacted have been identified by the MTSS team to permit them priority access to support and services.

American Rescue Plan 2021

Mason County Central Schools - 53010

1. 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:

COVID-19 prevention strategies are critical to protect students and staff. MCC will use more strategies when transmission is higher, especially if vaccination rates are low. Prevention strategies can allow in-person learning to be maintained, even during high levels of transmission in the surrounding community.

Key strategies are listed below:

1. Promoting Vaccination against COVID-19 for eligible staff and students. As the leading public health prevention strategy, MCC will promote and provide opportunities for eligible students and staff to get vaccinated-Funds will be used for educational materials/posters.
2. Consistent and Correct Mask Use- Per current CDC Order masking is required on school buses and is recommended for all students and staff K-12-Funds will be used to continue to provide masks and shields (with exemption).
3. Physical Distancing - MCC will make every effort to maintain at least 3 feet of physical distance between students within classrooms-Funds will be used to purchase furniture as needed to adjust current seating to achieve this strategy.
4. Proper Ventilation-Funds will be used to continue to purchase MERV 13 filters, and replace current doors and windows to enhance ventilation.
5. Proper Handwashing and Respiratory Etiquette-Funds will be used to purchase posters and hand sanitizer to promote this strategy.
6. Cleaning and Disinfection -Funds will be used to purchase supplies/equipment/staff for enhanced cleaning.

2. 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:

Utilizing the input from community stakeholders, Mason County Central will be implementing a number of new programs to engage/reengage and excite students in learning as well as provide a supportive environment in these unprecedented stressful times. The district will create an immersive room utilizing igloo vision technology to create an engaging environment for students K-12 to go from the little town of Scottville to anywhere in the world within seconds. This room will also provide opportunities for students to take the technology that they are learning to another dimension by allowing them to fully immerse into their technological creations i.e. using a CAD application and then actually walking through the design that they have created. Additional devices will be purchased to maintain the one to one ratio for students to both be used in the classroom and to allow them to easily pivot to home in the event of illness or quarantine. MCC will purchase supports for teachers as follows: Kami-electronic mark-ups; PeraDeck-Google slide integration; Edulastic-on-line testing/analytics; Blooklet-competitive learning game. Lastly, a "Silver & Gold" intergenerational program between our local senior citizens and students will be initiated to provide learning and social emotional supports to our most vulnerable students. Our district is the fiscal agent for the local senior center and is poised to launch this type of much needed programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mason County Central will be spending the remaining funds to finalize replacement of aging school district roofs, replace boilers/furnaces, environmental testing, wall/office construction to accommodate SEL student services center, replace aging door and windows, install exterior insulation finishing system for degrading brick exterior at elementary, removal and replacement of 1970 vintage trailer/office, demolition of 50 year old deteriorating portable classroom, supplies/staff and equipment for expanded cleaning/disinfecting routines, replace old furniture with new furniture that is easier to clean/sanitize and also to allow appropriate spacing, vape and smoking sensors, replace drinking fountains with bottle fill stations, repurpose current school spaces at all buildings to outfitted SEL rooms to provide students with a safe/comfort zone, supplies for creating/expanding intergenerational programming with the school district's Senior Citizen Center, (i.e. Community Garden) for SEL support

4. 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.

COVID-19 has exacerbated student needs for academic, social, emotional and mental health supports. Mason County Central has a majority of its student population in the low-income category at 63% and has a strong English learner program. Through the use of district-wide MTSS/RTI , screenings will help to identify needs for additional student supports and interventions. The baseline data will allow educators to develop a program of supports unique to the needs of each student addressing whatever the particular circumstances/area of need that student may have. Communication and partnering with the parents is critical to a successful outcome for the student. Programs will be designed with equity and access at the forefront, providing resources for different learning styles as well as different languages used in the homes. Follow-up assessments will be utilized to assess the effectiveness/appropriateness of the supports.

Mason County Eastern Schools - 53020

1. 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:

In an effort to reduce COVID-19 transmission so that we may remain open for in-person learning, we are a school that strongly encourages consistent and correct mask use for all PreK-12th grade students, staff and visitors. To help implement recommended COVID-19 prevention strategies as recommended by the CDC, we will continue to use ESSER III funds to purchase masks, cleaning supplies, testing kits, air filtration systems and replacement filters.

2. 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:

As indicated by our stakeholder survey results, Mason County Eastern will use some of the reserved funds to continue to offer summer credit recovery for the secondary students who are behind on credits due to circumstances created by the pandemic. We will implement a summer school program for elementary (K-6) students to give those struggling academically additional time, support and assistance needed to get them closer to grade level expectations. We will also use these funds to pay teachers to provide tutoring and small group instructional format to K-12 grade students. We have a study skills class secondary level students to give them additional time and assistance to learn effective study skills, time management, and to provide them with additional instructional support related to other coursework.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

To continue our efforts to reduce COVID-19 transmission so that we may remain open for in-person learning, we will continue to use ESSER III funds to purchase masks, cleaning supplies, testing kits, air filtration systems and replacement filters. We will also use the funds to address possible learning loss by providing additional educational supports, materials and resources. Funds will continue to be used to address social emotional issues that students may experience due to the pandemic.

4. 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 needing extra academic and/or social and emotional support will be determined by a combination of criteria including, but not limited to their NWEA growth scores, local classroom assessment & data, teacher & parent observations and recommendations and SEL student surveys.

Mason Public Schools (Ingham) - 33130

1. 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:

Staff and Students have access to hand soap and/or sanitizer in each restroom, classroom, and most common areas. The district purchases and provides hand soap and sanitizer. Proper handwashing techniques signs will be posted in all restrooms.

Cleaning protocols and requirements will be provided to all staff (including contracted service workers). Included in the requirements will be the proper and safe storage of cleaning products.

Consistent with Ingham County Health Department guidelines, staff and students will wear facial coverings in all district buildings and buses, except during meals. Signs and verbal announcements will be utilized to remind and reinforce face-covering expectations.

The district provides a test to stay program for students following MDHHS and Ingham County Health Department testing and contact-tracing guidelines and recommendations. Additionally, the district requests all students and employees complete a daily screener before entering district facilities.

The district has hired two nurses and additional medical staff to support its prevention and mitigation efforts.

2. 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:

The district will provide summer and after-school programs to support the academic impact of lost instructional time. Through a partnership with Lansing Community College (LCC), the district offers after-school enrichment classes that's staffed by a program monitor hired by the district and staff from LCC. Additionally, the district has purchased a district Khan Academy license to provide students in grades 3-12 access to supplemental, online intervention and instruction in all subject areas that can be used during the school day, after-school, and in the summer. Lastly, by hiring a Director of Student Supports, the district is able to develop, coordinate, and implement interventions and systems that address academic loss including summer and after-school programming, credit recovery courses, etc.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

To accommodate social distancing and address learning loss, the district will lower the class sizes at Kindergarten where we've seen increased enrollment and some students being retained. The district will hire additional office staff and medical personal to assist with required COVID protocols in order to contact trace, staff the district's Test to Stay program, and to implement district health and safety systems to limit the spread of COVID. A full-time virtual learning option will be provided to students in grades K-12 for those families that want an online option. For virtual learning, the district will hire teachers and mentors, supplies, books, online learning licenses, and other supplies. Lastly, for students without consistent internet access at home, the district will provide Internet hotspots; moreover, all district staff will receive Zoom licenses that allow teachers and administrators to meet remotely, for parent meetings to occur remotely, and for instruction to occur virtually all for the purpose of promoting efficiency and social distancing.

4. 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.

The district will hire a Director of Student Supports to be the point between buildings, the special education director, ELL staff, parents, and central office to assist with student needs that arise due to COVID. This work includes hiring and managing social workers, an ELL teacher, counselors, mental health staff to address the social, emotional, mental health, and academic needs of students. The Director of Student Supports will also lead the district's efforts to address diversity, equity, and inclusion to ensure supports and interventions are in place to address specifically the needs of students inappropriately impacted by COVID.

American Rescue Plan 2021

Mattawan Consolidated School - 80150

1. 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:

In order to be continuously and safely open and operating our schools for in-person learning. We need to have a safe environment and be able to accommodate learning in a variety of ways. Our plan to upgrade HVAC systems will allow for cleaner air to circulate in the buildings creating a healthier space. The feedback we received through our meaningful consultation with stakeholders indicated the desire to ensure schools were open for in-person learning. Additionally we can operate our schools in-person with the tools for instruction on which we plan to use the funds.

2. 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:

A main focus for these funds for our district will be another summer learning program. The funds will be used to operate an 8-week program throughout the summer for students K-12 to attend. We make the program available to all students but will be identifying through evaluation tools those students who need more targeted assistance. We employ teachers and paraprofessionals at rates that allow for a low student:staff ratio. This ensures the attention that is needed by students is provided to them. We will also use a virtual program mentor. This will provide more of a direct and intentional connection between students and virtual learning through tracking to ensure success and completion. We will use funds will to employ staff and purchase services for teacher consultation in the areas of math and reading. These services will monitor and strengthen the teaching staff with ability and tools to further reach students and ensure success.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used for social and emotional learning and mental health issues. We will use a diagnostic tool to be able to assess students and identify issues before they become larger problems. We will also use funds to assist with virtual learning. We will use a software platform that supports that style of learning and also employ a monitor to connect with students regularly. We will employ school medical assistants to manage COVID19 issues in such a way as to keep students and staff safe but still teaching and learning. We will be upgrading HVAC infrastructure for cleaner air in the buildings.

4. 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.

It's our feeling that in this application we've identified the top issues facing our district both through internal evaluation and through meaningful consultation with stakeholders to arrive at these items. We feel that our plan for use of the funds will address these problems and will keep our district open for in-person learning while identifying any students who are struggling in their education and provide additional time and resources for learning to them. This includes a student mental health connection and also a teacher consultation piece to provide a safety net in making sure all areas are served.

American Rescue Plan 2021

Mayville Community School District - 79090

1. 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:

The District has purchased machines that can sanitize with a fogging fluid and eliminate the COVID particles within seconds. K-5 elementary classrooms will have a germicidal UVC quartz lamp installed. K-5 desks will have sneeze shields. Hand sanitizing stations are located throughout the building and in classrooms. Cleaning desks will occur hourly at the secondary level and at every transition in the elementary. Purchased HVAC ventilation air purifying system for all buildings

2. 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:

--Wildcat Readiness Academy is a 5 week summer program for students in grades K-5 (focusing on Literacy and Reading Skills) and 6-8 (focusing on Reading and Math Skills). We will offer transportation and food service to all of our students at no cost. This program taught by Mayville teachers will run from June 14th to July 2nd and then from July 12th to July 30th.

--Summer High School Credit recovery is for students in the 9th through 12th grade needing to make up classes. Students can register to complete up to 3 classes that they might have failed during their high school years. Classes will be offered through E2020 and will be offered both in person and virtually. Classes will start on June 14th. There will be no cost for this program. Transportation and food may be provided if students travel to the school at the same time as the Wildcat Readiness Academy.

--Acquiring new digital tools to assist in teaching, scheduling, and collaboration, and training staff to use them

--Supporting teachers in modifying curricula for virtual learning

--Increasing support staffing (such as librarians and technology help desk personnel)

--Improving and updating technological infrastructure

--Purchasing new educational technology

--Addressing the needs of low-income students, students with disabilities, students experiencing homelessness, and children and youth in foster care

--Improving student attendance and engagement

--Connecting with families to inform them of available opportunities

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

--Making school facility repairs and improvements to lower environmental health hazards and reduce the risk of viral transmission

--Purchasing PPE and sanitization supplies

--Modifying classrooms, common areas, and playgrounds to allow for social distancing

--Improving the air quality in school buildings

--New windows, doors for proper ventilation

--Update of outdoor facilities for proper ventilation

--Update HVAC system for proper ventilation

--Hiring extra substitute teachers to support flexible scheduling

--Continuing to employ current staff

--Implementing evidence-based programs to support social and emotional learning, resilience, and trauma sensitivity

--Designing classrooms and other in-school spaces to promote relationship building and mental wellness

--Offering mental health supports and triage for returning students, including SEL counseling

4. 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.

The following will be documented and data will be provided:

--documentation of individual student meetings by behavioral specialists, SEL personnel, and academic interventionist

--all students will take a SEL screener to determine student needs which will encompass low income, students of color and student with disabilities, homeless and foster care

American Rescue Plan 2021

McBain Rural Agricultural Schools - 57030

1. 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:

The district will use the funds to help with spacing issues by providing a larger technology support area. This will allow for technology employees, students and staff to spread out and be spaced from each other for health reasons.

We will also have window replacements which will allow the windows to open to help with fresh air and air flow. This will help student and staff health. The other rounds of ESSER funds purchased additional items to help with the re-opening of schools.

2. 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:

The district will continue to use its ESSER funds through after-school tutoring and additional small group instruction throughout the year. We will assess the needs for summer school and extended school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will spend our additional ESSER funds consistent with the ARP Act. We will look at additional instructional time and potential summer school to address learning loss. We will also continue to look at our data and assess social-emotional needs.

4. 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.

The district will be utilizing the funds to address academic support by providing additional social workers for social emotional learning, providing homeless and foster students re-engagement activities with the school while making sure that they have resources to meet their basic needs. We will also use the funds to hire a director of accountability to analyze data, implement MTSS at all grade levels, ensure that students with disabilities, 504 plans, homeless and foster children are getting the support that they need to be successful in school.

The district will also be providing additional instructional time for all students.

Melvindale-North Allen Park Schools - 82045

1. 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:

The district will hire an additional school nurse to address and provide vaccinations to students, address illness and possible COVID-19 infection, provide contact tracing and implement quarantine protocols for possible exposure, and provide education on how to stay safe and best practices to reduce the risk of exposure and/or spread. In addition, the district is targeting meeting the social, emotional, and mental health needs of students by using funds to provide an additional school psychologist. Finally, we will use ESSER III funds to negotiate for a partnership with local policing agencies to provide a police officer liaison so that students know that they are safe and critical emergency responses will be handled quickly.

2. 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:

Funds paid to APEX Learning Courses: Unlimited Enrollment Subscription will aid students in the successful completion of academic credit. These students in the virtual academy, cannot or do not wish to attend in person or for students on campus who need the additional support to close the gap between their current standings and benchmarks.

McKinney Vento after-school tutoring will provide additional support for displaced students through homelessness, foster care, or military parents, who need extra support to address learning gaps.

Summer School Credit Recovery classes and summer school will be offered in the summer for students to provide the opportunity to expand on knowledge and skill in order to catch up to grade-level learning or to achieve graduation requirements by the targeted graduation date. Students will be eligible to receive breakfast and lunch while attending these classes.

In addition, the district will hire an additional literacy coach to work with middle school students, provide up to 17 ParaPros/Aides for small group or individual support to summer school students, and provide wages for two years to provide 4 technology coaches to work with staff and students on how to utilize technology and technology-based learning systems.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will purchase protective device backpacks to be given to low-income students to offer protection for devices assigned to students who could not afford to purchase otherwise. This allows students to take devices home for homework assistance and practice. Hiring an additional school psychologist will address the social, emotional, and mental health needs of students and to work directly with students and provide guidance to social workers on students in distress. The district will offer an accelerated math program at the MS level that will allow students to complete a full year of math via summer school so that they can be one year ahead on the math track at the secondary level. There will be teacher incentives to achieve ESL certification through the MTTC test to address the learning needs of a growing population of ESL learners. Our plan will provide a police officer liaison to give students a sense of safety, that help is nearby for any type of crisis situation, and provide crisis training to key staff so that the district is ready for any emergency. Finally, the district will pay 19 highly qualified teachers at the elementary level to address the educational needs of students who were the most highly impacted by the transition from virtual learning.

4. 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.

We are hiring more psychologists, social workers, nurses, nursing assistants, to provide all students, including those with disabilities, migrant learners, immigrant learners, ESL learners, and low-income learners access to professionals who can offer the guidance, provide tools to cope with their fears and frustrations and help them to maintain focus on educational goals.

In addition, we are expanding upon coaching and intervention to address learning loss by using data and targeted assistance to meet the needs of individual students. This additional support will follow and track student progress so that they can remain on course to achieving goals and closing gaps. Frequent meetings among stakeholders, such as the MTSS committee, PBIS, and instructional coaching occur to discuss and coordinate efforts for student success.

American Rescue Plan 2021

Memphis Community Schools - 74120

1. 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:

These funds will be used to continue to provide instruction as described in the District Continuity of Learning Plan, in conjunction with the meaningful consultation that was had with community stakeholders, staff, students, and families; during the Covid-19 pandemic. These funds will allow the District to maintain staffing levels required to allow for safe, and effective in-person learning opportunities, while maintaining smaller class sizes to allow for student social distancing; minimizing the need for students to move to virtual learning during the pandemic. Adequate staffing levels will also allow for proper cleaning and sanitizing measures to be taken throughout the day to prohibit the spread of the Covid-19 virus.

2. 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:

These funds will be used to provide before and after school, credit recovery, and summer school learning opportunities for students in grades K-12, to address the learning loss that has occurred due to the Covid-19 pandemic. Progress monitoring will be utilized to ensure evidence based interventions are effective and addressing learning loss experienced as a result of the Covid-19 pandemic. These funds will also be used to make available school counselor, and social workers during the summer period to ensure and all student emotional and social needs are being met during the summer period.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

These funds will be used for the salaries and benefits of K-12 teaching staff to maintain staffing levels to continue to provide safe and effective instruction as described in the District Continuity of Learning Plan during the Covid-19 pandemic.

4. 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.

Before and After School tutoring, Summer School and Credit Recovery learning opportunities will be offered to all students K-12, who are determined to be in need or who have demonstrated evidence of learning loss. Student's local formative/summative assessments, progress monitoring assessments, NWEA and MAP assessment scores will be used to determine need and evidence of learning loss. Interventions and supports will be provided to students based on assessment data. Ongoing and continuous progress monitoring will ensure that all students have equal opportunity to demonstrate growth, thereby addressing the loss of learning due to the Covid-19 pandemic. Additional support will be provided to ensure all students have access to quality instruction, curriculum, and social emotional learning. Eligibility will be flexible, based on data, and reviewed on a regular basis to determine eligible students. All students electing to take advantage of these opportunities will be benchmarked, progress monitored throughout, and reassessed regularly to determine if further instructional interventions will be needed. In addition, social workers and counselors will continually assess the social and emotional needs of students who could potentially benefit from support beyond the school day.

Mendon Community School District - 75060

1. 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:

Mendon Schools intends to use funds to improve the ventilation and air quality in our building by purchasing/improving our current HVAC system, including air purifiers. Some funds will go towards cleaning and sanitizing supplies and/or equipment to provide a safe environment for students and staff. The district will use funds to facilitate virtual learning should our local health officials determine that school closure is necessary.

2. 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:

The district intends to use the funds to address learning loss in several different ways. First, we offer tutoring either after school, or during school hours, depending on the labor market. Along with tutoring, we would like to offer more after school programs to enhance academic performances in core classes such as math, science, and language arts. Programs such as Delta Math and Freckle will be purchased for use in both the Elementary and the Middle High School. We will also be offering and hopefully expanding our summer school program. We hope to extend the program by several weeks and encourage blocks of time specifically to each core subject. We expect to use funds to increase Professional Development with out teaching to recognize and address all students who may be struggling in academic areas. We also want to include all staff, teaching and support, in Professional Development regarding the mental health of students AND staff. The district will allocate funds to encourage students to participate in Dual Enrollment and Early Middle College, as well as Career and Training Programs (CTE).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mendon Schools will use funds to replace the heating, cooling, and ventilation system in our Elem and air purification systems in our Middle High School to improve indoor air quality. We also intend replace teacher and student chromebooks to help facilitate learning in person and remote learning. We will provide necessary equipment for students who do not have access to internet and/or equipment for students with disabilities who require accommodations. Our district intends to retain current staff by offering stipends to all staff members. Other tech devices such as smart boards and document cameras may be purchased to replace old inventory. We would like to address Mental Health supports by offering extra counseling as well as offer presenters on subjects such as suicide, drug dependency, etc. We would like to offer screening of students and staff for potential mental health issues.

4. 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.

We intend to use Delta Math and Freckle by Renaissance to offer differentiated practices to each student. This will help both the student and the teacher to focus on meeting grade level standards. The programs are personalized to each student, increasing their engagement and growth. Students without internet and/or devices will be offered a school issued device and a hot spot to help with assignments both in person and/or virtual. Dual enrollment and CTE classes will be encouraged to help older student academically and mentally prepare for success after graduation. This should ease some of the anxiety students are having over their future plans. Summer school and enrichment classes will be offered for an extended period during the summer, providing more time in individual subjects to help learn and retain knowledge, and to "catch up" from previous years effected by the pandemic. After school programs will offer the same benefit while also giving students a safe and secure environment to work in. We will use Professional Development to train out staff on how to spot students who may be struggling mentally, socially, and academically. This is not limited to struggling students, but also other staff who may also be struggling mentally and socially. We will also use Professional Development to learn techniques to engage students and encourage their attendance and quest for academic success.

Menominee Area Public Schools - 55100

1. 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:

Menominee Area Public Schools will use a portion of these funds to educate staff on proper strategies and procedures consistent with CDC guidelines to help prevent and mitigate the spread of COVID and other transmittable diseases. MAPS recently passed a mileage to update and improve the buildings and facilities. ARP/ESSER III funds will be used to ensure those updates include modifications, like hands free water bottle filler stations, automatic flushing toilets and touchless sanitizer, soap, and paper towel dispensers that will help to prevent the spread of COVID and other transmittable diseases. MAPS will work with local health care facilities to help educate and inform students, families and staff about vaccine opportunities, testing facilities and current district outbreaks. This funding will also be used to provide any other preventable measures that might become available to combat this pandemic and ensure the safest possible learning environment for our students and staff.

2. 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:

Menominee Area Public Schools will utilize at least 20% of their ARP/ESSER III funds to address student learning loss by providing before and/or after school tutoring, summer school and any necessary additional staff, like remedial teachers and/or support staff to help address students who are below benchmark or at risk of falling below benchmark. The options made available to students will be based on the safest possible delivery of instruction based on the current status of the pandemic, keeping with the most recent CDC guidelines.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to maintain the current level of instruction to students by providing necessary technology, instructional and support staff, professional development to train/educate staff, and any other expenses that help support student learning and mental health support. In addition Menominee Area Public schools will make every effort possible to employ staff to help support the mental health of its students and staff, like guidance counselors, social workers and/or liaisons to help support student well being.

4. 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.

Menominee Area Public schools will work with local mental health facilities, hospitals, homeless shelters, and community action agencies to help support the whole child, including behavior, mental well-being, health and happiness. MAPS will utilize student, parent and community surveys to ensure the proper assistance is being provided based on the most current research and assistance available that adheres to the CDC guidelines and protocols. In conclusion, Menominee Area Public Schools will do everything in its power to ensure its students are receiving the best possible education and emotional support possible and available.

American Rescue Plan 2021

Meridian Public Schools - 56050

1. 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:

The LEA will employ additional personnel, including contact tracer(s) and nurse(s), to implement public health prevention and mitigation strategies, including close contact tracing and onsite serial testing.

2. 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:

Through administration of regularly scheduled common assessments, the LEA will extend learning opportunities by using these data points to identify and remediate learning gaps by offering tutoring, remediation, and/or enrichment instruction during and outside of the normal school day, as well as instruction during summer school addressing the needs of all students. Instructional staff will be employed in these programs to support mastery of content, literacy, and mathematics achievement

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will purchase needed technology infrastructure and programs, such as ECHO learning management system and Edgenuity to aid in regular and substantive education interaction between students and their classroom . Upgrades to HVAC systems and related repairs and to improve overall air quality in buildings across the LEA campus.

The LEA will work to help families access necessary resources to meet basic needs and mental wellbeing and provide wrap-around services of support.

4. 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.

The LEA will address learning loss and the comprehensive needs among all students, including low-income, SWD, ELs, racial and ethnic minorities, students experiencing homelessness/and or child in foster care, and migratory students by supporting the training and professional development of faculty and staff to employ instructional strategies that meet the diverse needs of every child. Through additional mental wellbeing and culturally responsive training, staff will be able to identify and respond to SEL/Mental health needs and employ evidence-based SEL curriculum (Second Step/Trails to Wellness). The LEA will employ instructional staff and partner with national instructional coaches with expertise in the area of need (including math, literacy, and project-based learning) to ensure all necessary staff participate in professional development training, specifically targeted on instructional practices to address learning loss and support academic success in literacy and mathematics. Instructional staff will use evidence-based programming (such as Delta Math and AARI) targeting students area (s) of need, particularly those disproportionately impacted by the COVID-19 pandemic.

American Rescue Plan 2021

Merrill Community Schools - 73230

1. 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:

Merrill Community Schools will use the funds 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: social distancing will be made possible in the classrooms through reduction of class sizes. The additional classes necessitate the purchase of technology for those classrooms being opened. These classrooms will also need to have the FOB system added to their doors. The district will also will install water filling stations in order to provide fresh water to students in a safe way.

2. 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:

Merrill Community Schools will be using the funds to ensure Small class-size personalized learning for K-4 grade classrooms. Evidence based interventions such as Orton-Gillingham Reading Program, Exact Path and Heggerty phonics are also being implemented in classrooms on a more individualized manner.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to continue to offer smaller class sizes, ensuring more personalized learning and evidence based interventions as well as spacing that minimizes the spread of infectious disease. In addition, cleaning and PPE will also continue to be purchased to thwart the spread of infectious disease.

4. 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.

The district and each individual school building will be sure to collect and analyze data from subgroups disproportionately impacted by the COVID Pandemic. Students in one or more of these targeted subgroups showing documented learning loss will be provided the opportunity to receive academic support and access to programming directly funded through this grant. Teachers with students from these target subgroups will also be given the opportunity for professional development under the Instructional Coaches (SEL & Technology Integration).

American Rescue Plan 2021

Merritt Academy - 50906

1. 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:

Additional classroom space will be added to the existing facility, allowing for greater distance to be provided between a smaller number of students in each room. Additionally, this additional classroom space will allow the school greater control over cohorting efforts, to help ensure a minimum amount of exposure to the virus from students who test positive.

2. 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 a Covid Coordinator. This position will focus on working with online students during quarantine to ensure that 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.

Students will receive additional tutorial support after school from K-12 in all 4 core content areas so as to provide additional time to master concepts that they have struggled with while out of school during the pandemic.

Summer school will be provided to students who are identified as behind in math or ELA, or defined as credit deficient if in grade 9-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Merritt Academy will also add an additional administrator in grades K-5 who will focus on student attendance issues, and areas of academic intervention needed for K-5 students who struggled the most with the previous online curriculum format. The Academy will hire one additional staff member in high school, allowing us to reduce class sizes to 20 and under, in the grade ranges where student positivity was highest last year.

The Academy will provide a 100% online school format via Edgenuity, for those students and families who have a healthier concern or preexisting condition. The Academy will also employ an online mentor, who will correspond with virtual students to maintain connection between student and home, ensuring online participation and assistance when needed.

Merritt will also add one additional member to our MTSS team, in anticipation of a greater need for additional educational support in math and reading due to learning loss during the pandemic.

4. 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.

Merritt Academy will have regular meetings to review student progress and data. During the data meetings specific gaps from loss of instructional time. Student data will be reviewed in sub-groups or individual levels when appropriate. This will allow for regular tracking of student progress and tracking in closing the gaps. Sub group achievement data will be analyzed to determine effectiveness of interventions academically based on race, gender, and socio economic factors, along with IEP status.

American Rescue Plan 2021

Mesick Consolidated Schools - 83070

1. 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:

Mesick Consolidated School District has and will continue to use ESSER funds to implement the following prevention and mitigation strategies that are consistent with recent CDC guidance on keeping schools continuously and safely open for in-person learning:

One full-time equivalent custodial position has been added in both the Elementary and Jr./Sr. High School buildings. This allows for more thorough cleaning in classrooms, hallways, bathrooms, lockers, etc. throughout each school day, as well as after hours.

Ionization of the air purification system in the Elementary School and periodic maintenance.

Water dispensers installed in the Elementary and Jr./Sr. High School buildings to allow students to bring individual containers from home and keep them filled with water, thereby reducing the number of students/staff that are using the regular drinking fountains.

Large Amounts of Sanispray, bleach, other cleaning fluids and supplies.

Face masks and Clear Face masks

Infrared Body Thermometers

Clorox 360 Electric Static Sprayer

Hand Sanitizer

COVID Signage

Social Distancing Yard Signs

Nitrile Gloves and Vinyl Bags

Vinyl Gloves

Latex Gloves

Face Shields

Band Flute Shields

COVID Music Masks

Sneeze Guards

Air Filters for Classrooms

2. 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:

Summer school and after school tutoring programs will continue to be offered to all students in our district. In addition to general invitation to all students, direct communication about the programs are sent directly to students/families where assessment data indicates below grade level performance. Summer school and after school tutoring focuses on individual and/or small group instruction. Teachers are offered a stipend to lead this activity.

ESSER funds will be used to increase staffing where data indicates student performance in our district needs improvement. Mathematics instruction has been increased by .5 full-time to offer more class sections, thereby reducing class sizes and providing more opportunity for teacher attention. Two paraprofessionals have been added to special education classes in Elementary and Jr./Sr. High School. We have added .5 full-time interventionist support to high school students, providing one on one instruction and assistance with monitoring of academic responsibilities.

Social/Emotional Learning support is important in the return to face to face learning. Our school district K-12 is currently in implementation of the Positive Interventions and Systems program. In addition our Jr./Sr. High School students are participating in the Suite 360 program. ESSER funds will be used for materials associated with both programs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our current Gr. 6-12 building and surrounding external area were constructed twenty-three years ago with a budget that allowed for medium-low quality construction materials. Since initial construction, we have not been able to provide financing needed for much-needed renovations. Attempts to pass a construction bond have failed twice in recent years. Projects our school district will finance with ESSER funds consistent with section 2001(e)(2) of the ARP Act are:

Replacement of our shingled roof and fascia around the Jr./Sr. High School.

Repaving of the Jr./Sr. High School Parking Lot.

Resurface and improve our Track & Field facility.

Replace carpeted hallways/classrooms with hard, laminate flooring and replace broken lockers in Jr./Sr. HS building.

Replace manual message boards in front of the elementary and Jr./Sr. HS buildings.

Install air conditioning in the remainder of the Jr./Sr. building.

4. 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.

ESSER funds will be used for the following items that will address learning loss:

- Summer School and After School Tutoring are available and specifically targeted to students/families where assessment data indicates learning gaps or loss due to the educational climate the last two school years. Structure of both programs focuses on individual and small group instruction. To further support individual and small group instruction, three paraprofessional positions have been added to focus on special education students.

- We've added .5 full-time mathematics and .5 interventionist teacher positions in the High School to reduce class sizes and provide additional support for students.

- SEL programs Positive Behavior Interventions and Systems and Suite 360 have been added to our school district in order to address the increase in social/emotional challenges exhibited by students during the pandemic. We are also considering an additional counselor for the district that would serve .5 in the Elementary School and .5 in the Jr. High school.

Metro Charter Academy - 82967

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies, and improved air filters).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

- Before and after school tutoring
- Summer learning programming
- Virtual learning
- Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;
- PPE, health services, and facility sanitation (improved air quality, sanitization services, and water bottle filling stations)
- Bonuses for retaining and recruiting educators and support personnel;
- Educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hotspots, Wi-Fi, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;
- Providing instructional resources (non-digital) for staff and students;
- Printing and mailing costs for remote learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Michigan Center School District - 38120

1. 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:

Michigan Center School District is contracting with the Mende Engineering Firm to design a series of building projects with three anticipated outcomes:

1. Each district building will have access to improved ventilation and more access to fresh air.
2. Each district building's equipment will be upgraded to allow for better control of HVAC systems.
3. Where possible, steam units will be converted to hot water.

The goal of the project(s) is to improve air quality, ventilation, efficiency, and controls.

2. 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:

With the current allocation all funds are directed towards air quality, ventilation, efficiency, and controls.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

With the current allocation all funds are directed towards air quality, ventilation, efficiency, and controls.

4. 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.

With the current allocation all funds are directed towards air quality, ventilation, efficiency, and controls.

Michigan Connections Academy - 33911

1. 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:

Michigan Connections Academy is a full-time virtual school, offering students a reputable, sustainable, safe and engaging virtual option during the pandemic when brick and mortar schools were transitioning to hybrid or virtual coursework or were closed. The school will use ESSER funds to sustain virtual operations and for salaries and benefits for staff providing instruction and support to students who are at risk of not succeeding due to missed schooling due to COVID-19 or other reasons.

2. 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:

Work with others to connect people with goods (e.g., healthy foods) and services to meet their physical, spiritual, and mental health needs. According to the American Psychological Association, despite being born in one of the world's wealthiest countries, a significant proportion of children in the United States are food insecure: They do not have enough nutritious food for an active, healthy life. Food insecurity often leads to hunger, the painful sensation caused by lack of food. Research shows how food insecurity and hunger can harm the health and educational outcomes of children. However, these harms can be prevented through effective programs helping children to reach their full potential. As our students attend a virtual school district they did not qualify for the extension of the P-EBT program last school year. (Pandemic Food Stamps for School Meals). Families received P-EBT funds on a card in May 2020, but when the law was passed for the extension of this opportunity it was written that Online Schools did not qualify because we did not "close" in person learning for more than 5 days because we never offered it. Obviously this is not fair to our families which is why we are choosing to connect people with healthy foods to have a positive impact and reduce food insecurity.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In heeding the advice of MDE that strongly recommends we carefully reflect about the best use of these funds, Michigan Connections Academy believes that preserving our staffing is necessary to maintain the operation of and continuity of services at Michigan Connections Academy and continuing to employ our existing staff of Michigan Connections Academy.

4. 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.

The school will ensure that interventions implemented will respond to academic, social, emotional, and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, 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 receive personalized and differentiated instruction and staff assess the unique needs of each student on an individual level and subgroup level to ensure that all students have access to the educational and instructional services needed to succeed. Personal learning plans take into account the academic, social, emotional, and mental health needs of each individual student. Data is reviewed across all grade levels and all core subjects and broken down into subgroups (ethnicity, economic status, EL, homeless, sped, cohort status, late enrollment, other at-risk factors, etc.) and used to determine the needs of individual students, subgroups, and the school as a whole and to determine best ways to address those needs for continuous improvement. Student data is housed in the school's EMS and is shown in real-time so that teachers and staff can see when a student is falling behind and can work with that student, their family, and appropriate staff to determine what that individual student needs to succeed and how the staff can support that student's success.

Michigan Educational Choice Center - 82751

1. 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:

Our return to in-person instruction directly incorporates CDC recommended mitigation strategies. This includes proper use of masks, supporting our scholar, teacher, school leader & family to engage in hygiene practices such as frequent handwashing & more. Examples of specific, CDC-recommended strategies within our in-person instruction plan include Limiting classroom sizes to

2. 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:

Working with key stakeholder groups, and guided by educational priorities for our scholars, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based extended learning time programming. We will offer the following Tier II interventions: Reading Advantage: Leveled Literacy Intervention Instruction, Orton Gillingham Phonics Pull-out instruction 30 minutes, 5 days a week (3 teachers, materials, PD.) Edgenuity Online Instruction, Guided Reading-fountas and pinnell materials, Mathnasium 1 on 1 online tutoring 20 minutes, 4 days a week. \

We will offer the following Staff professional development activities:

Lavinia Group Monthly site visits with Classroom observations, Coaching, PLC meetings, Data analysis, Leader Meetings. Twice Weekly PLCs with Instructional Specialist and Instructional Coach, Teacher Institute and New Teacher Institute, PLA Leaders trainings, CMU NWEA trainings.

We will address learning loss with additional Reading Interventionists that will provide 30 minutes of small group instruction for scholars who are 1-2 years below grade level, daily. During the program they are taught reading skills, vocabulary, comprehension and writing.

And all students will have access to Summer Advantage - A ½ day (4 hour program in academic instruction in Reading and Math. In addition, it offers enrichment through opportunities for field trips, community service, celebrity guest speakers, sports, and the arts.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Overall, we will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

For at-risk scholars, we'll maximize the use of differentiated, small-group instruction to recognize and address their unique learning needs. For English Learners, instruction will focus on the same building blocks used for non-ELL scholars: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Where possible, teachers will use gestures, non-verbal cues and repeat instructions; bilingual and pictorial texts will also be made available in the classroom when appropriate. For students with disabilities, we will provide a free and appropriate public education (FAPE) in the least restrictive environment (LRE), create IEPs and annual goals and implement a Multi-Tiered System of Support (MTSS) with evidence-based interventions to mitigate learning loss. For migrant scholars, small-group instruction and ELL services will be used. For scholars experiencing homelessness, we'll develop partnerships with various community service providers to support their unique needs. Finally, for children in foster care, our model will offer opportunities to listen intently to their needs, support them in their learning process and give shared ownership to our scholars in making academic progress. All scholars will be offered additional social-emotional support through our positive behavioral interventions and supports (PBIS), staff such as Behavioral Specialists and Psychologists, and our emphasis on providing supportive, nurturing classroom environments.

Michigan Great Lakes Virtual Academy - 51905

1. 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:

As a cyber academy, our school did not close during the pandemic, however, the effects of the shutdowns across the state impacted our staff, students, and families as well as the programs we offer. Therefore, the additional funding will be used to provide the necessary safeguards and precautions when we purposely bring students together for state testing, tutoring, additional activities related to extra-curricular offerings, as well as in-person social learning opportunities. Great care will be taken to ensure in-person events are safe, have the necessary materials and personal protective equipment available, while providing supports for families who have struggled or continue to find be hindered by the effects of the pandemic.

2. 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:

Michigan Great Lakes Virtual Academy has enrolled many new students during the pandemic due to brick and mortar school closures. More than 50% of the new students have experience 1-2 years of learning loss. The ESSER funds will be used to address this learning loss in a variety of ways, which include summer enrichment programs, additional intervention supports in reading and math provided by trained support staff, additional academic support programs that allow students to practice skills and monitor progress, as well as social emotional learning supports to provide wraparound services to students and families.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funding will be used to continue supports initiated by ESSER I and II, while increasing the number of support staff, such as intervention teachers, para-professionals to support student learning, and social emotional support staff to promote SEL in students and families. Technology supports will be enhanced as well as structures of learning programs, which include learning labs across the state where students and support staff can come together to enhance learning and address the learning loss experienced during the pandemic.

4. 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.

Michigan Great Lakes Virtual Academy continually monitors the intervention programs it puts into practice by; conducting regular classroom observations; meeting in weekly professional learning communities (PLCs) to discuss data using eduClimber and other monitoring systems; beginning, middle, and end of the year assessments using STAR360 to monitor student growth; utilizing Freckle and Mindplay programs to evaluate the effectiveness of interventions; conducting social emotional learning inventories/assessments to monitor student social learning; distributing surveys to parents, students, and staff to monitor engagement in the learning platform; holding round table discussions with stakeholders to determine effectiveness of the program of supports; as well as engaging in the MTSS process throughout the school year to determine needs assessments of severely at-risk populations.

Michigan International Prep School - 19900

1. 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:

MIPS is a fully virtual school with no in-person learning as defined by section 551 of the Revised School Code, 1976 PA 451, as amended, MCL 380.551. As such, it does not provide in-person instruction and operates pursuant to a Charter Contract. As a result, many of the requirements, protocols and recommendations contained within Michigan's 2020-21 Return to School Roadmap ("Roadmap") do not apply to the MIPS. MIPS has continued to operate as it normally does throughout the COVID-19 Pandemic, ensuring a seamless and high-quality educational experience for its students. However, as in-person experiences such as field trips, state testing, and meetings with teachers at the learning labs re-commence, MIPS is putting into place extensive protocols to ensure the safety of all parties. Such protocols will be consistent with the CDC-recommended guidance for the counties in which these events take place and for the time frame in which the events are scheduled. Also, MIPS is using some of its ESSER funds to renovate one of its most popular learning labs to be fully updated with the highest known standards for cleanliness and safety. Thus, MIPS has fully satisfied all in-person activities will meet the highest safety standards.

2. 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:

At Michigan International Prep School, we want our students to pursue what makes them different. No two people are identical, and it doesn't make sense to treat them like they are. That's why we create a unique learning pathway for every MIPS learner, built around their talents, interests, location, and schedule. Students are first in our school. MIPS has already used ESSER funding (I/II) to hire a social worker to meet students' social-emotional needs; software and licenses to ensure equitable and access that can be personalized to all components of the school's curriculum, including music; and funding for mentor-teachers who provide supplemental, personalized assistance to at-risk students. We focus on keeping our students engaged through personal connection, individualized learning plans, and flexibility. We are addressing student instructional and educational needs by hiring 20 additional Mentors who will contribute towards decreasing the overall caseload for all Mentors at MIPS so that they can spend more and more time each week with the students they serve. Hiring these additional Mentors, along with the high quality and data driven interventions being purchased with these funds, we are using this opportunity to absolutely increase the amount of attention each student is receiving both to their academic as well as their social emotional needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

MIPS is a fully virtual school with no in-person learning as defined by section 551 of the Revised School Code, 1976 PA 451, as amended, MCL 380.551. As such, it does not provide in-person instruction and operates pursuant to a Charter Contract. As a result, many of the requirements, protocols and recommendations contained within Michigan's 2020-21 Return to School Roadmap ("Roadmap") do not apply to the MIPS. MIPS has continued to operate as it normally does throughout the COVID-19 Pandemic, ensuring a seamless and high-quality educational experience for its students. However, as in-person experiences such as field trips, state testing, and meetings with teachers at the learning labs re-commence, MIPS is putting into place extensive protocols to ensure the safety of all parties. Such protocols will be consistent with the CDC-recommended guidance for the counties in which these events take place and for the time frame in which the events are scheduled. Also, MIPS is using some of its ESSER funds to renovate one of its most popular learning labs to be fully updated with the highest known standards for cleanliness and safety. Thus, MIPS has fully satisfied all in-person activities will meet the highest safety standards.

4. 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.

The student's academic needs will be determined, in part, by scores on interim assessment data (evidenced by NWEA MAP). MIPS will provide targeted mentoring for students whose scores fall below the average achievement target line for a particular content area. Our students will benefit from the Mentors who help us lower caseloads so that all students have a Mentor who is exclusively devoted to the success and well being of a small cohort of students. Students experiencing trauma, loss, anxiety, depression, and other social emotional issues will benefit greatly from the partnership with Wellspring Lutheran Services and the support that will provide to them. Our staff getting training in effective communication will also serve all stakeholders well. The Literacy Footprints intervention program help our teachers make sure that our elementary students are getting content that is at their level and also pushes them to grow and progress in their reading abilities. Our Reading Specialist works one on one with these students to make sure they are grasping all concepts, growing their word fluency, and comprehending what is necessary to learn and achieve. The Student/Mentor learning space at our Davison Learning Lab will be a great way for students to get in person support, encouragement, and build relationships with MIPS staff. We want ensure we can grow these face to face opportunities so that students who may have felt isolated during the pandemic can interact with staff and peers.

Michigan Mathematics and Science Academy - 63924

1. 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:

Dequindre Building: PPE materials will continue to be purchased, distributed to all classes and offices, and used on a daily basis. Masks, sanitizer, wipes, deep cleaning solutions and tissue are the major items. We have required everyone to wear a mask in all places, all day so this could be an ongoing expense since we are giving out disposable masks. Deep cleaning is done weekly and the solution used is costly.

Lorraine Building: The funds were used for two programs this summer: 1. Summer School: We had 3 teachers with 10-15 students in their classes that worked on basic reading and basic math skills. The program ran from the first week of July through mid-August. 2. Summer Reading Program: All students at the school received 5-8 books written on their reading level and activities to go with each book. Students that completed all of the activities earned a Carnival Game night that happened the week before school started.

During the 2021-2022 school year, the funds are being used to hire teacher aides to assist students with letter identification, phonological awareness, and literacy development. We have also hired an additional Title 1 Reading teacher to work with our 3rd-6th grade students on literacy skills, and we have hired a Math Title 1 Teacher to work with our students on missing math skills. These new hires will work with students for 40 minutes as part of our tutoring time 4 times a week.

2. 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:

Lorraine: The funds were used for two programs this summer: 1. Summer School: We had 3 teachers with 10-15 students in their classes that worked on basic reading and basic math skills. The program ran from the first week of July through mid-August. 2. Summer Reading Program: All students at the school received 5-8 books written on their reading level and activities to go with each book.

During the 2021-2022 school year, the funds are being used to hire teacher aides to assist students with letter identification, phonological awareness, and literacy development. We have also hired an additional Title 1 Reading teacher to work with our 3rd-6th grade students on literacy skills, and we have hired a Math Title 1 Teacher to work with our students on missing math skills. These new hires will work with students for 40 minutes as part of our tutoring time 4 times a week.

Dequindre: We held summer enrichment classes for students. We had our teachers oversee the classes and received additional pay. For grades kdg - gr 5, all students were given summer workbooks to work on as additional work over the summer. High school students who did not pass classes were put in recovery classes with school covering the cost. Middle school students were also put in recovery classes if they did not pass core subjects. This was used in order to promote them to the next grade.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Dequindre The money will be used to cover the salaries of additional support staff. This includes Title one intervention paraprofessionals in elementary (4 people), classroom assistants in kindergarten and grade one (4 people), school counselor. Edgenuity will continue to be used in middle and high school for academic success. The program will be an elective the students will take in order to move ahead in the classes they were not successful in the past year. Programs will be purchased and used along with incentive items to help with positive behavior which leads to good learning skills and social/emotional development. Lorraine During the 2021-2022 school year, the funds are being used to hire teacher aides to assist students with letter identification, phonological awareness, and literacy development. We have also hired an additional Title 1 Reading teacher to work with our 3rd-6th grade students on literacy skills, and we have hired a Math Title 1 Teacher to work with our students on missing math skills. These new hires will work with students for 40 minutes as part of our tutoring time 4 times a week. We also have hired a Behavior Interventionist to work with students on social skills, grief, angry management, dealing with trauma, etc. Groups are being set up for 5-6 students to meet with her once a week.

This could include speakers and assemblies and celebrations to promote the social well being of students, Emotional well being of staff is also part of this spending.

4. 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.

Dequindre: Students receiving ELL and Special Education services will receive the help they are required to receive and additional help as needed. This could include finding resources that need to be acquired and also resources for parents to help their child. The social worker and school counselor will seek out services and programs we can acquire to offer more assistance to these groups. When notified about homeless situations, aid will be sought out for them.

Lorraine: We also have hired a Behavior Interventionist to work with students on social skills, grief, anger management, dealing with trauma, etc. Groups are being set up for 5-6 students to meet with her once a week.

American Rescue Plan 2021

Michigan Online School - 80900

1. 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:

Michigan Online School is a 6e cyber school and has been able to remain open throughout the pandemic. To safely deliver in person WIDA Access, M-STEP, PSAT, and SAT we will use a small portion of the funds for masks, sanitizer, thermometers, anti-bacterial wipes, etc to place in testing kits. In addition, spacing requirements may require us to reserve additional testing rooms at facilities statewide.

2. 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:

Michigan Online School did not lose any instructional time during the pandemic; however, it will utilize a portion of the funds to provide summer school to students. Students will be able to recover credits or to work ahead. Additionally, students in grades 6-12 will be able to receive intervention during summer school to close learning gaps and build needed skills to successfully complete their future course content leading to a high school diploma.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Michigan Online School saw through the pandemic that we needed to add programs and staff to focus on the whole child-both academics and social emotional learning. To that end we have contracted with FEV Tutoring to provide tutoring to targeted students to who are on Success Plans to help them improve attendance, academics, and engagement. In addition to targeted tutoring programming, FEV also offers Michigan Online School students on-demand one-to-one tutoring for all grade levels and all courses. Michigan Online School is partnering with Mastery Connect through Accel Schools to build short-cycle assessments (SCAs). These short-cycle assessments are focused on specific standards and provide teachers with information for intervention and additional instruction with their students. Michigan Online School is hiring an additional math teacher and an additional English teacher to lower class sizes to better provide support to students. Michigan Online School is hiring an MTSS Coordinator so that we can better collaborate, act, and follow-up with students and progress monitor academics and social emotional skills. Michigan Online School is partnering with Panorama to survey and create interventions for students on a wide range of social emotional learning topics.

4. 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.

Michigan Online School is partnering with Accel Schools to transition Power BI reporting to include each subgroup of students so that we can view their data on a daily basis and add programming, staff, and interventions accordingly. Michigan Online School has 80%+ of at-risk students. We partner with Graduation Alliance through Engage MI to provide additional coaching and academic support to our most at-risk students.

Michigan Virtual Charter Academy - 41925

1. 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:

Michigan Virtual Charter Academy is a fully virtual school. However, we do have face-to-face events for state testing and anticipate future gatherings for socialization and academic enrichment.

For these events, we have allocated ESSERS II and III funds to secure proper locations that provide the opportunity for our students and staff to practice social distancing. We also provide PPE as recommended for students and staff. All students and staff are required to wear masks when in person according to the current CDC recommendations. We also provide hand sanitizer and sanitizing protocols. All participants must answer our COVID protocol questions prior to attending events. We also note that all vendors/locations have COVID protocols which we follow as well.

Since we are a virtual school, all students attend all courses online from home, as do our teachers.

2. 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:

Michigan Virtual Charter Academy will use ESSER II and III funds to provide summer school for students K-12 over the next 3 years as well as academic enrichment workshops including career exploration with a STEM focus. In addition,

Michigan Virtual Charter Academy will extend our MTSS model into the high school by hiring 6 certified interventionists to support students who have not demonstrated proficiency at their grade level.

Michigan Virtual Charter Academy will also provide a reading supplemental program for elementary students to support students' literacy rates.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

MVCA will provide education through speakers and programs for students and families regarding mental health issues. We are also planning to contract with service providers to provide supplemental counseling services to students in need. MVCA will implement the Brain Project which is a mental health program to staff and students to provide assessment, prescribe brain health protocol, and provide education to families and parents about proper brain health protocols.

Students will be provided with supplemental hands on and tactile supplies to enhance their learning experiences at home. The bulk of these supplies will be enhancement supplies such as science kits, tactile manipulatives, supplemental novels and reading materials.

We will purchase and implement supplemental curriculum programs & materials for teachers to enhance academic lessons, provide additional resources, and increase teacher content knowledge. We will also provide software for staff and students to better engage with the lessons and materials online.

Student and teacher technology that will enhance lessons & units, provide greater opportunities for delivery of instruction, and support greater student and teacher engagement with the course they are teaching.

Implementing a new SIS will allow staff more effective access to student records, academic information, and expedite student changes including IEPs, 504s, Grad Plans, etc.

It will also provide parents with greater access to these same records.

4. 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 programs implemented by Michigan Virtual Charter School are accessible to all students in all subgroups without discrimination. The implementation of the programs, projects, and support listed above are designed to support students in the following ways:

Academic Support for Struggling Learners: Intervention programs and enhancement programs listed above are designed to provide additional academic, emotional and mental support. These programs will be accessible to all students in our building. MVCA has a student population of approximately 75% and runs schoolwide programs in Title I allowing us to serve all students with the programs in place.

Mental Health Programs: MVCA has realized the toll that the pandemic has had on our students over the past two years. Our programs outlined here will bring as much normalcy to our children's lives as possible, while also providing education on mental health, support services, and academic support to provide a stable and secure learning environment.

Social Health: MVCA continues to build a system of socialization opportunities for our students. We have been able to create a menu of virtual events, clubs, and programs to enhance student socialization with students in all parts of the state. When it is safe to do so, we will also provide face-to-face events to increase student socialization and interaction through academic enhancement workshops, field trips, college visits, and social gatherings.

American Rescue Plan 2021

Mid Peninsula School District - 21135

1. 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:

Mid Peninsula will use these funds for additional cleaning supplies that are used on buses, classrooms, and the school in general. We will also use these funds to hire paraprofessionals, cleaning staff, and teachers. We will try to create an environment of additional staff per student to better meet their needs and keep them safe during the ongoing COVID spikes and to best meet safety guidelines as prescribed by the MDE and federal government.

2. 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:

We will use the funds to create additional small group instruction and implementing a new math curriculum that focuses specifically on small group instruction. In order to reduce group size and meet the safety protocols set for by the state and federal government we will hire additional aides, paraprofessionals, cleaning staff, as well as teachers in order to minimize class size/group sizes. Summer school will also be offered along with after school tutoring to specifically target Title I eligible students in order to close the achievement gap.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mid Peninsula will focus its efforts on safety and addressing learning loss. Safety measures include increased spacing on buses, which may force us to purchase buses with additional capacity, additional aides, paraprofessionals, cleaning staff, and teachers are all needed to best address learning loss and meet the state and federal guidelines for safety during the pandemic. The district will also need to purchase some curriculum materials to meet this small group model, and provide after school tutoring, and summer school.

4. 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.

Mid Peninsula will ensure that every student has access to all of the additional resources. With the hiring of additional aides, paraprofessionals, and teachers every student will be impacted by smaller class sizes and a dramatic increase in instruction depending on their individual needs. Student needs are actively assessed through local assessments, DIBELS, as well as NWEA testing.

American Rescue Plan 2021

Mid-Michigan Leadership Academy - 33904

1. 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:

MMLA will provide clean and safe environment with PPE available (and required) for all students and staff to wear. We will also continue to use systems in place to identify students needing counseling and social-emotional supports to feel comfortable and successful in an in-person learning environment.

2. 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:

MMLA will address learning loss through establishing more interventions during the school day, provide after school tutoring in the Cub Club, and fun 2022 Summer School. Students participating in these programs will be identified using NWEA Testing Scores to be intentional with support in small groups; focusing on one subject per small group of either math, reading, or writing. Small group interventions would be evaluated every 4-6 weeks to determine academic growth. All students would have afterschool (Cub Club) tutoring available to them for extra support; students at or below a C average would be highly encouraged to participate. The 2022 Summer School would be open to all MMLA students up to 100 participants. Summer school staff would consist of 16 staff members (1 lead, 10 teachers, and 5 paraprofessionals). 4 days/week for 7 weeks 9am-12pm. Transportation will be provided for Summer School as well as breakfast and lunch.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Preserve general education classroom teachers in order to reduce classroom sizes and improve social distancing effort. Other additional funds will provide supplies & equipment for learning, cleaning services & supplies, and added staffing for social-emotional supports.

4. 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.

MMLA will have staff dedicated to supporting the students in these categories including an additional ELL Teacher, Social Workers, and Counseling Services. All MMLA students fall into an at-risk category and would be considered disproportionately impacted by COVID-19, therefore these services will be available to all students. Teachers and other staff as well as parents can request additional support for any students. In addition to our 1 full time social worker we have added a social worker, counselor/family liaison, and partnered with two outside counseling services to support students in both small groups and 1 on 1 counseling for their social/emotional needs. Our MTSS program has also added additional staff to support more academics in small groups through interventions. These programs along with our PBIS program will encourage students and staff to support the 'whole child' model.

Midland Public Schools - 56010

1. 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:

Upon assessment of all district facilities through the lens of CDC environmental guidance, evidence and meaningful consultation with stakeholders indicated the need to improve airflow and learning environment conditions at only one school, Northeast Middle School. Funds will be used to complete a significant upgrade to the air handling, air cooling, and corresponding electrical infrastructural systems. The integrated project costs will include equipment, labor, and related fees. The upgrades will increase air exchange rates and allow for equitable learning environment conditions parallel to students in other district facilities. It is relevant to note that the district has utilized other funding sources to implement numerous prevention and mitigation strategies consistent with the CDC guidance across all district facilities. Measures include enhanced sanitization, temperature scanning, personal protective equipment, social distancing measures, etc. The comprehensive measures, including the infrastructure upgrade noted, are intended to enhance the probability of student safety and the sustainment of in-person learning opportunities.

2. 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:

The district is implementing a variety of evidence-based strategies and interventions aligned with the needs assessment. These include extensive summer learning opportunities for students in all grades. Summer learning experiences will include evidence-based interventions such as individual and small group tutoring, whole group instruction aligned with needs, credit recovery, targeted use of online learning, and progress monitoring. The district will contract services with community partners to provide supplemental learning outside of the school day and collaborate closely to ensure outcomes. These experiences will focus on academic learning as well as social-emotional wellbeing. Funds will also support evidence-based interventions and strategies during the school day. Additional academic and social-emotional interventions will be provided by skilled staff. Coaches and specialists will work intentionally to build teacher skills and capacity to provide high-quality tier 1 academic and social-emotional learning experiences. Through the monitoring processes, there will be open communication among stakeholders to ensure the needs of students are met. Data will be used to inform the next needs for students and the overall use of interventions. It is relevant to note that the district has utilized other funding sources to implement numerous other strategies and supports for students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will spend the remaining ARP ESSER funds to upgrade the air handling, air cooling, and corresponding electrical infrastructure systems at Northeast Middle School. The project will improve the overall learning environment for students at this school making it comparable to the other schools within the district.

4. 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.

District leaders conducted a whole child needs assessment that included academic, social, emotional, and mental health needs. Using that data, leaders collaborated with the staff to identify evidence-based strategies and interventions aligned with the needs and engaged in further consultation with additional stakeholders for refinement. Implementation plans are being developed to ensure the strategies will be implemented and installed with fidelity. Monitoring plans are embedded in the overall plan requiring data review to determine needed adjustments throughout. Interim and end targets are included for each strategy allowing the monitoring team to course-correct if the defined outcomes and student needs are not being met. With regard to students disproportionately impacted by COVID-19 and members of the named subgroups (low income, students of color, English learners, students with disabilities, students experiencing homelessness, students in foster care, and migratory students), the district engaged in targeted planning and consultation with stakeholders who have a specialized interest in serving and advocating for students in those subgroups. The district has a process for identifying those students and the list is updated immediately as new students are identified. The district is fully committed to implementing the strategies and interventions specifically designed to meet the needs of these students.

American Rescue Plan 2021

Milan Area Schools - 81100

1. 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 primarily used to cover the cost of additional classroom teachers to maintain reduced teacher-to-pupil class ratios across all grade levels. By maintaining reduced teacher-to-pupil ratios in classrooms, the district will align with the CDC's guidance of maintaining at least three feet of physical distance between students in classrooms to reduce transmission risk and create a more physically healthy learning environment. Where it is not possible to maintain a physical distance of three feet, the district will support multiple layers of prevention, including but not limited to, providing masks for students as needed, maintaining enhanced filtration systems to improve air quality, screening and testing as required by local and state requirements, encouraging hand washing, and maintaining a high level of cleaning and disinfection standards.

2. 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:

Funds specifically targeted towards the requirements as outlined in 2001(e)(1) of the ARP Act will be used to cover the cost of additional teachers to maintain reduced per pupil class ratios across each K-5 grade level. The reduced pupil-to-teacher classroom ratios will target the improvement of tier I instructional strategies within an MTSS framework to minimize the impact of lost instructional time for all students. Specifically, these funds will create a greater ability for teachers to implement an evidenced-based instructional approach recalibrated towards the science of reading around the decoding ability of students in grades K-3. All K-5 grade-level teams will also work closely with the district's elementary instructional coaches to draw attention to other content identified as critical. Additionally, the reduced pupil-to-teacher class ratios will enhance the ability for teachers to create safer and more inclusive classrooms by providing differentiated and personalized instruction within their tier I instructional practices resulting in a reduced reliance on tier II and tier III remediation in the MTSS framework.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds specifically allocated within the requirements as outlined in 2001(e)(2) of the ARP Act will be directed to maintain additional teachers in grades 6-12 and a high school counselor, as well as support the implementation of the SEL-based Classroom 180; A Framework for Creating, Sustaining, and Assessing the Trauma-Informed Classroom. The additional teachers in grades 6-12 will help create smaller pupil-to-teacher class ratios in order to enhance the ability of teachers to implement tier I instructional strategies within an MTSS framework to minimize the impact of lost instructional time for all students, create safer and more inclusive classroom environments through differentiated and personalized instruction, and reduce the reliance on tier II and tier III remediation in the MTSS framework.

These funds will also support an increased attention to student social, emotional, and mental well-being by maintaining additional counselor support at the high school as well as implementing the Classroom 180 Framework, which is a program that meets the USED's standard as an evidence-based tier I strategy. The Classroom 180 Framework will guide teachers' ability to create and sustain classrooms designed to meet the needs of all students in their tier I instructional practices, especially those who have been impacted by trauma.

4. 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.

Benchmark assessment data will be reviewed in the fall, winter, and spring to ensure that academic progress is being made by students as well as to support differentiated and individualized instruction for each student. Nationally normed diagnostic assessment tools (NWEA MAP for grades K-8 and SAT suite of assessments for grades 9-11) will be utilized for guidance on the differentiation of instruction. Disaggregated data will be used by individual teachers, with support of grade-level teams, to identify students in particular subgroups in need of additional targeted support as well as to measure the impact of tier I instructional strategies.

The social, emotional, and mental health needs of students will remain a priority for our district and will continue to be a focus area for staff professional development. The SEL-focused professional development will be guided by the District's Trauma Team, consisting of social workers, counselors, the district psychologist, and the director of student services, to assist classroom teachers with meeting the social, emotional, and academic needs of all students. Within this approach, the district will also support the development and/or implementation of a social-emotional screening tool to be used as part of the district's ongoing MTSS work. This screening tool will provide data to help staff address the needs of individual students as well as subgroups in need of intervention.

Mildred C. Wells Preparatory Academy - 11904

1. 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:

Mildred C. Wells Academy will use ESSER III funds to implement the following prevention and mitigation strategies: ESSER funds will be used to provide personal protective equipment (PPE) for staff, students and visitors; and purchase classroom furniture that can be easily cleaned and store excess furniture to allow for social distancing when possible in classrooms. Funds will be allocated to provide for additional cleaning and sanitation supplies and to address indoor air quality concerns.

2. 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:

Mildred C. Wells Academy will use ESSER III funds to add additional staff to address learning loss, students' academic and social emotional needs, reduced class size ratios for more individualized instruction, and provide additional instructional support through tutoring and summer school programs. The school will use funds to purchase instructional materials to target key areas across content areas. The materials will include a new math, ELA, science, and social studies curriculum; that teachers can use to provide differentiated instruction based on students' needs. Additionally, professional learning will be provided to instructional staff to support classroom instruction, small group instruction that is paired with professional learning and support from interventionists and instructional coaches.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mildred C. Wells Academy will use the remaining ESSER III funds to address learning loss with after school tutoring and summer school programs; provide classroom intervention resources (Amplify, Wonders, StudySync, Reveal Math and My World); support staff professional development includes Amplify, Wonders, StudySync, Reveal Math; ensuring the continuation of key positions, elementary teacher, Interventionist, three paraprofessionals, as well as a safe and healthy school environment.

4. 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.

Mildred C. Wells Academy will use ESSER III funds to provide summer learning opportunities targeting students identified as at-risk learners; and address the gaps in their learning. As detailed in previous sections, Mildred C Wells Academy will provide additional staffing in support of academic, social and emotional learning as well as mental health. We will target these services to all students who are identified during the school year. Support will begin as soon as the need is identified.

American Rescue Plan 2021

Millington Community Schools - 79100

1. 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:

Millington Community Schools consistently monitor and upgrade materials and facilities to ensure a safe learning environment. Consistent deep cleaning procedures are in place, as well ongoing efforts during the day are used to help mitigate illness. Work toward improving air flow in building continues as well as strategies for students to catch up on academics that may have been lost due to the pandemic are in place. School social workers in each building are available and utilized. School security precautions and upgrades are continually occurring to make students feel that school is an emotionally safe place to learn.

2. 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:

Funds will be coordinated, in conjunction with other funding sources, to offer before and after school and outside of the school year (summer school) activities for students at all levels. Credit recovery programs exist at the 9-12 level for students to also assist students in extending academic learning activities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funding will be spent on educational materials in core classes to support student learning. Air quality devices will continue to be improved, as well as school safety devices such as door locks, to assist students feel safe at school, assisting them to learn. Continued support of social work services will be utilized. As school resource officer will also be employed to provide school safety, in addition to providing home well checks and assist in attendance initiatives.

4. 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.

Data will be desegregated to ensure students, no matter of their demographic situation, will receive interventions needed to assist with learning impacted to COVID-19. When a demographic through this data demonstrates an extra need, funding will be provided to give further support to these areas.

American Rescue Plan 2021

Mio-AuSable Schools - 68010

1. 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:

Mio AuSable Schools has offered in person learning to the maximum extent possible throughout the pandemic. These funds with other grants and general fund allocations will purchase necessary ppe, sanitation supplies, equipment and hire personnel. Personnel may be used to physically clean or may be used to reduce class size to reduce the number of students in a room.

2. 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:

Mio AuSable Schools will use these funds along with other grants and general fund allocation to implement strategies to mitigate learning loss. These include adding interventions, reducing class size and offering extended learning time. This extended learning time includes after school tutoring and summer learning opportunities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based on a stakeholder survey, the highest priority is to ensure that current programs are being maintained throughout. Additionally, funds from this grant and other revenue and general fund dollars will be used to improve ventilation, heating and cooling and improve the quality of instructional materials.

4. 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.

Mio AuSable Schools staff will look at NWEA data to identify high needs students and target interventions. Resources will be allocated for both academic and social emotional learning for all students.

American Rescue Plan 2021

Momentum Academy - 63928

1. 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:

Academy funds will be used to purchase classroom air purification units for all classroom spaces. Funds will also be used to purchase additional physical education equipment to prevent the need for students sharing items during class. Momentum Academy will also be reopening one additional classroom to reduce the number of students per room, and will use funds to purchase new classroom furniture. Lastly, Momentum Academy will use funds to increase their current bus contract to add one additional bus, reducing the number of students on each bus.

2. 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:

Momentum Academy will use ESSER III funds to operate a summer school program to remediate deficit areas in math and ELA. Funds will additionally be allocated to cover the cost of student transportation to and from the summer school program. The Academy will use grant funds to purchase additional online student support software in math and ELA to be implemented in small groups with students who are behind during the school day. Momentum will also be adding two staff positions to support students who are in quarantine, and those who return from quarantine to catch them up on concepts that were missed, and work with them digitally while under the terms of their quarantine. Momentum will add additional online student support software specifically geared towards ESL students to support them in ELA.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional funds will be spent to enhance both student and staff technology to move Momentum Academy to 1 to 1 ratio of students and staff to devices. Funds will also be spent to enhance classroom technology, assisting face to face staff with the technology needed to also teach remote students who are in quarantine. Momentum Academy will also be adding a PE class to face to face instruction, which will additionally add student health and wellness components to instruction, and replace the online technology class that we offered last year during digital instruction.

4. 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.

At Momentum, approximately 15% of students have been identified as ESL students. These students will receive additional support through online software, deployed to qualifying students in small groups, as well as additional face to face support from ESSER funded staff positions while attending school daily. ESL students will additionally qualify for the summer school program.

American Rescue Plan 2021

Mona Shores Public School District - 61060

1. 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:

Upgrade of Middle School unit-vents, air-handlers, doors and windows to improve air quality and mitigate circulation of airborne viruses. Purchase of rapid COVID tests, cleaning supplies and masks. Contract nurse salary for student and staff contract tracing and parent education and support.

2. 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:

Intensive summer enrichment programs and extended day programming, summer school programming and tutoring services for K-12 students exhibiting learning difficulties as evidenced through benchmark assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Payment of hazard pay stipend of 5% of salary for contracted bus drivers and tech assistants as part of the district's return-to-learn plan for return to 100% in-person instruction. The remainder of this bonus was paid through ESSER II funding. Contracted virtual learning services through the ISD.

4. 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.

Utilizing contract psychology interns to help address social, emotional and mental health needs of students. Purchase of remediation software for credit recovery. Contracted graduation remediation services. Purchase of K-12 social/emotional curriculum. Salary/benefits of Credit Recovery Coordinator to plan and implement learning loss strategies. Academic progress will be measured through benchmark assessments and standardized testing. Social emotional needs will be measured through PBIS strategies and behavioral referrals.

Monroe Public Schools - 58010

1. 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:

ESSER III funds will be utilized to support the implementation of Monroe Public Schools' public health protocols, mitigation strategies, and safety measures, as the district prioritizes sustaining the safe operations of schools. MPS opened the 2021-2022 school year offering full-time, in-person instruction five days per week in all district schools. Monroe Virtual School, which utilizes online curriculum and existed pre-pandemic, continues to be a learning option for school families.

Monroe Public Schools employs multi-layered mitigation strategies to reduce the transmission of the COVID-19 including mask-wearing, frequent hand-washing, physical distancing, health monitoring, and enhanced cleaning and disinfecting. Funds will be used to support these safety measures through the purchase of supplies including but not limited to masks and other personal protection equipment (PPE), hand sanitizer and hand-washing supplies, cleaning and disinfectant supplies, and barriers for physical distancing. Funds will also be used for staff and training related to these mitigation strategies.

The district has consistently supported state and national vaccination and testing efforts. Many of these clinics and programs are offered in collaboration with government and health partners. Funds will be used to offset costs incurred by the district in providing and supporting these prevention activities, which assist the district in remaining open for in-person instruction.

2. 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:

Monroe Public Schools will use funds to address the academic impact of lost instructional time by using high quality assessments to determine academic needs, implementing evidence-based interventions and practices, supporting students and families, tracking student attendance & engagement, and monitoring student academic progress to identify students who need additional assistance. Targeted supports will address the immediate needs of students most impacted by the pandemic.

Learning acceleration plans will include multiple out-of-school time learning opportunities including after-school tutoring, extended learning day programs, expanded summer school programs, and expanded summer transition programs. Funds will be used for resources, staff time and training, student transportation, and related expense associated with these programs.

Programs would lengthen time available after school, providing reading and math intervention supports, career interest exploration, and enrichment opportunities. Adding enrichment clubs allows career exploration & skill building in arts & communication, business, STEM (Science-Technology-Engineering-Math), health science, human services, natural resources, and agriscience. According to ACTE, 93% of high school students enrolled in Career Technical Education programs graduate from high school, as opposed to 80% of all students. The district also anticipates an increase in math & reading skills, homework completion, and class participation.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

MPS will utilize funds for programs, resources, staffing, and training to address learning loss, pandemic recovery, and student needs. The five highest-ranked priorities from the MPS survey of community stakeholders were: 1) staff to provide tutoring and intervention to reduce learning gaps; 2) services for students with disabilities; 3) social/emotional support training, and resources; 4) instructional materials to address learning gaps; and 5) facility improvements – HVAC (heating and cooling), crowding prevention, air quality controls, ventilation enhancement, etc. More than 80% of community stakeholders ranked these items as important or very important.

The district also supported spending for other items, with less than 13% of stakeholders ranking the following areas as unimportant: learning opportunities outside of normal school hours – before or after school, weekend, summer, etc; cleaning supplies and training; technology updates, infrastructure, and connectivity; virtual instruction; and training for teachers.

In addition to items in the previous two questions, funds may be used to support classroom technology and comprehensive academic needs. Technology purchases may include devices such as laptops and tablets, projectors, interactive displays, computer cart stands, and cameras, to enable teachers to fully utilize the best available technology for classroom learning and also to provide internet connections for students whose families don't have access.

4. 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.

Funds will be used to accelerate student learning, address student needs, & prepare students for successful lives beyond the pandemic. MPS will provide rigorous instruction in all learning modalities – in-school instruction, out-of-school-time learning opportunities, virtual school – & ensure all students have access to high-quality materials & support. Funds will be used for curriculum, staffing, professional development/training, student transportation, & other related expenses to support these goals. To optimize accelerated learning, MPS will employ learning strategies that support students experiencing learning gaps while helping all students to move forward with grade-appropriate and rigorous learning experiences. Acceleration strategies will include targeted support, formative assessments of learning gaps, research-based interventions, after-school tutoring, Tier I grade-level instruction, focusing on essential skills, increasing student engagement, expanding whole child programs and services, expanding curriculum and enrichment learning opportunities, and staff training. Focus will be on improving students' ability to become self-aware & make decisions that help support their mental well-being. Funds will be used to support these initiatives and expanded programs that will ensure that proven methods will raise the achievement of all students including low-income students, homeless students, English learners, students with disabilities, and students of color.

Montabella Community Schools - 59045

1. 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:

Montabella has been able to provide in-person instruction each day of the 2021-2022 school year while using mitigation strategies. Bi-polar ionization has been purchased using district funds for all existing units and new units. The use of ESSER III Funds will be used to maintain staffing in the face of attrition and provide for additional staffing at all levels to lower class sizes. The lower class sizes will allow for better social distancing than what currently exists.

2. 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 K-12 Summer School offerings in June of 2022. In addition to summer school, funds will be used to improve our Tier 2 offerings which provide extended time for students to learn math and literacy skills during the school day. After school learning opportunities are will also be offered during the second semester at the Jr./Sr. High. At the Tier 1 level, funds will be used to accelerate learning by providing evidence based instructional strategies and resources that will help our staff identify crucial standards in math and literacy. These instructional strategies include the use of Gradual Release of Responsibility, direct instruction, the science of reading, effective structures for collaborative group work and use of strategic instructional model. Additional staff will be added to the elementary and Jr/Sr High to lower class sizes. Instructional coaches will also be added to aid teacher in implementing new curriculum and new instructional strategies.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER funds will be used to maintain and add staffing. The additional staffing will allow for smaller, safer groupings of students. This will also allow us to target specific needs in relation to learning loss. These instructional strategies include the use of Gradual Release of Responsibility, direct instruction, the science of reading, effective structures for collaborative group work and use of strategic instructional model. Additional staff will be added to the elementary and Jr/Sr High to lower class sizes. Instructional coaches will also be added to aid teacher in implementing new curriculum and new instructional strategies.

4. 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.

Approximately, 70% of our students qualify for free and reduced lunch so school wide supports will impact those most affected by the pandemic.

The implementation of evidence based school wide instructional strategies will have the greatest impact on our students with learning disabilities, those from low-income families, students experiencing homelessness, students of color, and children in foster care.

American Rescue Plan 2021

Montague Area Public Schools - 61180

1. 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:

Screening testing, contact tracing, and cleaning/disinfection are important layers of prevention to keep schools safe. A portion of these funds will be used to employ 3rd party individuals who will be available to provide rapid tests to students and staff. Not only will this quickly identify positive cases so that contact tracing can occur to mitigate the spread of the virus, it will also allow students to remain present in school if they test negative. Funds will be used to purchase sanitation and cleaning supplies. These funds will also be used to support additional custodial staffing time to allow for increased sanitation and cleaning efforts.

2. 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:

A portion of these funds will be used to implement evidence-based activities, which include funding an Elementary Interventionist, dual enrollment opportunities, and a robust summer learning program. The Elementary Interventionist allows one teacher to provide instruction to the majority of the students while the Interventionist works with small groups for remediation, enrichment, or assessment. Supporting dual enrollment and early college opportunities increase postsecondary preparation and enrollment. The summer learning program will offer another opportunity to accelerate learning, especially for those students most impacted by disruptions in learning during the school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be used to provide Principals and school leaders with the necessary resources to address the needs of their schools, purchase educational technology for students, address learning loss among students, and other activities necessary to maintain the continuity of services within our district. At the elementary level, the district will use the funds to continue to employ four teachers. Our student numbers have decreased, yet layoffs have been avoided due to the use of these federal funds to maintain current staffing levels and keep class sizes small. Lexia and Dreambox subscriptions will be purchased to supplement mathematics and ELA instruction. A literacy coach has been contracted to support teachers with ELA instruction best practices. At the middle school level, a middle school teacher has been selected to take on additional duties as a part-time Dean of Students to assist with increased behavioral issues. At the high school level, Edgenuity will be purchased to provide individualized credit recovery and acceleration opportunities for students. District-wide, some families are hesitant to return to in-person learning. These funds allow us to provide a virtual, synchronous option to these families.

4. 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.

The interventions implemented under section 2001(e)(1) will respond to the academic, social, emotional, and mental health needs of all students by meeting student basic needs, reengaging students, implementing strategies for accelerated learning, and stabilizing a qualified educator workforce. The district will periodically review the success of these interventions by effectively using data to monitor student growth. The district recognized that categories of underserved students have experienced a disproportionate burden of the pandemic. These students may require additional supports and interventions. Our teaching, support, and administrative staff will monitor these subgroups closely.

Montrose Community Schools - 25260

1. 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:

The Montrose Community Schools will use the funds to implement and continue prevention and mitigation strategies such as providing free masks for all staff and students. Signage and visual communication will be posted throughout the district. Physical distancing will be supported through reducing class sizes and offering opportunities for larger spaces to work. Handwashing and respiratory etiquette will be encouraged and demonstrated. Administration will utilize cohorting of students when possible. In the event of a positive case, contact tracing and informing families on the importance of isolation and quarantine. Daily testing of close contacts will take place in a centralized location. Furthermore, the district will continue to utilize its increased cleaning protocols while working with a mechanical engineer and HVAC contractor to increase ventilation and air quality improvement.

2. 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:

The Montrose Community Schools will use the funds to implement strategies to address the academic impact of lost instructional time. Specifically, the district will also offer after school programs at the end of the day school day and provide transportation home from the after school program. While participating in the afterschool program, the district will provide access to after school meals before after school programs. Furthermore, students will have access to voluntary summer programming, which lasts five to six weeks, includes three hours of language arts and mathematics taught by a certified teacher each day, and includes enrichment activities and experiences. The district will also provide transportation and meals for summer programs. To accomplish this the district will provide instructional staff access to a curriculum expert to share educational resources with staff and students about high yield instructional strategies and engagement strategies. The district administrator will guide teacher leaders and district instructional leaders to identify critical content (e.g., "priority" or "power" standards) on which to focus. To avoid overwhelming students, focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

During the school day, the district will offer programs that include in-school accelerated learning through instructional approaches, tutoring, and expanded learning time. Staff will utilize high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus. Instructors will provide needed supports for students within the context of grade-level work and within the classroom setting. The district will offer programs that allow students to earn graduation credits at an accelerated rate. ESSER funds will also support dual enrollment and early college high schools. Staff will be trained to leverage data and technology to facilitate enhanced college advising, summer bridge programs, assistance to students and families in navigating the financial aid process, and other activities with a track record of improving postsecondary access and success. The goal will be to have effective teaching in every classroom by providing professional development opportunities to educators in, professional learning communities, and grade-level or subject area teams for staff across the school. The district will staff individuals K-12 that can help in locating and reengaging students who are chronically absent or disengaged. They will also Increase availability of technology to ensure 1:1 device ratio while helping students get access to high-speed broadband, devices, and accessible technology they can use outside of school.

4. 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.

The district will utilize restorative circles that provide students with space to self-regulate emotions. Strong & trusting relationships among students, families, and educators utilizing expert training will be developed through learning opportunities for educators. Training in helping students with social interactions that enhance caring relationships & other strategies to meet social, emotional & mental health needs of students will be provided. There will be a continued focus on student & staff well-being. The district will provide access to support from school counselors, social workers, & staff. Training will also be provided to student leadership groups in strategies that focus on creating a positive & inclusive learning environment. The district will implement wellness programs to address the SEL needs of students & staff & offer programs & services to help students deal with their stress/anxiety. The district will provide instructional staff & a curriculum expert to share educational resources with staff & students that provide a better sense of what mental health means. The district will identify high performing teachers to take on instructional coaching roles. We will provide students access to an enriched and well-rounded education including not only core academic subjects, such as reading or language arts and mathematics, but also disciplines such as writing, music, arts, computer science, & career/technical education.

American Rescue Plan 2021

Moran Township School District - 49070

1. 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:

Due to the demand for increased intensive daily cleaning necessary to continuously and safely open and operate our school district, we hired an additional custodian at the start of the 2020-2021 school year. We also hired an additional paraprofessional at the same time in order to help support classroom teachers and students. The funds will be used to continue intensive daily cleaning routines, and towards sustaining the number of staff utilized in supporting both general education and special education classroom teachers and students.

2. 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:

Moran Township Schools will utilize the funds provided to designate a staff member time throughout the school day to continue evidence-based intervention strategies that were introduced in the 2020-2021 school year in order to combat learning loss that has happened.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Moran Township School District will spend the remaining funds supporting the costs associated with maintaining the additional staff necessary to continuously and safely remain open for in-person instruction.

4. 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.

Moran Township School District is a small, k-8 school district in the Upper Peninsula. The majority of our students come from low-income families, several of which in single-parent households that are unemployed during the winter months. We have self-contained classrooms taught by teachers that support the academic, social, emotional, and mental health needs of all students every day. Monthly staff meetings allow staff and administration the opportunity to review evidence-based interventions being used to support all students, especially targeting those in greater need. A review of student academic progress and behaviors allows staff to make adjustments to current strategies so that needs are met to the best of our abilities.

American Rescue Plan 2021

Morenci Area Schools - 46100

1. 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:

Schedules have been developed to practice cohorting and social distancing. Handwashing rules will be displayed and encouraged. MAS will continue to contract trace, isolate, and quarantine as needed. Custodial staff will continue to clean and disinfect every classroom. Teachers will be provided with hand sanitizer, sanitizing wipes, gloves and disinfectant solutions. MAS encourages vaccination.

2. 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:

MAS offers an extensive summer school, extensive tutoring, and supplemental learning at all grade levels. A reading specialist, reading interventionists and behavior interventionists work with grade level teachers to provide additional instruction, per the students' assessments and educational development plan. MAS utilizes MTSS, PBIS, to provide additional educational time and materials as needed to all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

MAS will use ESSER funds to provide educational and social emotional services to all students. This maybe via an interventionist, providing improved indoor air quality, providing safe and clean learning environments, and by providing education materials such as technology, educational software, hot spots, and online learning opportunities.

4. 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.

MAS will reserve 20% to address the academic impact of lost instructional by providing summer learning and enrichment opportunities, provide during and after school tutoring, provide mental health services and supports, provide social emotional learning activities throughout the day, provide teacher with planning and grade level meetings. Through these interventions students' grades, reports and assessments will demonstrate significant improvement.

Morley Stanwood Community Schools - 54040

1. 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:

MSCS leaders have spent a considerable amount of time dedicated to continuously and safely staying open for in-person learning. We will utilize funding for the Superintendent, secretaries and principals to implement procedures and systems to improve the preparedness and response efforts to the COVID-19 virus. Much time is spent in meetings and discussions to identify children and staff whom have contracted or been exposed to the virus. Decisions must then be made to oversee additional cleaning of classrooms, potential outbreaks and ways to safely continue face-to-face learning. Funds will be utilized for our transportation director to ensure that students are wearing masks on buses, tbuses are receiving appropriate cleaning and sanitation, and identifying children whom are possibly exposed to the virus during their bus ride to or from school. Secretaries are performing daily temperature checks and communicating with parents and staff in regards to exposures, confirmed cases, masking requirements and attendance.,

Outdoor seating will be purchased for our elementary school, which will allow children to eat further apart inside and outside during weather-appropriate days to aid in preventing the spread of illness.

Technology will be purchased to connect with students whom are quarantined or ill. This technology will also allow staff to move around the classroom during teacher and limit the migration of students in the classroom to aid in preventing the spread of the virus.

2. 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:

Morley Stanwood Community Schools will be utilizing funding to address the academic impact of lost instructional time through the implementation of new curriculum, summer school and salaries for staff. The district will hire a Director of Curriculum Instruction and Assessment. This staff member will be responsible for the adoption of new curriculum within the district, evaluating and documenting teacher instructional practices and assisting in monitoring student academic progress and achievement along with identifying learning loss and additional needs of students.

New curriculums will be purchased for elementary social studies, high school science, elementary and middle school Spanish, and special education categorical classrooms. Additional funds will be spent to purchase hands on STEAM manipulatives for all district grade levels.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Morley Stanwood Community Schools conducted a community survey to assist in determining stakeholder interest for their children and students. The two highest areas of concern were retaining staff and providing visual and hands on instruction for students. To support this concern, funding will be utilized to retain staff at all building levels to maintain the continuity of services for our students. Additional funds will be spent to purchase adaptive equipment to enhance the teaching process for all students, such as stand up desks for teachers, which will allow staff to see the entire class and identify when a student has a question or need. (Please see question number four to note how additional funds will be spent in effort to alleviate repetitive writing.)

4. 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.

MSCS conducted a community survey, and families indicated the following indicators: 6.3% English language learners; 7.6% experiencing homelessness; 9% in foster care; 26.9% students with disabilities; 11% 504 plan; and 37.2% low income. Responses ranked retaining staff, visual and hands on instruction of high importance, and suggestions were made to invest in the arts and elective "specials" classes. The district will purchase technology, gym equipment, band equipment, art materials, access to more reading materials (online and in-person), and hands on experience learning devices. All of these items will be available at school for students from low income families to obtain experiences they may not otherwise have at home or in the community.

The district will also be purchasing alternative/flexible seating options in classrooms and social worker offices, better lighting for reading, adaptive equipment (marker boards, graph marker boards, Surface Pro 7) to provide more interaction between students and teachers, large TVs to aid in visuals, golf simulator/gym equipment, Open e-readers, and Kindle Paperwites. These items will assist with academics, social/emotional and mental health needs for all students, including English language learners, students with disabilities, students of color, students experiencing homelessness, migratory students and those in foster care.

American Rescue Plan 2021

Morrice Area Schools - 78060

1. 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:

Morrice Area Schools is committed to using ESSER III funds to implement prevention and mitigation strategies based on recent CDC guidance, with the goal of safely offering in person learning. A portion of the ESSER III monies will go towards a Health Monitor. This health monitor is responsible for implementing COVID screening, monitoring, and testing protocols. In addition to this, the health monitor will spend time sanitizing portions of the building. PPE and other disinfections will also be purchased with ESSER funds. We are also exploring the feasibility of air purification devices within the buildings. Morrice Area Schools is committed to ensuring staff and students are trained in the areas of curriculum and instruction to foster an environment where students can remain engaged in learning in the event, they are quarantined for a period of time.

2. 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:

Morrice Area Schools will use ESSER funds to address the academic impact of lost instructional time. Morrice Area Schools has implemented common assessments and NWEA benchmark assessments to monitor student progress. Data will be analyzed by our instructional teams to ensure students are receiving appropriate interventions. Morrice Area Schools has a three tiered academic and behavioral intervention program. ESSER monies will assist curriculum and personnel expenses for our MTSS program. Morrice Area Schools will implement a summer school program for students who are at risk or not grade level proficient. Summer learning opportunities will focus on individualized instruction based on the student's needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Morrice Areas Schools is planning to spend the remaining monies on a school improvement facilitator, intervention staff and updated K-12 math and ELA curriculum. To ensure we are closing the achievement gap, it is vital we have dedicated personnel to school improvement. In addition to this, it is essential we have a vertically aligned curriculum and assessment system. These additional monies will allow for us to focus on student achievement and school improvement via personnel and resources.

4. 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.

Morrice Area School has noticed a need for social, emotional, and behavioral support. ESSER III monies will allow us to ensure we have a three tiered system of support for students with emotional needs via interventionists. Opportunity for extended learning, via summer programs, will assist low-income families with learning loss and childcare/supervision. Providing low income families access to technology has also been a ESSER priority for Morrice Area Schools. All Morrice Area Schools will have access to our three tiered intervention program.

American Rescue Plan 2021

Mount Clemens Community School District - 50160

1. 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:

We are using the funds to improve our infrastructure. This will include AC and air handler repairs in our secondary complex. We will also replace the roof which is leaking and destroying our ceilings in classrooms. This roof repair will also improve air quality throughout our schools. In addition, we are adding district-wide school access controls to monitor who is in our schools, to keep students and staff safe as they return to full face-to-face learning.

In addition, we are also using these funds to support highly qualified teachers in classrooms throughout the district. We are hiring a behavior interventionist, additional social workers, and an additional psychologist

We are also supporting our administrative staff with a stipend for extra work involving contact tracing as we have returned to full face-to-face learning.

We have added instructional coaches to our staff in both reading and mathematics. Our data supports the addition of these coaches.

We have added interventionists to support learning loss for our students in reading at the elementary and secondary schools, and a math interventionist at the elementary school. We have added an MTSS coordinators at every level of our district, this coordinator is following up with students and teachers as we support our most vulnerable students in terms of academics and attendance.

2. 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:

1. Hire more interventionists to support learning loss for students grades K-12
2. Hire a behavior interventionist to support academics, model behavior, support restorative practice initiatives, and to be a community liaison between our schools and our school community.
3. After school activities, which include the Boys and Girls Club in each of our schools. The Boys and Girls Club support the learning from the day in after school activities.
4. Summer school options for all students in grades Pre K -12.
5. Credit recovery for students in danger of not graduating due to loss of learning time during their HS years.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are using our ARP funds to support our teachers in terms of salaries and benefits. We have lost a lot of staff this past year, and we are using the funds to reduce lay-offs and to continue to keep highly qualified staff here in our schools.

Funds are also earmarked for repair and improve the infrastructure within the district. We have set aside funds to repair air conditioning, air handling units, and roof repairs throughout the district. In addition we are also adding District Wide Access controls to ensure the safety of our students and staff in our schools. Security cameras are in the ESSER II budget.

In addition, we are also purchasing a passenger van to pick up truant students and bring them to school. This van will also be available for our sports teams to use, and to transport students home after afterschool enrichment or remediation activities.

4. 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.

After several meaningful consultations with all stakeholders, the district plans to hire staff that will support attendance, interventions and social/emotional learning. These staff include: additional social workers at each level, another school psychologist and a behavior interventionist. These staff meet with students in groups or individually on developing social skills and address attendance issues. The hiring of a Student/Community liaison will address the needs of attendance and engagement in school/learning for students in grades 9-12. This person will meet with community members as well as students to focus on improving attendance and developing programs to engage students in the school setting. Interventionists are in place to provide students with Tier 2 and 3 targeted skill interventions to address learning loss. Additional intervention programs such as Heggerty's Bridging the Gap and Quizzes software will be purchased, these allow teachers to address needs within the classroom setting. MTSS coordinators follow up with student progress, schedule and monitor interventions, and develop plans for student to gain the skills needed to be successful in school and life. HQ teachers will be maintained to address instructional needs of students and develop relationships with students to promote engagement and learning in all classroom settings.

American Rescue Plan 2021

Mt. Clemens Montessori Academy - 50908

1. 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:

Mt Clemens Montessori Academy is going to be using the ESSER III funding by complying with all CDC & MCHD Recommendation. It is our goal to facilitate safe, in-person learning, while maintaining top notch education. Students are at least 3ft spaced, and stay within their own classrooms, classrooms will not mix with each other. We are continuing to wear masks, wash surfaces with the approved method, and spray the classrooms over night. We are continuing to contact trace per MCHD guidelines, and ensuring students are being as safe as possible within the classroom.

2. 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:

Mt Clemens Montessori Academy will use the remaining funds to help with the learning loss caused by the Pandemic. We are going to use a new state-of-the-art Reading curriculum, which gives accommodations for low-income, homeless, intervention, English Language Learner students. This new curriculum differentiates for each student, based on where they are academically, which allows us to target the holes from learning loss. This curriculum also has a virtual component for a smooth transition to shift back and forth from virtual learning and in person learning, if needed. We will also use the ESSER III funds to help preserve positions to keep our teacher to student ratio low, to allow for more individualized attention. Being a Montessori School, we would like to get some of our teachers Montessori Trained, so we can keep the Montessori Philosophy with the individualized Education it provides.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

MCMA will ensure to use the rest of the ESSER III funding in accordance with the allowability guidelines. We will address learning loss, support staff development, preserve teaching positions, keep a safe and healthy building, and provide Tier II interventions.

4. 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.

We recognize that the Pandemic has negatively affected our students, and therefore we are going to do everything we can to implement the best intervention possible. We are utilizing small-group instruction within the classroom, and using our Interventionists to pull out students for one-on-one, or the like, ratio for more individualized instruction. We will be using data-driven instruction to determine students who are the most at-risk. We utilize several research-based instruction methods to ensure we are reaching out at-risk students, and the ESSER III funds will help support them: Small group instruction, data-driven instruction, evidence based intervention, tutoring, Restorative Practices, enrichment, and higher-order & complex thinking.

Mt. Morris Consolidated Schools - 25040

1. 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:

Mt. Morris Consolidated Schools will utilize its ESSER III monies to update heating and cooling systems that will bring in fresh air and improve the ventilation systems across the district (all buildings). In addition, money will be designated to provide information about asbestos and the abatement to improve the quality of our buildings and ensure healthy environments. All buildings within the district will have abatement work completed. Updating of windows across the district will provide better air flow and efficiency with new HVAC systems (all 3 elementary buildings and the middle school). In addition, replacement of all exterior doors will also increase the quality of air in our buildings at Pinehurst, Moore and Montague Elementary buildings. Boilers are being replaced at the high school, middle school, and two elementary buildings. Additionally, bottle filling stations are replacing drinking fountains to help with sanitary measures.

2. 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:

Mt. Morris will allocate a minimum of 20% of funds to address the learning loss of our students. Updated technology will be purchased to allow teachers to instruct students remotely, when necessary due to quarantine (Promethean boards, Chromebooks). Updated technology will also be purchased to provide students with additional resources and supplemental intervention tools to support academic deficits (Chromebooks). Summer school and extended day will also be available to students to continually address the learning loss and needs for all students. Currently offering after school tutoring 2 days a week K-12 to support students in academics and social-emotional needs. Summer school will consist of 4 days a week for 4 weeks. Students will focus on reading, math, social-emotional learning and some enrichment activities. All students will be invited to summer school. This is also being offered K-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mt. Morris Schools will allocate all ESSER funds consistent with the ARP Act. Purchases will be allocated for: purchasing of supplies to sanitize and clean our facilities, repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, such as asbestos, addressing the needs of low-income families, purchase of educational technology, and improvement of indoor air quality.

4. 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.

Our students will be provided with additional instruction outside of the regular school day in order to meet the academic and social-emotional needs due to COVID. In addition, summer school will also be provided to further address the learning loss caused by the shutdown of school throughout the year last year. Updated technology will be purchased to provide supplemental instruction and greater access to the curriculum and social-emotional supports. We have hired an additional social worker to help support the needs of our students, staff, and community. We are also partnering with Navigate 360 that provides an online social-emotional program to add another layer and tool to address the mental health needs in the district.

American Rescue Plan 2021

Mt. Pleasant City School District - 37010

1. 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:

Mt. Pleasant Public Schools implements a layered mitigation response plan as outlined by the CDC and works closely with the Central Michigan Community Health Department. Closers are minimal as a result of this collaborative effort to maintain in person instruction for all. CDC reports that in person instruction is best for students' social emotional and academic success.

A portion of ESSER II funds are being allocated to purchase additional PPE including Clorox 360 sanitizer and potentially rapid response COVID - 19 tests which will be used during 2022, 2023 school years. In addition, ESSER III funds are being allocated to help with social distancing efforts at each building, and to pay teachers and administrators to plan/prepare for long-term closures due to COVID-19 shutdowns.

2. 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:

Mt. Pleasant Public Schools plans to utilize a portion of ESSER III funds to support K-12 extended day and year supplemental learning opportunities during 2022, 2023 and 2024 school years that includes supplies, materials, transportation and staff. In addition, additional credit recovery classes are offered throughout the school year at the high school for any student who did not earn graduate credits in one or more classes during a traditional trimester funded by ESSER III funds.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mt. Pleasant Public Schools has allocated a portion of ESSER III funds to provide social emotional health services by maintaining five counselors previously funded through a SAMSA grant that is scheduled to expire after the 2022 school year. Funds are also being allocated on a per classroom basis to provide incentives and staff appreciation activities that help build a positive school culture and climate with certified and support staff, educational field trips, new K-5 math and ELA and K-12 social studies curriculum. Funds to provide educators with professional development opportunities in order to learn evidence-based interventions to support academic success in the classroom, restorative justice practices, positive behavioral interventions and supports.

We intend to help provide fine arts opportunities that often are too expensive for low-economic students to participate in due to required participation fees, costs for uniforms, shoes and equipment funded with a portion of ESSER III funds.

Hire a school RN or LPN to carry out necessary health related supports across the district which could be maintained beyond ESSER III funding with state section 31a supplemental funds.

4. 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.

ESSER III funded services, supports and materials are prioritized and used equitably with a specific focus on subgroups such as SES - counselors, ext day and year activities, MV/FC liaison services, EL newcomer family engagement activities, credit recovery opportunities, partnership with city of Mt. Pleasant park and recreation provides bottom 5-10% of each grade level an opportunity to participate based on benchmark achievement data, wifi and technology on school buses available to all riders. Instructional technology programs and devices specific to students with special needs are being purchased to remove barriers to FAPE for some of our most fragile students when instruction in person is not an option.

American Rescue Plan 2021

Multicultural Academy - 81908

1. 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:

Our safe return to in-person instruction plan directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes the proper use of masks, supporting our students, teachers, school leader and family community to engage in hygiene practices such as frequent hand washing, and more.

Require masking indoors per universal CDC.

Masks will be provided.

Outdoor spaces for instruction is encouraged.

Schedules to allow for increased hand washing

Increased sanitation practices consistent with CDC guidelines

Cleaning of building and property.

Cleaning of all buses. Before and after each trip.

Frequent hand washing per CDC guidelines.

Hand Sanitizer and hand washing stations are provided.

Any child that cannot wear a face covering, the Academy's front office will be notified.

2. 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:

Summer School and Extended Day Learning. (Virtual)

- Summer School-6 weeks,4 days a week (8:00 – 1:00), 5 hours a day= 120 hours

Summer School Coordinator @ \$30 hr x 120 hr = 3,600.

3 teachers @ \$30 hr x 120 hrs = 3,600.00 (1 teacher) x 3 = 10,800.00

3 paras @ \$20 hr x 120 hrs = 2400.00 (1 para) x 3 = 7200.00

Supplies/Materials 14,659 for both programs.

- Zoom Enrichment Program after school 4 days a week @ 1 hour for 3 months = 192 hours

Teachers 30.00 hr x 192 h= 5760.00.00 x 7 teachers = 40, 320

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

2017 Thomas C2 311TS School Bus, \$52,500.00

2017 Thomas C2 311TS School Bus \$4,264

Grant/Accounting Software \$25,000

Building Maintenance and Improvements \$45,552

Communication System \$15,000

PPE and Cleaning Supplies \$15,000

Classroom Furniture \$33,514

Outdoor Playground Equipment \$20,000

Books and Supplies \$30,000

Staff Support Salary for Director of Technology Grants and Implementation \$36,000.00

Marketing \$18,000

Indirect Costs \$11,486

4. 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.

Will provide an after-school enrichment program and summer learning opportunities targeting students identified as at-risk learners. During the summer students in K-8 are participating in project- and problem-based, hands-on learning. Students in all grades are completing missed skills courses from the previous school year, allowing participants to continue into the next academic year with their peers.

Will work additional staffing and expand transportation in support of academic, social and emotional learning as well as mental health. These services will be targeted to all students who are identified during the school year as needing just-in-time interventions (the right support at the right time). Support will begin as soon as the need is identified.

Munising Public Schools - 02070

1. 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:

ESSER funds will be used to continue purchasing supplies to clean and disinfect high-touch surfaces to help reduce the transmission of COVID-19, and to provide appropriate personal protective equipment such as gloves, glasses, or goggles for the custodial staff, and for teaching staff that are disinfecting high-touch surfaces during the school day. Funds will also be used to continue the extended hours of custodial staff to clean and disinfect the school buildings to provide the safest environment for students and staff. Some funds are also being used to maintain our current teaching staff levels to minimize class sizes, resulting in fewer students in each classroom and thus maximizing the physical distancing of students.

2. 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:

The district plans to use ESSER funds to hire a Student Achievement Coordinator, who will be responsible for addressing lost instructional time as a result of the COVID-19 pandemic. The Student Achievement Coordinator would provide social/emotional support for students by coordinating with counselors and social workers to ensure the students receive the services that they need to respond to their academic, emotional and social needs. The Student Achievement Coordinator will also provide and/or coordinate in-school and after school high-quality tutoring programs. The district will also use remaining ESSER funds to continue summer learning programs to accelerate learning, especially for those students most impacted by disruptions to learning during the school year as a result of the COVID-19 pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The summer programs will include high-quality instruction provided by a certified teacher and a significant amount of academic time on task. The summer learning programs will also be designed to meet the social and emotional needs of students and provide them with engaging and enriching experiences beyond academic time on task.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district plans on spending its remaining ESSER funds in multiple ways, including purchasing educational technology (including hardware, software, and connectivity) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities. The district also plans on using ESSER funds for 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. The purchase of technology and assessments will be for all students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

4. 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.

The district plans on hiring a Student Achievement Coordinator, who will be responsible for creating a framework for meeting students' social, emotional, and academic needs; building strong and trusting relationships among students, families, and educators; establishing safe, positive, and stable environments; teaching critical social, emotional, and academic skills; actively engaging students in meaningful and culturally and linguistically relevant learning experiences rooted in high academic expectations for all students; providing supportive and specific feedback to encourage skill growth across all domains and providing access to support from school counselors, psychologists, and trusted staff members, especially for those students disproportionately impacted by the COVID-19 pandemic. The district will also use ESSER funds to provide software to assist students and families with remote learning, if students are not receiving in-person instruction.

Muskegon Covenant Academy - 61906

1. 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:

Mitigation of COVID 19 is being accomplished by implementing physical distancing in the classroom, hallways, and cafeteria. A new teacher has been hired to help alleviate numbers in the classroom and give more direct instruction to students. This teacher also has experience with online learning and is being utilized to help facilitate effective remote learning. MCA has updated classroom health and safety routines in addition to using these funds to ensure there are ample cleaning and sanitization supplies and masks and provide a healthy learning environment.

2. 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:

New faculty have been hired to reduce class size and provide more intensive and direct instruction to students and to facilitate effective remote learning. All staff will be trained in providing high quality, evidence based strategies in Tier II and Tier III to identify and implement strategies to students whose data, gathered from formative and summative student assessment data, student attendance and course completion, shows need additional learning opportunities to master course standards. These opportunities include extended school days, online learning, and a Learning Lab staffed by a certified teacher. Programming will continue over the summer for students to make progress towards mastery of course standards and graduation. New staff has also been hired to assist in getting students back to school and back on track who have been absent since the start of the Pandemic and remote learning. This staff will work closely with teachers, admin, etc as they work to identify students who need additional assistance in the classroom to achieve mastery of the essential standards.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Employ a teacher to decrease capacity in classrooms, provide more direct instruction to students and facilitate online learning.

Purchase cleaning and sanitization supplies, including masks, to assure that MCA is a healthy and safe learning environment and decrease the chance of Covid spread or outbreak.

Purchase Chromebooks so that each student has their own device to aid in regular and substantive educational interaction between students and their classroom instructors. These devices will also enable MCA to switch to remote learning if necessary and know that each student has a device to continue their learning. Purchase HotSpots will assure that each MCA student has a working internet connection to continue to log into their courses and continue their learning virtually.

Employ 2 staff members that are dedicated to attendance, as we know attendance has a huge impact on learning and progress. These support staff will not only reach out to students that have not returned since Pandemic learning but those who are now struggling to attend full time since Pandemic learning. These staff members will work with students to identify barriers standing in the way of making academic progress and support and assist to overcome barriers and return to school full time.

4. 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.

MCA is utilizing an MTSS approach which focuses on social-emotional and whole-child academic systems which are continually monitored using regular progress monitoring and data analysis to drive this student-centered and needs based approach. This continual progress monitoring allows MCA to be responsive and differentiated to meet the needs of its students in all areas. MCA is developing a data-based, whole child tiered system that takes into account not only academic progress, attendance, engagement and teacher input, but also outside barriers that may be hindering growth and progress in school. Utilizing support staff that can focus on supporting the students in overcoming barriers related to social-emotional and physical needs allows teachers to drill down and focus on learning and strategies in the classroom to not only make regular progress expected within the standards but, with smaller class sizes, are able to implement intervention strategies and differentiated instruction for each student. Utilizing teachers outside of the regular school day to focus specifically on math and reading intervention helps meet students where they are and work to close gaps that may have existed before pandemic learning or because of pandemic learning. Implementing high-quality resources allows for intentional prioritization of instructional goals in order to realize in-school acceleration.

Muskegon Heights Public School Academy System - 61905

1. 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:

Consistent with most recent CDC guidelines on reopening schools, and with input and feedback from Public Health Muskegon County, and Muskegon Heights Public School Academy community, families, students, and staff, the following examples of new and ongoing prevention and mitigation strategies have been identified to continuously and safely open and operate schools for in person learning: Hand sanitizer, thermometers, free healthy snacks for students, drinking fountains or water bottle filling stations, disinfecting wipes, live-streaming when sick, bus assistants on all busses at all times, additional staff sanitation training, sick space for ill students, air filters, temp check at arrival and on the way home, automatic hand dryers, more space between students, sinks in classrooms with paper towel, tissues for everyone, individual sanitizers, ventilation, gloves, soap, better masking options, classroom assistants, education about COVID 19 and the effects that it has on others, plexiglass dividers, registered nurse, additional support and counseling for mental health well being.

2. 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:

Accelerating learning examples include:

After school tutoring, project-based learning, college and financial aid, expanding specials/elective options, AP classes, college tours, after school enrichment activities, brain breaks, Tier 2 and 3 interventions

Equitable/effective technology examples include:

Media electives, 2:1 chromebooks (one at home, one at school), smart boards, printmaking, cameras, movie projection screen, headphones

Resources for safe, healthy, and inclusive learning environments examples include:

community/family events, paid/volunteer activities for families, civic engagement, DEI consultant/PD, Tiger Rewards, mentors, behavioral specialists, field trips, SEL curriculum, student leadership consultants/sponsors

Qualified/supported educators examples include:

differentiation/culturally responsive practices PD, inclusion, SE training, additional support team members, peer observations, classroom assistants, professional learning, university coursework, merit/bonus pay for attendance, increased guest teacher pay rates

High-quality curriculum/instruction examples include:

Sensory-motor equipment, supplies, materials and support, world language classes, strategies to make teaching fun/engaging, supplemental manipulatives and hands on materials and activities, Legacy Curriculum materials and curriculum consultant/coaching

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the interventions and strategies identified previously, examples of opportunities to utilize remaining ARP ESSER funds include: AP classes, advanced curriculum, high school internships, trades, life skills classes, kids sports, extracurriculars, food/household clothing pantry, flexible scheduling, competitions other than sports (quiz bowl, etc), early release/late start days for students to increase teacher PD/planning, new playground, daycare/wraparound care, lunchroom aides, a communications director to support clear communication of strategies and interventions, hazard pay, relocation of central office to enhance community partnerships and support

4. 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.

MHPSAS will collect data on the interventions and periodically assess progress and impact. Feedback will be gathered from parents, community, staff and students. We will continue to work with our MHPSAS Legacy Community Committee, Parent Advocacy Committee, student leadership teams and building and district leadership teams to ensure implementation and monitoring of interventions. We will make necessary changes if the data indicates

Muskegon Montessori Academy for Environmental Change - 61900

1. 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:

MMAEC continues to follow mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) and Muskegon County Health Department. In order to continuously operate our school, that also allows for in-person learning, we will spend approximately \$55,000 to implement prevention and mitigation strategies as described below:

Bulk Wipes

Set of lockers to minimize transmission

All other cleaning supplies will come out of our general fund (I am not sure what the actual title is called)

2. 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:

Tutoring: Possibly partnering with GVSU to provide high quality tutoring in both reading and math to address pandemic-related learning loss.

Targeted instruction: Using current data to meet students at their baseline while providing continuous access to grade level content.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA is using funds to add a vestibule to the front entrance of the school. Creating a secure entryway vestibule will allow the school administrator and office manager to both identify visitors and have an extra layer of security become the school's top priority.

4. 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.

FT Behavior Specialist & ELL TA to support the unique needs of students with disabilities, English language learners, lower-income students, and students identified as gifted. The funding used for these positions will assist with providing targeted instructional and professional development for these new positions.

Muskegon, Public Schools of the City of - 61010

1. 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:

For prevention strategies, we'll continue to supply face masks to all students and staff as masks are worn by all regardless of vaccination status. We have supplied the necessary PPE, disinfectant wipes to the classrooms throughout the district to allow the disinfection of the desk tops and teaching surfaces by teachers/staff throughout the day. All spaces have hand sanitizer available. In addition, we have hired an equivalent of three FTE's for additional touchpoint cleaning and disinfecting throughout the day.

2. 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:

In response to the impact of Covid, we request a variety of instructional supplements to engage our students, address learning loss & provide hands-on learning experiences to enhance math & reading skills. We propose data superusers in our K8 buildings to help support teachers to understand & respond to learning gaps in reading & math. We propose stem labs, learning field trips, online course content, after school enrichment opportunities, summer programming & technology to support the college & career readiness for students. The stem labs will be placed in elementary buildings & will focus on science, technology, mathematics & applied arts. Current programming will be enhanced & integrated into curriculum & allow for after school & summer enrichment programming. The learning field trips will allow every K-8 student to experience hands-on learning that is directly related to appropriate grade level standards, will provide low income students with experiences throughout the State & will help to engage our students in learning about other students & cultures. A Computer lab will allow students who are interested in using online programming to create, design and publish their work while also integrating math, science, art, reading and writing. Our after school enrichment and summer school program will allow K-8 students to experience additional reading and math content but will also include incentives for learning with a STEAM focus that includes fun learning activities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds to be used for the design, replacement and upgrade of the entire HVAC steam system to improve indoor air quality, circulation, & cleanliness for students and teachers. The funds will be used to purchase and install the needed mechanical and non-mechanical mechanisms to complete the project.

We plan to replace, upgrade & design a new furniture layout in all school classrooms. This will allow for better social distancing, small group definition for limited spread of virus. Hygienic surfaces & sanitizable hard surfaces will be purchased to impede virus growth on surfaces.

Design, Expansion and improvement of playgrounds to improve social distancing & reduce contact.

Design, Expansion, replacement, repair, & upgrade of cameras and access controls for buildings to aid in virus contact tracing & controlled public interaction within the school environment.

Design, removal, repair/upgrade, installation or replacement of windows & exterior doors of the buildings. These projects are designed for better air circulation, control access for contact tracing and other air quality controls.

We plan to hire an HR Support Specialist to assist with recruitment related activities to support with our current staffing.

4. 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.

Addressing the social, emotional & mental health needs of our students is a top priority. We are requesting funds for MTSS staff, social workers/mental health professionals & a coordinator of student success to meet the needs of special populations of students & ensure there is no learning loss because of these needs. We are also addressing student needs by offering a preschool/daycare option for our families, reading recovery programming for Tier 3 students and student leadership opportunities. It will take a wide variety of support, programming & personnel to meet the needs of our at-risk population. To address social, emotional & mental health needs of our students we are in the process of having each school building certified as a Trauma Informed and Resilient School. As part of this certification, we would like to provide each classroom teacher with funding to provide a health break corner for students to take time out for a few minutes & avoid office discipline as well as lost learning time. Additionally, we would like to offer our teachers paid time during the summer to collaborate with colleagues and plan for specific student needs (ie at-risk, low income, ELL, IEP, and McKinney Vento).

MPS was in remote learning for most of last school year and we found that students needed specialized headsets and chromebooks for their work at home.

MPS included the need for additional elementary physical education and technology encore teachers to reduce class sizes.

Nah Tah Wahsh Public School Academy - 55901

1. 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:

Our school recognizes the importance of face-to-face instruction for our students and their families. In an effort to help reduce the spread of COVID and keep students in school, the school has implemented a "test to stay" protocol. In this policy, students who are deemed to be in close contact with positive COVID individuals in the school are allowed back into school rather than being quarantined at home provided the individual has no symptoms and agrees to take a rapid antigen test at school each day for 10 days following exposure. To help facilitate this "test to stay" program, the PSA will contract with a Registered Nurse. The Registered Nurse will oversee testing protocols, parent permission to test releases, report positive cases to the Michigan Department of Health and Human Services as well as our local Delta Menominee County Health Department. The Nurse will also serve as a point of contact for parents and their questions regarding exposures, quarantine, and COVID-related issues.

2. 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:

The PSA has hired educational support staff to work with students before and after school. This programming allows for academic and social-emotional learning support for students. It will use evidence-based interventions already in place at the PSA from their work during the regular school day. (Additionally, the PSA is upgrading educational resources (textbooks) that have additional supports for online learning. These new textbooks allow students, teachers, and parents to access online tutorials to support classroom lessons at home. Parents can then be engaged in their child's learning at home by better understanding and reviewing the curriculum being presented by teaching staff

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The PSA is supporting students' social-emotional health by adding an additional social worker to work directly with students. This work will coordinate with other health professionals serving the school through the use of the software bhworks. New processes for creating a tiered approach to mental health services for students combined with coordination of services and the use of school-wide mental health screeners/assessments will be utilized.

4. 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.

The PSA will hire additional staff to support students in the domain of the creative arts where students will use their imaginations, creativity, and talents to express ideas through music and art. New teaching staff will include a new vocal/instrumental music teacher and an art teacher. These new staff members will develop programs to help students overcome some of the emotional trauma experienced by the pandemic. Research has indicated there are at least five big benefits of creative expression including that it improves an individuals' mood, self-esteem, cognitive function, social life and helps to alleviate stress and anxiety. Additionally, we will be using funds to support increased student physical activity. Funds will replace and expand upon equipment used in physical education classes including weight lifting and outdoor recreational activities.

Napoleon Community Schools - 38130

1. 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:

In an effort to add to mitigation and prevention strategies, the air exchange equipment will be upgraded in Ezra Eby Elementary school. The starting points will be the library, the gymnasium, and the office areas. The upgraded damper control systems will be important in the effort to make the exchange of room air appropriate for the need to keep our facility open for in-person learning for students. The upgrade will have a focus on areas that handle many, if not all students and large numbers of staff members and members of the community as well.. This will include the upgrade of HEPA filter systems in the existing HVAC equipment as well. Additional upgraded zones will be added when and if funding allows. This money will cover the costs of labor and materials to install a Niagra 4 building automation system to the locations previously mentioned. Pricing includes 1 multizone serving the media center, 1 air handling unit covering the gymnasium, and 2 unit ventilators covering the front offices.

2. 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:

There will be continued use of STAR Assessments to manage and track student academic progress K-12. This is a multi-year expenditure over three years and we are expanding it to include STAR 360. These assessment tools are state supported/recommended and STAR has been used by our district for several years. This addition would address the administration and use of high quality assessments, and support student academic progress monitoring to identify students who need more help.

Additionally we will add money for a K-12 Intervention Specialist salary and benefits to coordinate and facilitate data analysis and instructional planning for at-risk students to address learning loss across our district. This could be expanded to a portion of an FTE to cover partial costs of a high school teacher to facilitate guided instruction for struggling students with their specific needs as well.

After-school programming will continue at Napoleon High School 4 to 5 days per week with additional tutoring sessions being offered at the middle school level. These programs will range from content enrichment to remediation, as well as tutoring and homework completion assistance. It will allow for additional supports for students to complete assessments when they need more time, or accommodations. Certified teachers, from a variety of content areas, will lead the program with potential support from paraprofessionals depending on the number of students taking advantage of the programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Napoleon Community Schools will support the mental health of all learners through various methods allowing the broadest coverage possible. This will include in-person counseling opportunities along with money to support those uninsured families outside of school that may need more extensive and intensive interventions requiring time that may not be available to a student within the framework of the school day or require more lengthy visits.

Napoleon Community Schools will continue to offer summer school for students that are identified as "at-risk" or impacted by the COVID-19 pandemic. Students will be referred to summer school for credit recovery at Napoleon High School and Ackerson Lake High School. Referrals will be based on loss of credit in core classes, and graduation requirements. This recovery will be a targeted intervention, rather than repeating an entire course. Students at Napoleon Middle School will be invited to attend several smaller learning workshops to address learning loss and the development of basic skills in reading, writing, and mathematics. Elementary students will be selected and invited based on academic progress and teacher recommendations. Elementary age students will be supported by certified teachers within the building along with the support staff that may go along with the in-person learning. Summer school expenses include teacher and support staff salaries and benefits, transportation, food service, and software licensing.

4. 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.

With the use of various assessments at all levels, K through 12th grade students will be assessed to determine weaknesses in their learning created by Covid issues over the last two full years. In addition to STAR, for example, the elementary used other assessments (math recovery and Fountas and PInnell) to add to usable data as well. Administration and staff will take this data and it will be dis-aggregated by various subgroups (ELL, low-income, children with disabilities, homeless, students of color) to determine which individuals are of the greatest need so that those learners can be identified and their specific weaknesses met. This will be tracked through STAR 360 which will allow for continuity Kindergarten through 12th grades.

American Rescue Plan 2021

Negaunee Public Schools - 52090

1. 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:

Some of the ESSER III funds received will be used to purchase air purification systems for classrooms that do not have windows. For classrooms, particularly at our middle school and elementary school, windows will be replaced, allowing for better ventilation in rooms where windows were not able to be opened, due to faulty hardware that has wore out over the years.

2. 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:

Some of the ESSER III funds will be used to hire staff to address learning loss throughout the pandemic. The "student success coaches" that we hire will provide multi tiered systems of support for all students initially, and then work with smaller groups and also provide individual instruction. We will also purchase technology, which will allow students to take home a device in order to work on some of the skills introduced to them in the classroom. Due to several teachers who may have to take time off because of covid related issues, we will be hiring full time substitute teachers to make sure we don't have to suspend in-person learning, due to staffing shortages. We feel in-person learning is the best way to learn, so allowing us to keep "emergency" staff in place will keep our doors open to in-person learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

If funds allow, we will use some of our ESSER III funds to provide meals to students for weekends and holidays. We will look at creating "outdoor classrooms" at various locations around our school buildings and provide a before and after school childcare program for families who have both parents working.

4. 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.

It's important to mention that a very small percent of our students who are students of color, English learners, students experiencing homelessness, children in foster care and migratory students. For this small percent of students, we will provide technology, so these students can take a device home to continue to work on skills that are introduced in the classroom. We will also have mental health supports in place for these students. We will have three counselors and a social worker available for students. We will also provide additional nursing staff to assist these types of students. The offering of free meals on weekends and holiday break will prevent having this additional burden for these families. We feel all students will benefit from additional mental health supports, which we will provide.

American Rescue Plan 2021

New Bedford Academy - 58901

1. 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 reduce the risk of virus transmission, exposure to environmental health hazards and to support student health needs. Exterior doors and thresholds to the building will be replaced and any additional classroom heating units will be replaced for air quality purposes. Appropriate cleaning supplies and personnel will be acquired and/or retained to ensure recommended levels of disinfection are reached daily on campus and on the buses. Funds will be used for PPE for staff, students and families. If necessary, transportation changes such as additional bus drivers, aides, and/or buses will be acquired to ensure safe transportation and appropriate spacing to and from school. Any devices, training, or supplies necessary for students suffering from compromised health will be acquired, professional development provided and consistent utilization as necessary.

2. 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:

The reserve funds will be utilized to address the academic impact lost instructional time through the implementation of evidence-based interventions. The Academy will implement many tools over the next two years to accomplish this, such as comprehensive afterschool programs, summer enrichment and summer learning, as well as bringing on additional staff to work with the students most impacted by lost instruction time. A blended version of curriculum will assess gaps in learning and provide practice on missing or poorly mastered concepts individually. Programs/manipulatives will support deficiencies in all subject areas. Data analysis of assessment tool results will identify what school-wide and grade-wide gaps in learning need to be addressed through whole group instruction. Supplemental technology needed for better access to the curriculum by students who demonstrate learning loss will be purchased, training provided to staff, students, and families and consistently implemented daily.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Mental health services and supports for students will be provided through additional counseling to supplement services for students with disabilities as well as general education students on a regular basis. Additional materials for a more comprehensive physical education program, plus greater access to music and fine art activities will be added to support students' mental health and wellness. Additional technology for the lower grades who have struggled to keep up with the rapid influx of technology will be purchased to better fit their abilities that work better with smaller hands and those who struggle to spell things out on a keyboard. Supplemental supplies that can be checked out and sent home for use/practice by families at home to support in school instruction or those learning virtually will be purchased based on individual student needs that will be identified through high-quality assessments. A comprehensive program designed to improve literacy in our youngest and most vulnerable students will be added for the next two years along with books that can be taken home to strengthen reading skills. Books will also be provided for each room to expand classroom libraries to reflect the culture of students in the local area and also the culture of students of color, different languages, circumstances, or experiences.

4. 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 programs, supplies, and interventions designed and described here have been developed specifically for students identified as being at greater risk of being disproportionately impacted by COVID-19. The needs of students in these specific groups will be prioritized as they receive first access to all schoolwide programs such as afterschool programming, summer programming, and supplemental technology. In addition, these students will have greater access to emotional health supports, tools for use at home, and extra assistance in the classroom. Although all students will benefit from changes to curricular tools, these changes were designed for students who fall into these protected groups. Extra staff brought on to work with students will be assigned to meet these students' needs first.

New Branches Charter Academy - 41901

1. 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:

42% of the funds will be used to update the following:

- ventilation and air flow
- Updating old bathrooms with touchless sinks, dryers, and toilets
- Repairing the old roof that is leaking
- Purchase of PPE and cleaning products to prevent disease

Remodeling 6 student bathrooms that have not been updated in over 15 years. Floor tile is breaking, stalls are rusted, sinks and toilets are outdated. Will install new flooring, stalls, urinals, toilets, update pipes, install touchless sinks, and hand dryers.

2. 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:

48% of the funds will be used to address the impact of lost instruction with the following:

- Add additional instructional staff members in order to increase capability to work with students in small groups to reduce academic gaps on essential standards, improve behavior management in the classroom, and meet students
- Purchase updated curriculum materials in ELA, Math, and Science
- Provide updated technology for all students
- Provide internet device for families that do not have internet should they be quarantined.
- Offer after school tutoring program in our child care program
- Provide financial supplements for MTSS Team members
- Change status of Student Advocates to 12 month employees with the goal of servicing more students during the summer through Summer School and summer club opportunities to promote mental health and learning
- Continuation of Canvas and Kami which allow smoothless communication on academic schedules, learning objectives, assignments, and assessments for students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Teacher stipends for retention and additional responsibilities created by the pandemic - remote teaching during prep times, classroom setup and maintenance of canvas for quarantined students.

4. 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.

The MTSS Team and all instructional staff will review student data including NWEA, M-STEP, SWIS (student behavior), attendance, and other relevant demographic data to identify students in special groups and needs.

Identification and evaluation of students and needs will be completed on a cyclical basis conducted in staff PLC's every 4-6 weeks. and all instructional staff will consistently review student data to identify students in special groups and needs. Identification and evaluation of students and needs will be completed on a cyclical basis. Instruction in the classroom will be focused on Essential Standards that will help students to reach grade level expectations.

American Rescue Plan 2021

New Buffalo Area Schools - 11200

1. 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:

Due to COVID-19's disruptive impact on K-12 education, funds are needed to support learning at New Buffalo Area Schools. To prevent the transmission of COVID-19, the district uses funds to procure PPE's for staff and students, cleans and sanitizes facilities, and funds site-work (bipolar ionization machines) for increased air quality. Our goal is to remodel facilities to increase spacing between students and staff, as well as to hold more classes outdoors. We have also purchased more technology for remote work. In addition, we use ESSER funds to support interventions and remediation programs, such as the after school homework clubs, Reading Plus, and personnel to support at-risk students (Student Advocate).

2. 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:

New Buffalo Area Schools has implemented numerous programs to address the academic impact of the pandemic. We have implemented homework clubs in all three buildings so our students will have access to certified staff who can help them stay caught up on their work. We also provide snacks and transportation to all students who participate in this program. Our Bison After School Enrichment (BASE) program has increased its offerings and enrollment this year in response to the pandemic. This program gives working parents peace of mind that their children are in a safe and engaging environment every afternoon. Finally, New Buffalo Area Schools have increased the length and rigor of our summer learning program. It is now eight weeks long and more academically intensive. We have also upgraded our scholastic summer reading program in which all students are eligible to participate.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

One of our critical needs are the expansion, remodeling, and upgrading of facilities to increase spacing of students and staff . We also seek to upgrade our environmental equipment to help sanitize our facilities against viruses. Finally, we will purchase PPE, cleaning supplies, and technology to facilitate remote learning.

4. 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.

Our Student Advocate, social worker, and counselors will evaluate and track all students based on graduation rate, reduction in chronic absenteeism, reduction in referrals to the office, and mental wellness screeners. These individuals will also target disabled, special education students, homeless students, and migratory students regarding their ability to meet IEP goals, graduation rate, reduction in chronic absenteeism, and mental wellness. Our homework clubs will be evaluated based on assignment completion and academic achievement.

American Rescue Plan 2021

New Haven Community Schools - 50170

1. 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:

We will use our ESSER III funding to purchase a preventative maintenance program for our HVAC systems in all buildings to assure air quality is being monitored. We will also use it to hire additional cleaning/maintenance staff to assure buildings are virus free as well as PPE such as masks, gloves, hand sanitizer, etc.

2. 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:

We will be using the funding to provide after school tutoring as well as summer school programing & credit recovery for students who are not yet at grade level. We will also be investing in resources that all students can access through out the summer to work on math and reading skills. We are also looking to employ another social worker to assist with SEL at the various buildings as well as developing a positive culture for staff and students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be continuing to purchase chromebooks for students along with interactive software so we can develop an individual pathway for each student based on their areas of weakness. We have also purchased hot spots for any family who does not have internet access.

4. 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.

We have posted an additional social worker that will push into classes at the elementary level for SEL lessons as well as assist in the middle and high school to assure SEL strategies are being implemented. We are also doing a district wide implementation of "Rachel's Challenge" which helps students understand the importance of self advocacy and treating all students respectfully.

New Lothrop Area Public Schools - 78070

1. 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:

We have been in-person learning since the start of the 2020-2021 school year. We have had to purchase supplies, including cleaning supplies that follow the EPA guidelines, masks, teacher desk shields, extra hours for staff, additional responsibilities with cleaning and testing, hiring of additional staff, etc. to help mitigate the spread of COVID-19 and address the learning loss of March 2020 - June 2021.

2. 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:

New Lothrop Area Public Schools will use the ESSER III funding to address the impact of lost instructional time through the implementation of evidence-based interventions through the hiring of a full-time at-risk interventionist focusing on reading and math skills, the hiring of staff to help reduce classroom sizes to help with individualized instruction, summer school for DK-12 students, afterschool tutoring, professional development for certified staff to develop instructional strategies to help increase student achievement, the purchase of a K-8 diagnostic/benchmark assessment along with individualized instructional modules, additional hiring of custodial and support staff for to support the learning environment.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We are focused on instruction that needs to be defined and communicated with staff. Given our goal to improve student achievement in DK-12 grade levels, we will provide support to our staff. The data has provided us a roadmap to defining our areas of growth and achievement. Our main focus is driving more up to date Tier1 instruction in the classroom by providing PD with a goal of accelerated learning. We are providing access to services for DK-12 learners in areas of student challenge, mainly reading and math. Our current area of need for instructional practices is updating our current instructional/curriculum needs. Our goal is to provide those supports to have staff feel more confident in instructional practices along with identifying those students more efficiently and timely. We are facing challenges consist of Covid-19 hesitancies, virtual learning with inconsistencies between in person and virtual, home-environment, family involvement, mental health, and behavior/discipline. We are seeing that a % of our economically disadvantaged population is 2-3 grade levels behind in both math and reading. Additional data we may need: request for team meetings to determine if SE referrals are necessary or if there are alternative interventions to be tried, implementation of at-risk hours for students at the Jr/Sr. High level to encourage success and a goal to align benchmark assessments so teachers have more focused data to target individual students for added support.

4. 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.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced. Our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that it will take a period of time for our students to regain and progress through our curriculum and assessments (local, state, & national assessments). We expect that many students will be behind and will need opportunities to remediate. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

We will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

American Rescue Plan 2021

New Paradigm College Prep - 82713

1. 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:

The District's implementation and mitigation strategies to use the ESSER III funds will be centered around continuity of learning, individualized learning, building improvements, safety, student enrichment opportunities, services to address learning loss, PPE supplies and social emotional growth to ensure a safe return to school for student while taking as many steps as possible to prevent the spread of Covid-19. The ESSER funding will also be utilized for Covid-19 testing kits, social distancing, providing, and educating our school community about vaccinations, PPE and other supplies such as masks, sanitizer, and sanitizer stations throughout the school campuses to support the implementation of public health protocols. This will also include the continued education and training of district staff to minimize the spread of infectious disease and maximize preventative care and safety in each school.

2. 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:

The district plans to use the funds reserved under section 2001(e)(1) of the ARP Act by implementing daily classroom interventions to address instructional gaps using Exact Path, Lightening Squad, FAST, technology based labs/centers, small group instruction and student workstations with learning resources. There will also be after school tutoring programs for students performing in the 20th-49th percentile on state/local assessments. The district also plans to offer a after-school and Summer Enrichment Academy inclusive of a camp with partners that focused on transitional grades (2nd - 3rd grade), (5th - 6th grade), and (8th - 9th grade) with the intent of supporting students in performing on grade level before the start of the new school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will purchase research-based and evidence-based digital and written curriculum programs to support intervention and build or support the standard-aligned curriculum. This would also include the implementation of training for school staff to support effective instruction of our curricular programming , such as Success For All, Eureka Mathematics, Step Up to Writing, StemScopes, and MC3 Social Studies.

Literacy and Mathematic intervention will be developed to address learning loss through during and after school tutoring, along with a summer academy and camp developed to focus on specific learning loss in all subject areas with a focus on ELA and Math. Planning and implementation of summer learning and supplemental after school programs include hiring instructional staff, purchasing evidence-based curriculum and digital platforms, as well as transportation to and from school with breakfast and lunch provided. Purchasing voice amplifiers for each teacher will ensure that students can clearly hear all teacher instructions through their PPE masks and technology such as computers, smartboard and iPad to easily connect to the current digital platforms.

Professional development will be provided to support SEL classroom management techniques TNT culturally responsive practices and support trauma informed education and practices. Additional training will focus on intervention to reduce/eliminate the learning loss. Training will leveraging data.

4. 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.

Social Emotional Supports, along with Parent and Student Engagement, will be leveraged to address student mental health and well being. Our Social-Emotional Learning program with other curriculum such as GAT, Class Council, Tribes, Class Craft will be integrated into the daily schedule and activities. The response to intervention strategies will be facilitated by the school leader as well as the hiring of a Student Support Specialist. The district will implement a Solutions Program that assesses and analyzes factors standing in the way of student achievement and then plans and implements appropriate customized intervention strategies.

Dividing interventions into smaller chunks ensures the intervention strategies are targeted in a specific, systematic way to achieve maximum results and address the academic, social, emotional, and mental health needs of all students. The five committees are: Attendance, Intervention, Parent and Family Involvement, Community Connections, and Cooperative Culture. Each committee will develop interventions at multiple levels (from school-wide to individual) to address the academic impact of lost instructional time and respond to the additional needs of our students. Additional social work/counseling services will be provided, and the implementation of student mentoring programs such as Pretty Brown Girls will support student mental health needs.

New Paradigm Glazer-Loving Academy - 82735

1. 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:

The District's implementation and mitigation strategies to use the ESSER III funds will be centered around continuity of learning, individualized learning, building improvements, safety, student enrichment opportunities, services to address learning loss, PPE supplies and social emotional growth to ensure a safe return to school for student while taking as many steps as possible to prevent the spread of Covid-19. The ESSER funding will also be utilized for Covid-19 testing kits, social distancing, providing, and educating our school community about vaccinations, PPE and other supplies such as masks, sanitizer, and sanitizer stations throughout the school campuses to support the implementation of public health protocols. The District will also ensure that the air quality system is updated to mitigate the spread of covid, create a classroom that provides social distancing by updating the furniture and student seating areas with also making repairs to the facility for a safe facility. This will also include the continued education and training of district staff to minimize the spread of infectious disease and maximize preventative care and safety in each school.

2. 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:

The district plans to use the funds reserved under section 2001(e)(1) of the ARP Act by implementing daily classroom interventions to address instructional gaps using Exact Path, Lightening Squad, FAST, technology based labs/centers, small group instruction and student workstations with learning resources. There will also be after school tutoring programs for students performing in the 20th-49th percentile on state/local assessments. The district also plans to offer a after-school and Summer Enrichment Academy inclusive of a camp with partners that focused on transitional grades (2nd - 3rd grade), (5th - 6th grade), and (8th - 9th grade) with the intent of supporting students in performing on grade level before the start of the new school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will purchase research-based and evidence-based digital and written curriculum programs to support intervention and build or support the standard-aligned curriculum. This would also include the implementation of training for school staff to support effective instruction of our curricular programming , such as Success For All, Eureka Mathematics, Step Up to Writing, StemScopes, and MC3 Social Studies.

Literacy and Mathematic intervention will be developed to address learning loss through during and after school tutoring, along with a summer academy and camp developed to focus on specific learning loss in all subject areas with a focus on ELA and Math. Planning and implementation of summer learning and supplemental after school programs include hiring instructional staff, purchasing evidence-based curriculum and digital platforms, as well as transportation to and from school with breakfast and lunch provided. Purchasing voice amplifiers for each teacher will ensure that students can clearly hear all teacher instructions through their PPE masks and technology such as computers, smartboard and iPad to easily connect to the current digital platforms.

Professional development will be provided to support SEL classroom management techniques TNT culturally responsive practices and support trauma informed education and practices. Additional training will focus on intervention to reduce/eliminate the learning loss. Training will leveraging data.

4. 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.

Social Emotional Supports, along with Parent and Student Engagement, will be leveraged to address student mental health and well being. Our Social-Emotional Learning program with other curriculum such as GAT, Class Council, Tribes, Class Craft will be integrated into the daily schedule and activities. The response to intervention strategies will be facilitated by the school leader as well as the hiring of a Student Support Specialist. The district will implement a Solutions Program that assesses and analyzes factors standing in the way of student achievement and then plans and implements appropriate customized intervention strategies.

Dividing interventions into smaller chunks ensures the intervention strategies are targeted in a specific, systematic way to achieve maximum results and address the academic, social, emotional, and mental health needs of all students. The five committees are: Attendance, Intervention, Parent and Family Involvement, Community Connections, and Cooperative Culture. Each committee will develop interventions at multiple levels (from school-wide to individual) to address the academic impact of lost instructional time and respond to the additional needs of our students. Additional social work/counseling services will be provided, and the implementation of student mentoring programs such as Pretty Brown Girls will support student mental health needs.

Newaygo Public School District - 62070

1. 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:

The Newaygo Public Schools work closely with District 10 of the Michigan Department of Health and Human Services. We recognize that students perform best academically when they are in school working with the teachers whom we have hired to teach and be present in our classrooms. We know the importance of having face to face learning to address the needs of our students. Given these statements we want to operate our schools for in-person learning.

We work on mitigation strategies to the greatest extent practicable and consistent with the guidelines set forth by the local health department. When we are notified of a positive case we contact trace to identify close contacts, and we communicate this information to the health department, students, families and staff. We have hired a CNA and employ a nurse to assist with these COVID related duties.

The use of these funds continues to focus on implementing prevention and mitigation strategies, in order to keep our students working at in-person learning.

Cleaning protocols, insurance of proper ventilation with appropriate outside air exchange, handwashing and hand sanitizing options are available for staff and students.

A top priority for us is to create a learning environment where each child feels safe, cared for, and connected to peers and school staff.

2. 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:

NPS is committed to meeting the academic needs of our students as well as caring for our student's mental health. We have hired academic interventionists to work with students to close the learning gaps attributed to the impact of COVID-19. These interventionists use research and evidence based strategies while working with our students. In addition, we have hired an interventionist to address the social, emotional learning needs of all of our students. These staff members use a combination of push in, and small group pull out methods to address the learning gaps in our students. While working in these small group sessions, intentional targeted instructional strategies are utilized at the elementary and middle school level. Our High School interventionists focus on credit recovery and academic success at the secondary level, as our identified students need to make up course credits as they work to earning their diploma with NPS. Our interventionists will be available during the school day, and will have after school and before school times available to students to ensure their academic success

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The feedback and input from our stakeholders on the use of our ESSER III allocation clearly states that there is a desire to hire additional staff to address all of the needs of our students. NPS, like many other districts, needed to make cuts in staff as the first projections of the 2020-21 budget year included significant cuts to public education and our district had to pass a budget prior to learning of the final allocation, which occurred after the start of the 2020-21 academic year. We wanted to restore some of these job positions as they can help to support our students. We did hire additional staff, as you can see in previous answers. We hired interventionists, CAN, administrators, classroom teachers to meet initial needs. We do plan to hire staff as needed and as supported by this stakeholder input.

NPS wants to ensure that our HVAC systems are updated to ensure we have the proper ventilation and air quality that will help mitigate the spread of COVID 19. The current systems are nearly 20 years old, and while they are still operational, the upgraded systems will ensure better air quality for staff and students.

4. 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.

It is the primary goal of NPS to meet the needs of all students. All students, will have access to our interventions and supports including academic and social emotional. A social emotional teacher was added to the K-4 specials schedule and will impact all K-4 students. The district added academic intervention and a counselor 5-8, and academic intervention and social emotional supports 9-12. A CNA was hired to assist with contract tracing and added COVID needs as well. NPS is committed to a well-rounded education for all students and that entails academic and mental health supports.

American Rescue Plan 2021

NexTech High School - 41929

1. 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:

We are fortunate that we were able to keep our school open through the 2020-21 school year, albeit with a limited number of students. This experience allowed us to see how students responded to planned and incorporated procedures and this helped as we planned the following year(s). We have continued to provide consistent cleaning of all surfaces, hand sanitizer throughout the facility, and provide masks to all visitors as needed. We have encouraged mask usage and vaccinations among all students and staff. We also have started a test to stay program to allow students the opportunity to be on campus where they otherwise may be kept away due to a close contact exposure. We will look to expand and keep learning areas open and keep class sizes small to limit student exposures on campus. We also have additional support within our county by following the contact tracing guidelines and health department recommendations.

2. 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:

NexTech High School has expanded our summer school offerings to include two sessions of summer school for credit recovery options. This provides more opportunities for students to work outside of the normal class to gain credits. Additionally we have expanded our extended day offerings to allow for early or late on campus time with teachers and paraprofessionals. Our LMS is one that allows for access to courses all day, every day, and we have added additional courses and programs to help create additional opportunities that can be either synchronous or asynchronous. The main focus is to provide reachable goals for each and every student through the use of data and awareness of current graduation standing. We will continue to look for ways students can reach their full potential by providing more time on campus, and expanding our requirements for full virtual options.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

NexTech High School serves a large number of students from traditionally underserved communities and we recognize that the pandemic has disproportionately impacted our students. We are aware there is significant learning loss and an increased need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the school allows us to identify at-risk students most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each student throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted by COVID-related learning loss: differentiated, small-group instruction; data-driven instruction; targeted plans for additional paraprofessional supports, including small group supports; outreach programs with community groups for homeless support; additional English language support for EL students.

NexTech High School of Lansing - 33913

1. 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:

We are fortunate that we were able to keep our school open through the 2020-21 school year, albeit with a limited number of students. This experience allowed us to see how students responded to planned and incorporated procedures and this helped as we planned the following year(s). We have continued to provide consistent cleaning of all surfaces, hand sanitizer throughout the facility, and provide masks to all visitors as needed. We have encouraged mask usage and vaccinations among all students and staff. We also have started a test to stay program to allow students the opportunity to be on campus where they otherwise may be kept away due to a close contact exposure. We will look to expand and keep learning areas open and keep class sizes small to limit student exposures on campus. We also have additional support within our county by following the contact tracing guidelines and health department recommendations.

2. 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:

NexTech High School has expanded our summer school offerings to include two sessions of summer school for credit recovery options. This provides more opportunities for students to work outside of the normal class to gain credits. Our LMS is one that allows for access to courses all day, every day, and we have added additional courses and programs to help create additional opportunities that can be either synchronous or asynchronous. The main focus is to provide reachable goals for each and every student through the use of data and awareness of current graduation standing. We will continue to look for ways students can reach their full potential by providing more time on campus, and expanding our requirements for full virtual options.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

NexTech High School serves a large number of students from traditionally underserved communities and we recognize that the pandemic has disproportionately impacted our students. We are aware there is significant learning loss and an increased need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the school allows us to identify at-risk students most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each student throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted by COVID-related learning loss: differentiated, small-group instruction; data-driven instruction; targeted plans for additional paraprofessional support, including small group supports; outreach programs with community groups for homeless support; additional English language support for EL students.

American Rescue Plan 2021

NICE Community School District - 52015

1. 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:

We have been carefully utilizing additional nursing staff to help us mitigate COVID throughout the last two-plus school years dating to the spring of 2020. We continue to hire additional personnel, purchase additional PPE and cleaning supplies to help us navigate this era. Extra nursing staff and substitute employees are essential to our operations at this time.

2. 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:

We are teaming together our faculty, staff, At-Risk personnel, Title I personnel, counseling personnel, and social work staff to monitor and identify students who need additional help. Social/Emotional and Mental Health are at the forefront of our minds in addition to the academic needs of our most vulnerable students. We are moving forward together.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that our faculty and staff continue to be prepared and ready to mitigate COVID-19 in our school buildings and among our students and adults. We have been and will continue to follow best practices to monitor COVID-19 outbreaks and ensure that our facilities are clean and healthy for our students, faculty, and staff.

4. 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.

As mentioned above, we are teaming together our faculty, staff, At-Risk personnel, Title I personnel, counseling personnel, and social work staff to monitor and identify students who need additional help. Social/Emotional and Mental Health are at the forefront of our minds in addition to the academic needs of our most vulnerable students. We are moving forward together.

American Rescue Plan 2021

Niles Community Schools - 11300

1. 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:

Implement public health protocols and regulations in line with guidance from the CDC, MDHHS, and local health officials for reopening and sustaining operation of school facilities and school functions while maintaining the health and safety of students, staff, and visitors. Specifically, repairing and improving school facilities to reduce the risk of virus transition and exposure to environmental health hazards as well as improving indoor air quality.

With declining enrollment and students choosing to utilize virtual programming, maintain staff and avoid layoffs to reduce the staff to student ratio as we work to ameliorate the impact of COVID-19 on academics and behavior of students as well as mental health for students and staff.

Hire academic and behavioral interventionists to assist in the training of teachers to work individually with students who are disproportionately impacted by COVID-19 as well as offer pull out for intensive instruction for students who are disproportionately impacted by COVID-19.

The funding will be used in conjunction with other funding sources to fully implement additional recommended prevention and mitigation strategies, including enhanced cleaning and disinfection, hand sanitation, contact tracing, coordination of preparedness and response efforts, training, and communication planning.

2. 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:

The LEA will utilize funds to address the impact of lost instructional time by purchasing curricular resources, providing additional staffing and summer programming. First the LEA will purchase a core math program for grades K-12. This will support our MICIP goal of increasing student achievement in mathematics by 5%. Next the LEA will purchase supplemental materials to improve handwriting and keyboarding skills in grades K-5. Children who master handwriting are more likely to succeed in school, writing with speed and ease in all subject areas. Finally the LEA will purchase supplement resources to enhance instruction in the related arts. Studies have shown that participating in music, art and physical activity can help manage stress and promote wellness.

With regards to additional staffing, the LEA will utilize funds to provide additional interventionists, instructional assistants and permanent building subs. Seven interventionists will be hired to target learning gaps in math and literacy, while instructional assistants will be utilized to help better manage larger class sizes. Finally, permanent building subs will help address the increased rate of staff absence and ensure the continuation of instructio.

Finally the LEA will utilize funds to provide additional summer programming to K-8 students. These programs will keep students engaged in learning and provide opportunities to address the impact of lost instructional time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Use funds to help keep class size at a manageable size with loss of students. Being able to reduce the number of students in class will assist with learning loss and social and emotional(mental) support due to the pandemic and to assist with social distancing requirements. Will also use funds on school facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards. Use of funds will also support student and teacher mental and health needs.

4. 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.

The LEA requires all grade level teams in all academic disciplines to continually monitor data pertaining to both academics and social emotional well being through professional learning communities (PLCs). All staff members are required to engage in cycles of inquiry to determine what students need additional support and what students are ready for extensions. These continuous cycles of improvement ensure that students disproportionately impacted by the COVID-19 are provided with targeted resources provided by these funds. Cycles are monitored by both building and central office administrators to ensure all PLC groups are collaborating at high levels to address the impact of lost instructional time.

American Rescue Plan 2021

Noor International Academy - 50913

1. 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:

In addition to our layered supports funded by other funds including ESSER (masking, desk shields, vaccination promotions, daily sanitizing), we will further prevent and mitigate COVID-19 transmission by purchasing HEPA filters for existed HVAC to improve air filtering, and purification using ESSER III funds.

2. 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:

Utilizing ESSER III funds (20% reserve), the district is investing in significant programs and staff to address the disproportionate impact of COVID-19. This includes but is not limited to reading support staff and programs and supplemental literacy resources. These programs will work in tandem with the summer school, credit recovery and after-school programs being funded by 23b.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be spent to purchase HEPA air filters for existing HVAC to improve filtration and purification of air, additional pay and incentives to proactively address recruitment and retention and to ensure ongoing employment of staff to ensure the smooth continued operation of the academy. All of the aforementioned uses are consistent with section 2001(e)(2) of the ARP act.

4. 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 interventions that will be implemented under the ARP Act will address all student needs. The funds have been allocated to address academics through the use of supplemental literacy resources, digital resources, and reading support staff to help all students read proficiently. Additional funds will be used to provide all students with enrichment programs in robotics and STEM to ensure a well-rounded education. Family community liaisons will be used to share data and resources with families to support student learning. This includes but not limited to providing PD on digital literacy, providing community resources and outlets to support families, providing parents with surveys to gather their feedback and experience, and/or providing parents with both in-person and virtual option for consultations for concerns they may have. Teacher professional development on research based best practices, like Kagan Structures, will be provided to all staff to ensure all students engage in the lesson. A positive behavioral intervention system, like restorative practices, will be used with Deans to help support students and understand their perspective instead of using punitive discipline measures. This will ensure that Deans, and all staff, take the time to help student reflect on actions and provide avenues of growth from their actions.

American Rescue Plan 2021

North Adams-Jerome Public Schools - 30050

1. 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:

We are cleaning each room every night with special disinfectants and ultraviolet lights. We have used federal funding to help us with the increased costs of these extra measures. We would like to use some funds to split a classroom up with dividers to help with close contacts in certain areas.

2. 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:

We are adding more updated curriculum, more interactive technology in the classroom to increase engagement, and summer school at all levels to help those students who have been affected by learning loss and those who want to enrich their earlier learning experience. We will also use funds to have tiered math classes at the middle school level and students will be able to get back on level by having that direct instruction in a small class size. We are also wanting to purchase hot spot devices to help students that do not have access to internet service in our rural area.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to help with upgrades to our 1951 electrical system in the HS, our 30 year old roof that is failing, flooring for a few classrooms, greater security by adding 39 more cameras throughout the interior and exterior. We would also like some interactive touch boards in the classrooms to help teachers engage students.

4. 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.

We have done a great deal to attack the mental health ramifications that have occurred as a result of the Covid-19 pandemic. We have added two counselors and have been working with students on coping with difficult situations. We are having additional learning sessions in the summer to help with learning loss, and we are continuing to evaluate the progress of each student so we can appropriately meet their individual academic needs.

American Rescue Plan 2021

North Branch Area Schools - 44090

1. 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:

After receiving feedback from our parents, leadership, teachers, support staff and other community stakeholders, the district will be utilizing ESSER Learning Loss monies to address the learning needs of all students, especially those at-risk, through evidence based resources tied to high-leverage practices and quality assessments. The district will ensure our teachers have access to these curricular resources as well as the time and support to provide differentiated instruction to our most vulnerable learners (e.g., low-income, students with disabilities). Assessments will be analyzed and used to tailor teacher instruction to work alongside students.

Based on feedback from our community and district staff, we will also use monies to support all students and families in teaching and learning through digital technology.

2. 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:

Learning Loss funds will be spent on long-term resources, that are sustainable, and will positively impact the learning lost from COVID. The district will implement high quality assessments as well as targeted curricular and intervention resources to support our elementary students who were most vulnerable to learning loss in literacy and math.

In literacy, Developmental Reading Assessment 3 kits will be used by BK - 4 teachers to assess students strengths and areas for growth in proficient reader components: phoneme awareness, phonics, fluency, vocabulary and comprehension. Teachers will receive new emergent guided level reading books and magnetic letters to use with vulnerable students. Under guidance and support of the elementary literacy coaches, teachers will implement impactful strategies from Differentiated Reading Instruction and Kindergarten teachers will implement Vanderbilt University's K-Pals to strengthen foundational reading skills in phonemic awareness, letter-sound recognition, sight word reading, and decoding skills.

The elementary will extend their Bridges Mathematics curriculum to include Bridges Intervention kits for BK - 4 students.

Education technology was also identified from stakeholder consultation as a top priority. Chromebooks, iPads and necessary resources (e.g., cases, licenses, server) will be used to engage, enhance and extend teaching and learning through the thoughtful integration of digital tools with all BK-12 students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Upgrade High School HVAC system to improve the indoor air quality and air flow. This will include upgrading the mechanical heating, ventilation, and air conditioning systems, as well as the control systems. The current HVAC system was installed in 1994; the analysis of the current HVAC system reflects the scope items are high priority critical items that will be replaced are as follows: new building automation and optimization system, new control for variable loop, new water source heat pumps, remote terminal unit and conversion to natural gas, and piping.

4. 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.

To ensure the academic, social, emotional and mental health needs of all students - especially those most vulnerable - are being met, the district will continue to engage our community as well as define academic success through metrics of our local, benchmark and state assessments. The district will outline and communicate clear timelines for purchasing, support and implementation of resources being purchased. The district's Literacy and Math Coach will be instrumental in providing support with intervention materials and evidence-based practices.

Building leadership, School Continuous Improvement teams, and the District-wide Technology Team will hold regular meetings to engage in conversation and inquiry cycles about the effective implementation of strategies and resources connected to the ESSER III Learning Loss monies (e.g., intervention materials, technology, evidence-based resources). This will afford the district to be flexible and look closely at the impact on lost instructional time.

Additionally, the district will continue to communicate with our staff through District-wide Leadership Communication meetings as well as our community.

American Rescue Plan 2021

North Central Area Schools - 55115

1. 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:

North Central Area Schools is in a small rural remote community with only 338 students in our district housed in two separate buildings. We maintain small class sizes and have increased our cleaning protocols. North Central Area Schools will continue to maintain and upgrade prevention and mitigation strategies as needed through the use of proper sanitation of school facilities, hand washing, daily room cleaning, fogging of classrooms and buses, etc. to maintain the continuous open, face to face operation of our facilities.

2. 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:

North Central Area Schools has added a 3 year old and 4 year old preschool program and before and after school care program for students ages 3 to 12 years old. At our elementary school, we use Acadience Reading/Math to progress monitor students to formulate a plan to approach skill deficit areas. We also offer a summer school program and invite/encourage students who have learning loss to attend, in hopes of raising their skill levels. In middle school, we use NWEA to assess students three time a year. We are implementing two intervention hours to help with learning loss in core subject areas. Students get a second dose of instruction on the skills they are deficient in.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

North Central Area Schools will continue to provide mental health services and support, maintain staff as much as possible, address learning loss through supplemental program activities and increase instructional aide hours to support educators in the classroom. North Central Area Schools will also continue to purchase educational technology that serves all students, as well as maintain general preparedness and response efforts. North Central Area Schools will offer summer programs to bridge the learning gap among learners. This will include a summer care program for students 3-12 years of age. North Central Area Schools will continue to maintain health and safety protocols for all students and staff.

4. 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.

North Central Area Schools will continue to employ our Dean of Students who works closely with principals to meet the needs of ALL our students, but especially those disproportionately impacted by COVID-19. Our team will work closely with families to bring them the resources they need to support growth and development outside the classroom including quarterly newsletters highlighting resources available to families. Educators will use Acadience Reading & Math to monitor student progress and align the appropriate instruction for intervention/remediation. Staff will continue to engage in social and emotional lessons weekly to help students gain the skills necessary to interact positively in all facets of their lives. We will continue to have our counselor meet and provide support for any and all students needing additional support.

American Rescue Plan 2021

North Dickinson County Schools - 22045

1. 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:

The North Dickinson County School District has been continuously and safely open for in-person learning for several months, however, we plan to pursue the funds to purchase technology/devices for our elementary students to ensure that if we have to go to remote learning again, they are fully prepared with devices provided from the District. We also plan on using the funds for daily cleaning supplies and PPE to ensure that we are able to remain open.

2. 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:

North Dickinson County School will use the funds to purchase Read Naturally to address the academic impact of lost instruction time. Most of the Title I aides have been trained in Read Naturally and those who have not, will be trained in the program to implement the program.

Summer school will also be an option for the summer of 22 provided the District has highly qualified staff willing to instruct during a summer school program.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

North Dickinson County School's plan includes maintaining our current equity of services and these funds will help ensure current staffing levels. We will use ESSER III funds to provide services to all students, including any subgroups.

4. 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.

North Dickinson County School is striving to help students who are struggling. We will provide additional instruction time for small group interventions and tutoring opportunities for students demonstrating the need. Additional technologies will be purchased to help enhance teaching and learning opportunities for all students.

Interventions will be provided by the LEA's teaching staff and Title I paraprofessionals to all subgroups in order to address the academic impact of lost instructional time. If summer school is offered during the summer of 2022, all students will be awarded the same opportunity to attend.

We also plan to put some of the unused funds to offset payroll expenses to maintain the continuity of our current staffing levels.

American Rescue Plan 2021

North Huron School District - 32080

1. 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:

All preventive measures, which include training, development, implantation and purchase of sanitation supplies have been put into place. Measures to maintain operations of the buildings have been put into place. Upgrading projects to improve air quality are in place.

Addressing learning loss is the focus of all staff members. Purchasing technology and devices, along with monitoring student academic progress along with Social Emotional Learning materials and a trained therapist are needed to maintain the operations of North Huron Schools. Engaging students, parents and community members are an integral component of the operation of the school.

Each of these pieces have been addressed in our Return to Learn Plan.

2. 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:

EBLI, a research-based program has been implemented to assist with reading and language acceleration. Retired teachers have been hired to help implement this program for whole group, small group and individual reading, language and writing skills in grades K-12.

Before and after school tutoring is held for all students grades K-12 to accelerate all content studies, but especially math and ELA.

Summer school and extend school year programs emphasizing stem, math and ELA will be held to reinforce engaging students with learning and real life learning experiences. Credit recovery courses will be offered to those that need them. These programs will be held outside of the school building and will explore the community and all of the natural resources it has to offer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The need for a certified school counselor is a great need. This will ensure students are exploring careers and skills of interest and avenues to obtain them will be implemented. The social emotional needs of our students, staff and community members will be met by a therapist, Big Life Journals and a library of recourses available to our students, staff and families will be available. A therapy dog will be available as needed for the emotional needs of all students and staff. Addressing the needs of our ELL students will be met by having an interpreter to assist in acceleration of learning. Project based learning and Thinking in the classroom will address the needs of our population by meeting the needs of our students by engaging students in their learning. This process requires training and classroom furniture that allows for students to explore learning.

4. 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.

The school district will provide necessary academic and personal needs of all our students and families. Internet access, devices, food, clothing and all essential needs will be met using these funds. An ELL interpreter will assist with the needs of English Language learner families and communicate with the school and families. A Social Emotional Therapist will work with students which are struggling and provide materials for teachers to use in classrooms and communicate with parents. Family engagement activities and educational experiences will be provided to all students and families, especially those from low-income homes, disabilities and English Language Learners.

American Rescue Plan 2021

North Muskegon Public Schools - 61230

1. 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:

The main way these funds are being used is to add staff in certain impacted grades to reduce class size which will allow the district to spread the students throughout the classroom. In regards to PPE, other covid funds are being used to purchase PPE and other mitigation strategies.

2. 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:

The district will be using these funds to actually have a summer school program. North Muskegon did not have a summer school program until the summer of 2021. These funds will be used to offer a program to students that are behind their grade based on NWEA and MAP data. The district will also use some funds to add some intervention classes in the next couple of years to help the secondary students that are struggling in Math and Reading. The students will be selected based on their grades within the classes.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based on the survey that was sent out to the community and staff, the most important thing that the district needs to spend the remaining funds on is additional staff to help reduce the gaps and get our students back to what they were prior to March 2020. The district is going to add a 2nd grade teacher to reduce class size and help these students that have spent most of their learning career during Covid-19.

4. 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.

With the district adding another 2nd grade teacher with these funds, we can address the impact of COVID-19 that has been dealing with not normal education since half way through their kindergarten grade. By addressing the lost instructional time with the lower grade, staff will be able to build the foundation back which will help the students in the future.

American Rescue Plan 2021

North Saginaw Charter Academy - 73910

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;
- PPE, health services, and facility sanitation (improved air quality and sanitization services)
- Bonuses for retaining and recruiting educators and support personnel;
- Educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;
- Providing instructional resources (non-digital) for staff and students;
- Printing and mailing costs for remote learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;
- Creating and implementing a parent and family engagement platform;
- Creating and implementing a professional learning communities platform;
- Creating and implementing an out of school time learning platform;
- Improving virtual curriculum and digital content;
- Developing and implementing additional resources and training for new and novice teachers;
- Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

North Star Montessori Academy - 52901

1. 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 expand cleaning and sanitizing practices throughout the school. Funds will also be used to update the air-purifying quality within the school.

2. 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:

We will use the funds to hire extra paraprofessionals that will work under the teacher's direction to provide intervention and support to struggling students. We will also use the funds to establish and run after-school tutoring and homework clubs for students. Funds will be used to extend and expand the summer school program for all of our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used to provide expanded SEL supports for students and teachers, for facility upgrades and maintenance, and to increase technology throughout the school.

(AMEND) The remaining funds will be used to get all of our teachers trained in the TRAILS program which supports the development of SEL programs at the school. Additional funds will be used to make updates to our heating and air filtration system within the school, as well as to purchase additional Chromebooks, projectors, and document cameras.

4. 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.

Through the use of benchmark assessments, progress monitoring strategies, and an SEL screener, our school will identify areas of need for each and every student at our school. We will then use teachers and paraprofessionals to support those students in closing the educational gap and making up for the lost learning.

American Rescue Plan 2021

Northport Public School District - 45040

1. 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:

Northport Public School district will utilize ARP ESSER III funds to maintain custodial staff with strict adherence to the most recent CDC guidance for implementing cleaning protocols with needed supplies. To ensure the district's ventilation system is providing a healthy environment for staff and students, the district intends to perform a study of the current heating, ventilation and air conditioning (HVAC) system to identify areas that are not functioning correctly or could be improved. The district will use ARP ESSER III funds, when and where permissible, to ensure a properly running HVAC system. The district will continue to purchase personal protection equipment (PPE) and will use ARP/ESSER III funds when available. Currently masks are the primary recommended equipment, but we will adjust our PPE as the recommendations change.

2. 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:

The rural and isolated district location of Northport Public School makes finding qualified and willing staff for extended learning opportunities nearly impossible. The stakeholders expressed a significant interest in summer learning activities. Previous recent surveys of the district families expressed an interest in summer daycare but not summer school. To address the need for summer learning support with the strict limitations of staffing, the district will produce summer learning kits targeted to meet each students' individualized interest and learning needs. These kits will include a balance of reading material, math activities, logic puzzles, motor skills, social-emotional learning (SEL) resources, and online subscriptions to education content. The kits will be tailored to each student but will use evidence based tools such as American Reading Company, Great Minds, Development & Research in Early Mathematics Education, National Science Teaching Assoc Bring STEM Kits Home, etc. Online resources such as Learning A-Z, ABC Mouse, etc.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to interventions already listed, the stakeholders identified "access to project-based, experiential learning opportunities that meet the individual needs of students" as a top priority. Fortunately, this interest mirrors the district's mission, vision, and belief system. The exact nature of project-based experiential learning opportunities will be grade-level, content-specific, and student need/interest-driven. Finalizing those details in advance is nearly impossible due to the diverse nature of needs and the ability to schedule with outside locations. However, using previous opportunities as a guide and expanding on them would include opportunities such as biological studies with CMU at their Bio Station on Beaver Island, Michigan, environmental studies with Inland Seas Education Association, Shipwreck Expedition with the Grand Traverse Lighthouse, outdoor experiences with Leelanau Outdoor Center, Float Your Boat, etc.

4. 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.

At-home SEL - the district will provide resources for students to use at home to promote healthy SEL. In the past, the district provided journals, stress balls, coloring activities, stress putty, etc. We will put together kits with similar items. At-school SEL - the district employs a full-time counselor for its 135 students. Additionally, the district implements SEL assessments such as SEL Web and SSIS. Using this data, the district implements a diverse range of SEL strategies, including Second Step and EL Education. To meet the SEL needs of our students, the district will expand the use of these tools. Diversity and Equity - Both Second Step and EL Education contain an emphasis on diversity, equity, and inclusion. We will maximize the use of these resources. These stakeholders expressed a desire to increase the diversity within our library and to obtain high-interest books that reflect a diverse range of cultures. These stakeholder groups already have prepared lists of recommended resources, which we will purchase from these lists.

American Rescue Plan 2021

Northridge Academy - 25904

1. 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:

-An additional janitor has been hired to work along with the two janitors already employed specifically to sanitize, and disinfect, common areas throughout the building every hour on the hour.
-PPE materials: Gloves, masks, sanitizer wipes, hand sanitizer, bleach, and a disinfectant mist sprayer all which are used multiple times daily.

2. 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:

-The Academy will continue to provide a balanced calendar(year-round) program. Our balanced calendar will employ additional staff and counselors to address the needs of our students due to covid-19. Two intervention teachers focused on learning loss and supporting the evidenced based strategies classrooms teachers are utilizing will be employed as well as an afterschool math program.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

-The Academy will continue to use funding to maintain large supplies of PPE materials and equipment, pay for counseling, and look for opportunities to employ a nurse at least part-time. Use researched-based curricular materials to aid in the closure of the achievement gap, and learning loss due to our absence from school.

4. 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 interventions include, but are not limited to employing a contracted company, MathFit to aid in the delivery of math for our students, provide pre-post assessments, evaluate data, and continue to implement strategies and routine to prevent further learning loss of our students.

American Rescue Plan 2021

Northview Public Schools - 41025

1. 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:

NVPS continues to coordinate with the Kent County Health Department (KCHD), and the Michigan Department of Health and Human Services, to monitor the impact of coronavirus on our school district and community. We refer to the KCHD COVID Dashboard weekly, and participate in bi-weekly Kent County Superintendents Association meetings.

Wearing masks is encouraged regardless of vaccination status. Students and staff continue to wash hands frequently and maintain social distance whenever possible. Every classroom is sanitized twice per week using the Clorox 360 Electrostatic Sprayer. NVPS is purchasing Air Things (www.airthings.com) to maintain and monitor our current good to acceptable air quality.

Staffing has been a considerable challenge this fall. Bus drivers, school paraprofessionals (particularly lunch and recess supervision) and custodians are all difficult positions to fill. NVPS created a new "super utility" position to help staff these positions. We now have five employees who can drive a bus, work as a paraprofessional, and clean/sanitize our schools.

Finding substitute teachers is also a considerable challenge. NVPS created two floating substitute teacher positions for each school. Not only can these additional caring adults maintain consistency in a classroom, they can provide individual and small group instruction.

NVPS will continue to work diligently and be creative in meeting the needs associated with maintaining in-person learning.

2. 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:

NVPS is committed to each student and their families to provide needed support and additional learning opportunities to address lost instructional time due to the impact of the coronavirus.

NVPS is using Renaissance Benchmark Assessments in grades K-12 to evaluate every student's reading and math levels. The Renaissance Benchmark Assessments work in conjunction with the District's other student assessments to identify the learning profile of every student.

The ARP/ESSER III funds will be used to create a comprehensive system focused on meeting the needs of individual and student group profiles. The system is composed of evidence-based instructional resources, social and emotional learning resources and additional reading and math interventionists, instructional coaches, and mental health experts.

NVPS's comprehensive plan expands beyond the normal school day and school year. Each school / level has plans for after-school enrichment opportunities, and the District has plans for summer learning opportunities. Summer learning will include enrichment, extension and academic learning. NVPS extended school programming promotes adult-student relationships, belonging and identity development, exposure to new opportunities, and social networking within and across existing peer groups in addition to academic support.

ARP/ESSER III funds are making all of the above available for students at no cost, including transportation.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

More than 20% of the ARP/ESSER III funds were allocated to address learning loss. NVPS's comprehensive plan, which is made possible with the ARP ESSER III funds, is focused on the use of nationally normed assessments that correlate with the M-STEP, PSAT and SAT.

Research based resources, coupled with evidence-based interventions, are aligned with student assessment results. Teachers facilitate the assessments, use the curriculum resources and implement the interventions. The ARP/ESSER III funds will be used to enable their professional growth so that they can effectively carry out each area needed to accelerate student learning.

Additional aspects of NVPS's comprehensive plan will enrich, increase accessibility and deepen student learning. Current "analog" instructional units will be evolved into virtual ready units. New STEAM courses will be introduced in grades 5-12. Mentors from the NVPS community will be screened and trained to encourage and support students who need a consistent, positive adult influence. New positions focused solely on engaging families and fostering school collaboration will be established before March 2022. Programming will be created to assist students and families transition between the school levels. Additional emphasis will be placed on new students who come to NVPS as Freshmen.

The APR/ESSER III funds will enable NVPS to foster the growth of the "Whole Child" - Supported, Engaged, Healthy, Challenged, and Safe.

4. 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.

The comprehensive plan constructed by NVPS and its stakeholders addresses the needs of our most at-risk students. The coronavirus has had a large, and negative, impact on the emotional health of our students. NVPS is using mental health screeners to help and identify students who need mental health and to create a whole child profile of every student. NVPS's partnership with Arbor Circle accelerates the "wrap-around" services needed by students and families in crisis and/or in transition.

Additional staff and initiatives, such as addressing speech articulation in DK and K, will lead to fewer students needing speech and language services later in elementary. Interventionists in math will address the gaps in mathematical skills created by the pandemic. Instructional coaches will be employed to work alongside teachers to help them address the wide-spectrum of learning needs.

NVPS's partnership with the Heikema Group will help guide the District's efforts to ensure that all students have access to an equitable education. Students most impacted by coronavirus, as evidenced by their assessment scores, will be the first invited and encouraged to participate in after-school and summer learning. Previous barriers, such as cost and transportation, will be removed.

The work of overcoming the learning loss of our students will extend beyond the ARP/ESSER III funding. Therefore, Northview will implement a robust and effective MTSS framework that applies to all grade levels.

American Rescue Plan 2021

Northville Public Schools - 82390

1. 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:

Northville Public Schools has returned to full in person learning. Utilizing previous ESSER and COVID related funding sources, the district has prioritized a layered mitigation approach to cleaning, distancing, and safety protocols, aligned with the guidance provided by the CDC, to ensure that students may continue to receive in person learning. We continue to provide PPE, hand sanitizing stations and additional cleaning protocols to ensure our students are safe and healthy.

2. 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:

Northville Public Schools will utilize ESSER III funding to address learning loss in 2 key areas. The first area is providing additional counseling support at the high school level to improve student engagement and better track student progress. By increasing the level of counselor support, our counselors can more directly connect with their students for academic and mental health support, given they will have fewer students assigned to their caseloads. These lower counselor to student ratios will allow counselors to identify students with additional needs and work to find ways to meet those needs and fill the gaps that have been created during the pandemic. The second key area is after school and summer enrichment programs aimed at helping kids improve any deficit areas and maintain current gains. These programs will provide all students with access to the support needed to make up for any loss of learning experienced during the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

NPS provided multiple pathways for meaningful consultation with stakeholders, including students, parents, staff, and all identified subgroups. Pathways included a stakeholder wide survey, two live input sessions, two Board of Education meetings where live input was solicited, and several live PTA meetings where meaningful consultation occurred. In an effort to solicit the greatest number of stakeholder voices, the district sent multiple communications with invitations to participate in both live meetings as well as contribute thinking via the survey. Hundreds of stakeholders, representing all desired stakeholder groups were represented within our meaningful consultation initiative. Consistent with the input received through meaningful stakeholder feedback and the 2020-25 District goal referencing staff retention the district intends to utilize the remaining ESSER funds to provide payments to staff for performing additional and hazardous duties during the Covid-19 pandemic. There was a strong sense from our survey comments and in-person meetings within the community that a portion of ESSER funding be utilized to both recognize and encourage retention of our teachers and staff, who continue to meet the needs of students in the face of challenges presented, including adapting to new protocols, new technology, etc.

4. 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.

Northville Public Schools utilizes a robust and systemic approach to meeting the needs of every child, which is facilitated through our Multi-Tiered Systems of Support Process. Throughout the pandemic, these teams have been, and continue to, monitor the needs of our students, with a concerted effort placed on identifying those most disproportionately affected by the pandemic. Our teams meet regularly to review layers of data and information including attendance, behavior, and academic testing and outcomes, that inform the interventions needed and provided to students in and out of the classroom. These teams include input from teachers, principals, parents, administrators, psychologists, social workers, learning consultants and counseling staff. Our MTSS teams certainly begin with students who fall into the specific identified subgroups, but this is a floor of service, and in no way reflects the only students who are part of this process. Every student is subject to this review and process to make sure that no child is missed in these challenging circumstances.

American Rescue Plan 2021

Northwest Community Schools - 38140

1. 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:

The district is utilizing these to help prevent and mitigate the spread of Covid-19 by adding additional enhanced cleaning measures throughout the district. Enhanced cleaning services will be performed by third party contracted staff to clean and sanitize common touchpoints throughout the district (door knobs/handles, light switches, counter tops, etc.). The district has increased its per day allocation for substitutes to attract substitutes into our buildings to cover the need of the staff to be off of work due to illness. The increase in staff shortage due to illnesses had caused distress to the district at the start of the school year. Ensuring staffing needs are met allows our staff to take the time needed to rest and recover, instead of working while sick. The district's director of communications and compliance, as well as nursing staff, have conducted vaccination clinics for staff and students who wish to receive the vaccination/booster.

2. 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:

Northwest Community Schools will address the academic impact of lost instructional time through the following the implementation of evidence-based interventions: In-school small group tutoring, afterschool programs, summer school, Enhanced Core Reading Instruction (Tier 1), teaming at each elementary grade level, online academic programs to enhance the core instruction, (Core 5, Renaissance Learning and Study Sync etc), Tiered interventions such as literacy groups, adapted courses, and reading and math labs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will utilize its remaining funds by implementing mental health supports for students and staff, implementing virtual learning needs for those students who remained virtual for the 21/22 school year, implementing financial software to reduce the need for face-to-face meetings for on-boarding and exit paperwork, technology needs for students, contact tracing of students and staff who have tested positive or were close contacts.

4. 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.

Northwest Community Schools 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. Implementation of the multitiered systems of support (MTSS) K-12 in behavior and reading benefits these groups by providing a school-wide inclusion, it ensures that an evidenced based instructional situation for these students to successfully engage the general curriculum. We provide equitable distribution of resources to all students regardless of disability classification or severity of need.

We have designed our learning environments around the needs of all students, not just those with an identified need or label. Our use of data driven decisions and instruction assure equity. We provide instructional modifications, differentiation, supplemental supports and services and assure that implementation improves student outcomes. Our proactive approaches allow for students to learn behaviors that will lend to success instead of being reactive and punitive. The use of a 504 District Coordinator, McKinney Vinto Coordinator and English Language Learner Coordinator and 11 School Counselors/Interventionists provides the leadership for our district to ensure equity for all students.

American Rescue Plan 2021

Norway-Vulcan Area Schools - 22025

1. 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:

We have used and will continue to use funds in order to keep schools open for in-person learning mainly by providing extra support in specific ways throughout our one-building district. We have implemented extended cleaning by adding hours to our personnel both during and after school. We have purchased and will continue to purchase supplies and means for cleaning. Personnel have been added to assist in testing and maintaining records of testing. As we move forward with COVID as a reality in our district we will continue to address needs as they come up.

2. 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:

We have and will continue to address learning loss with our after school tutoring program. We have posted for an academic interventionist, but have not had qualified candidates apply. We may continue to seek out such persons as needs become apparent. We also run a summer learning program targeted at students who need assistance in content areas. We monitor the needs of students via NWEA, iReady, state tests and other measurement instruments both local and vendor provided. We are also adding the Capturing Kids Hearts program in order to address SEL needs with the hopes that improvement in meeting the emotional needs of our children will address some of the issues caused by extended at home learning in 2020. Additionally, ESSER may also be used to fund opportunities for students to have access to dual enrollment by covering the course and material costs for such participation.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We plan on using ARP ESSER to fund our efforts at addressing mental health support through our participation in Capturing Kids' Hearts. This program is aimed at improving school climate and student behaviors. Staff will be trained in the program as a part of this monetary outlay. We also plan to support mental health efforts via our counseling and social work staff. If we can find additional employees in this area, ARP ESSER may be used in this area as well.

4. 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.

Low-income families make up a high majority of our at risk categories. Due to the rural and small school aspect of the District, we are very much in touch with the needs of our families. ESSER has helped support these efforts which include academic aides in the elementary school, summer learning programs targeted at at-risk students, after school tutoring, counseling/social work support, and special education support staff as well as instructors. Thanks to ESSER we can specifically address the social, emotional, and mental health needs of students via the addition of Capturing Kids' Hearts training for our District. This program would likely be too expensive for us to use without the support of ESSER funding. We are hopeful that all students will benefit and our climate and culture team believes that this program may be particularly helpful for our most at-risk students. We will continue the program for at least the duration of our ESSER funding and hopefully be able to continue with it for some time to come.

American Rescue Plan 2021

Nottawa Community School - 75100

1. 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:

Illnesses such as Covid 19 and other viruses are not going away. Therefore long range and enduring prevention and mitigation of transmission of Covid 19 is best managed through environmental, especially improvements in air quality. Our Primary objective is to reduce the presence of both known and unknown illnesses from the air. The district needs to completely update its air filtration systems, the majority of which are over 60 years old.

Secondary to reducing a virus is that upon awareness of a virus it is important to limit the spread. This requires improvements to standardized contact tracing by ensuring a single point of entry for guests in the event of a pandemic. The district proposes a single point of entry so that when necessary we can screen guests or manage cohorts to maintain in person instruction. Single point guest entry has the added benefit of improved security through the installation of cameras, doorbell and touchless/keyless entry system. The district needs to update this equipment and relocate existing vestibule doors in order to create adequate space for guest to social distance and or be screened prior to entry.

These two solution are long term, and embedded. These solutions will provide improved operational quality to keep schools open for safe in person instruction for decades to come.

2. 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:

The district proposes the use of funds reserved under section 2001(e)(1) to close gaps by backfilling the necessary pre-requisite skills. Short term funding must be used to stabilize the districts response to interventions. 18 months of educational inconsistency is taxing our MTSS systems to the point of breaking. In the short term we will stabilize tier 1 and reduce the case load of students receiving 2 and 3 interventions. We plan to accomplish this through a short term boost to existing programs within our MTSS to stabilize our student interventions. We are also making lasting evidence based improvements to tiered programing at every level. The NCS district proposes to:

invest heavily in tutoring individual and small groups of students in literacy

invest heavily in summer school programming, summer tutoring, and summer reading programs targeting EL students and student families with IRIPs.

invest heavily in after school programming.

invest in in every classroom library with a varied reading materials and an increased scope of reading levels

invest heavily in research based curriculum updates to tier 1 literacy, Title 1, Title 3 and Special Education programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will provide information/assistance to families as well as implementation of programming for pupils through transportation. Therefore the district proposes:

to invest in parent involvement language acquisition playgroup rooted in evidence based ESEA, ESSA, and Title 1 Pt. A practices, for pre-school age EL and at risk children. This program has the added benefit of braiding with early identification and child find.

funding transportation to after school, and to and from summer school, and summer tutoring. Without transportation assistance most students will not have access to programming. Nearly three fourths of the student families that need this programming have no way to access it without district provided transportation because their families do not own a vehicle. This is because over half of the population we serve identifies as Amish.

4. 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.

The district MICIP team is aware of the unique needs of the population the LEA serves. The evidence based targeted interventions listed above are specifically chosen with the needs of high risk groups in mind. NCS is at high risk for ELL, Foster/Adoptive students, rural low income, and infrequent homelessness. The district will continue to collect data within existing MTSS tiered progress monitoring, student data sheets, comprehensive and interim benchmark assessment data, as well as conduct fall and spring data digs to monitor student interventions. Below is a list of LEA demographic information that our team uses to conscientiously inform our decision making processes:

according to most recent census data St. Joseph county Michigan has a high EL population, over 9%. More than 5 times that amount or just over 50% of pupils at Nottawa are ELL students.

2020 Census data suggests that 6% of children are adopted or in foster care. NCS has approximately 12% of pupils who fit this description.

Based upon adverse childhood experience criteria used in Michigan 94% of NCS pupils were identified under categorical section 31a as being at risk or having factors that contribute to risk for academic failure.

Due to the small size of the school district homelessness is an infrequent occurrence. The principal/superintendent also serves as the districts McKinney Vento Coordinator and is active in meeting the needs of students experiencing homelessness.

Novi Community School District - 63100

1. 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:

NCSD has and will continue to place the safety of our students and in-person learning as two of its highest priorities. Funds will be used to provide safe and sanitary conditions throughout the schools in the district. Classroom cleaning supplies will be given to all educators as well as ample stock being provided to buildings. We will use our funds for clean air supplies, virus mitigation supplies (masks, test kits, etc...), new furniture that allows for more flexibility and spacing, and other COVID maintenance cleaning solutions.

2. 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:

NCSD will train teachers in Add-Vantage Math Recovery (AVMR) to help teachers better identify mathematical learning loss in students. Using this instructional intervention model, teachers will create small groups during Academic 40/ WIN (What I Need) time to focus on individualized learning to help students improve math skills.

NCSD will use funds to support out of school recovery through the use of i-Ready Online Instructional Learning. Students, after participating in the i-Ready Diagnostic for reading and math, will have access to the online platform that is custom to their skill level and ability (based on the diagnostic). Students will use this outside of school (after school, weekends, through the summer) for approximately 45 min per week per subject. Research shows that this amount of time will help students recover lost learning and approach/ exceed grade level expectations.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

NCSD will use the remaining funds in the following ways: 1) Implement PowerSchool Student Information System to better record, track, and engage students in the area of attendance. PS provides our district better avenues for recording, tracking, and engaging students in the areas of attendance and grades. It has been a full implementation/integration resulting in many hours of training and support. 2) Use Schoology LMS to interact with students and families for course materials, assessments, and resources. This system allows our staff to build courses that align to our schedules, providing access to materials both in and out of school. 3) Utilizes the i-Ready Assessment suite as our universal diagnostic screener to establish a yearly baseline for student achievement and progress. This diagnostic helps set levels of instruction for both online individual learning, as well as whole group learning.

4. 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.

The district will continuously monitor ALL students in all areas in academic, social, emotional, and mental health. The safety, well being, and academic progress of our students is of paramount importance to us. Monitoring will be done through academic diagnostic assessments multiple times per year, academic interventions and special education services for those students who qualify, increased social-emotional awareness lessons for students and teachers, increased access to counselors, social workers, and mental health professionals. We will be checking on our students daily through multiple adult interactions. For our students from low-income families, students of color, English learners, children with disabilities, those experiencing homelessness or in foster care, or migratory students, we will use these resources, as well as those afforded to us through other state and federal grants, to create and support programs to help these students recover from learning loss and progress to grade level expectations. This can include but not limited to, tutoring outside of school, transportation cost, funds to participate in school events, summer school, technology (software and hardware), mental health support, and other health related costs. We want to help our students be successful, all of our students.

American Rescue Plan 2021

Oak Park, School District of the City of - 63250

1. 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:

The school district will use flexible furnishings to support social and physical distancing in learning environments, engage additional staff in hosting and participating in vaccination clinics, and offer COVID-19 testing programs in collaboration with the Michigan Department of Health and local health care service providers. Additionally, we'll hire new staff to manage COVID safety protocols within each building ensuring day-to-day staff/student safety measures.

2. 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:

According to our continuous improvement stakeholder engagement data:

59% of our K-2 students indicated they have trouble staying calm when someone is bothering them or saying bad things about them. 53% of our 3-5 students indicated they feel they can't successfully regulate their emotions.

16% of (6-12) students indicated they don't have an adult checking on their progress

80% of our (6-12) students indicate they are responsible for caring for siblings/other children during the school year.

In order to provide all children with access to a great education, Oak Park Schools is focused on enhancing school climate and improving behavioral intervention practice during school, afterschool, and during summer programming. The primary objective of all behavioral intervention practice will be to ensure struggling students are identified and receive appropriate evidence-based interventions to assist them in progressing toward graduation, postsecondary education, and career readiness.

School communities across the district will utilize academic, behavioral, and mental health interventions and supports to ensure students are provided meaningful behavioral remediation so that they can continue academic pursuits.

Oak Park Schools will be adding 7 Deans of Culture across the school district consisting of two positions shared between the High School and NOVA Academy, 2 positions at the middle school, and one at each of the three elementary schools.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER Funds will be used to purchase Temperature Controls in the NOVA Academy School Building which will support air flow, inspection, testing, maintenance, repair, replacement, and projects that support improving indoor air quality within the school facility.

The district is in the 3rd ordering stage of Chromebooks to support with planning for and coordinating abrupt school closures and providing opportunities to increase access to technology including providing guidance for carrying out requirements under the Individuals with Disabilities Education Act to ensure that educational services provided with the use of technology is consistent with all federal, state, and local requirements.

Funds will be used to avoid staff layoffs due to the decrease in enrollment of approximately 1000 students K-12 over the course of the COVID-19 Pandemic.

Remaining funds will be used to purchase flexible furnishings that aid in social and physical distancing and support students with engaging in whole group, small group learning intervention and 1:1 learning.

4. 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.

Oak Park Schools will ensure that social-emotional interventions will be frequently monitored and that relevant staff professional development will be offered to support teaching staff, families, and students addressing the impact of lost instructional time. The use of additional social-emotional staff will be used to monitor and evaluate patterns and trends in the school/district as it aligns to academic performance. There will be consistent guidance for standardizing and adjusting curriculum and instruction across grade levels and schools across the district.

Whole Child Data will be used to offer actionable insights and will provide opportunities to monitor learning, identify academic and social emotional needs and align targeted supports needed for specialized populations including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

American Rescue Plan 2021

Oakland Academy - 39903

- 1. 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:**
- 2. 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:**
- 3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:**
- 4. 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.**

Oakland County Academy of Media & Technology - 63900

1. 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:

We provide funding for the cleaning of the building to ensure we are following the most current CDC guideline to make sure that the school is safe to open for our students. We also are funding transportation to ensure the buses follow the most recent CDC guidelines.

2. 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:

Are district us using a large portion of the funding for afterschool and summer school to assist students with learning loss because of Covid-19. We also are giving stipends for staff for attendance to ensure that the best educator are in front of them each day.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The reminder will be for safe transportation, professional development, building cleaning and homeless support.

4. 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.

This will be accomplished by aligning District Goals and objectives around four areas:

- 1) Addressing the impact of lost instructional time by providing an evidenced based programming targeting our students, particularly those students disproportionately impacted by the COVID Pandemic.
- 2) Addressing the impact of lost instructional time by extending the school day 2 days a week with after school tutoring .
- 3) Respond to social, emotional and mental health needs of all students.
- 4) Implement preventative strategies aligned to the latest CDC guidance on reopening schools and to improve indoor air quality.

American Rescue Plan 2021

Oakland FlexTech High School - 63931

1. 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:

The ESSER III funds will be used to ensure the prevention of the virus through comprehensive cleaning and social distancing protocols; through regular and ongoing communication and contact tracing; and a commitment to following CDC health guidance which may require virtual learning for exposed and quarantined students. The school will prepare for any extended impact on student physical, mental, and academic well-being by offering a fully virtual learning option, school-to-home connectivity via Chromebooks and Wifi hotspots, and both in-person and virtual mental health services. Additionally, the school will institute in-person academic supports through the Drop-in Fridays and virtual supports through Friday Zoom one-to-one check-ins with teachers, reduced class sizes, and an emphasis on trauma-aware teaching.

2. 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:

Continued support of credit recovery programming Recovery and Revision Courses, Project Support Time after school Monday - Thursday and on Fridays. Staff spend no less than 20-30% of school week supporting students recovering credit.

- Advisory program supports students with academics and social emotional development, which is also supported through the Project Wayfinder curriculum and the added school counselor
- Project Support Time - scheduled and structured academic support time built into the school day and available after school and on Friday mornings
- Maintaining a small staff to student ratio allows for small class sizes allowing for social distancing and increased academic support

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will strategically use purchased software to identify students in need of academic and social/emotional support. We will provide targeted academic and mental health supports to students with specific needs

4. 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.

he school will evaluate the effectiveness of the programs through:

- Weekly student attendance meeting to review attendance data
- Weekly MTSS meetings
- Auditing marking period report cards
- Student self-reported data through Waypoints (Advisory) program
- Youth Truth Survey data

Oakland International Academy - 63912

1. 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:

The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2021-2023 school years that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:

- o COVID-19 Cases or Positive COVID-19 tests
- o Hospitalizations due to COVID-19
- o Number of deaths resulting from COVID-19 over a 14-day period
- o COVID-19 cases for each day for each 1 million individuals
- o The percentage of positive COVID-19 tests over a 4-week period
- o Health capacity strength
- o Testing, tracing, and containment infrastructure with regard to COVID-19

2. 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:

The Academy is committed to assessing and evaluating the readiness levels of all the students in light of the Covid-19 closures. The Academy has been collecting data on what was taught fully and what was left out from the previous year's curriculum due to Spring closing and its shortcomings from CLP teaching initiatives. The skill-gap analysis will be essential to recover any loss of learning that may have occurred. The Academy faces the difficult challenge of recovering the skill gaps and still continue with the grade-level standards. To overcome this challenge, the Academy will incorporate the use of PowerStandards based approach to compacting the curriculum. PowerStandards are standards that are essential to students' success in the future grade level. These standards were selected based on their endurance, leverage and readiness of the students. Teachers have worked in PLCs to determine Powerstandards and essential objectives to help the students succeed in the Michigan Academic Standards. Finally, the Academy will continue to monitor students with interim assessments using local tools and standardized instruments such as Fountas and Pinnell, EasyCBM, common assessments and unit/chapter tests. The Academy has structured PLCs this year where teachers are coming together to have more conversations around data and monitoring practices to ensure students' mastery in the respective skills.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Consistent with section 2001(e)(2) of the ARP Act, the academy will utilize its ESSER III funding for activities designed to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities. In addition, the academy will plan and implement activities related to supplemental afterschool programs. Funds will be budgeted for 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. Other activities that are necessary to maintain the operation and continuity of services will be funded and funds will be earmarked to ensure the continued employment of highly qualified staff.

4. 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.

The academy is committed to providing equitable access to all educational programming whether in-person or remote. Here are some things that the Academy has done to ensure equitable access:

1. Parent surveys were conducted to determine the "needs" for devices and internet accessibility.
2. Ipads and Chromebooks were ordered from the CARES Grant.
3. Students who needed a device were loaned a device from the school.
4. Wifi routers were installed in the school parking lot that covers a quarter mile radius.
5. Low-cost and free internet options were shared with the parents.
6. School staff has been helping parents learn to use basic features of the Ipads/Chromebooks to help their children at home. Translators have been supporting parents remotely and one-one in the buildings on things related to internet and technology questions.
7. The Academy has created self-help Arabic tutorial for parents and students to access from home. The Bangla translated videos are in development.

The academy will continue to provide ELL services for the LEP students. ESL coaches and Paraeducators will continue to support students through push-in and pull-out services using remote platforms such as Zoom and phone conferences for remote learners and in-person for hybrid and face-to-face learners. Teachers will be using PearDeck in their lesson plans and embedding translation features using audio recordings from translators and/or Google translate/Slido platforms.

American Rescue Plan 2021

Oakridge Public Schools - 61065

1. 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:

The Oakridge Public Schools' Return to School Safely Plan is publicly available at www.oakridgeschools.org/covid. It includes FAQs tending to topics of vaccines, masks, safety, isolation/quarantine protocols, virtual learning, and sports. We have also focused on improving air quality. We have used stimulus funds preceding ESSER 3 funds on these mitigation strategies which we believe are sustainable. We will continue to use ESSER 3 on these efforts pending needs. However, our primary COVID mitigation strategy moving forward will be on improving air quality and learning environment conditions in our schools as a result of aging facilities and a greater need than what our taxable value can address through local tax levies. Meaningful parent involvement is our routine practice during our Strategic Planning and Master Facility Needs Assessment protocols through intentional focus groups, open participation in board meetings, surveys, and community dialogue.

2. 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:

Oakridge Public Schools is committed to improving the learning of students that was negatively impacted by lost instructional time. We recognize that recovering that learning will require a researched-based approach to increasing learning time and improving learning experiences. Priorities for the use of these funds will be focused on the following:

1. Provide a 'guaranteed and viable curriculum' (research of Dr. Robert Marzano) through the purchase of quality instructional/social-emotional materials that are aligned with Michigan Academic and SEL Standards and supported with technology-based resources.
2. Expand support, participation, and resources for extracurricular and elective course experiences.
3. Provide additional student learning experiences during the summer, after school, and in-school.
4. Provide resources for student academic/behavioral interventions and accommodations.
5. Provide assessments for progress monitoring.
6. Improve student behavior and mental health through increased focus/resources toward improving health, wellness, and fitness
7. Provide professional staff development opportunities to improve the fidelity of implementation of the above action steps.
8. Expand technology resources for the classroom
9. Support educators and staff stability and well-being.

Meaningful parent involvement is our routine practice during our District Continuous Improvement Team protocols through surveys, conferences, and strategic planning focus groups.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Improve safety through expanded video surveillance
Improve air quality and learning environment conditions
Improve support stability and wellness of employee
Improve support for student wellness and behavior

4. 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.

Oakridge Public Schools has a robust Strategic Plan with a strong monitoring system called our "Five Pillar Scorecards" which include the following: Student Focused, Parent Engaged, Employee Minded, Service Excellence, and Financial Stewards. Each pillar contains aligned key target indicators to monitor the progress of the strategic plan providing us a well-rounded understanding of the progress of the district. The Student Focused Pillar Scorecards disaggregate data on the progress of key indicators to ensure the success of all students. Given our strategies are foundational researched-based approaches to school improvement, utilizing the already established practice is most logical to monitor effectiveness.

American Rescue Plan 2021

Oakside Prep Academy - 63909

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Ojibwe Charter School - 17902

1. 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:

The largest prevention and mitigation measure that our school will be implementing is an updated HVAC System as part of renovating an addition. It includes rooftop units to provide heating, cooling and ventilation, boilers, boiler circulator pumps. The new addition will also spread our students out more. Secondary level classrooms as well as library, culture room and cafeteria will be moved to the new addition. Currently all K-12 student classrooms, library, and culture room are in one hallway. The new cafeteria will also help with spreading our students out when eating breakfast and lunch. 74% of the ESSER III funds will be used on the HVAC system as a mitigation strategy.

2. 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:

To address learning loss that has occurred due to the pandemic the Ojibwe Charter school will implement several programs. Summer school programs for both elementary and secondary students through grade 8 that will include enrichment as well as a focus on catching up those areas where students show learning loss using certified teachers and paraprofessionals. Summer Credit recovery for grades 9-12 in the four content areas to address content lost due to the pandemic also using highly qualified teachers. The summer school for 2022 and 2023 will begin after school gets out and run for 4 weeks, 4 days per week for 3 hours per day. In addition, many students have increased social emotional and mental health needs that have increased substantially during the pandemic. These social emotional and mental health issues are a barrier to learning and have increased the learning loss. We will continue to purchase one additional day per week of social work services for the students that are in most need. 21% of the ESSER III funds will be used for these activities to address learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining 5% of ESSER III funds will be used to participate in the EUP Connect collaborative along with other schools, libraries, hospitals, townships, counties and tribes in our 3 county region to bring quality broadband network to all households and students in our region (a one gig fiber network). As with many rural areas, access to quality internet for all students has been a challenge, especially during the pandemic.

4. 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.

Ojibwe Charter School is a single school K-12. It is comprised of students are from economically disadvantaged families (85%), minority students (89%), students with disabilities(15.5%) and students considered homeless (12.5%). Student needs are always considered when implementing new programs or in making the decision to continue or adjust current programs. To ensure the interventions are implemented, we use a variety of resources to measure academic and social emotional needs and then measure progress as interventions are implemented. The interventions are evaluated to determine if they are working as intended and adjustments are made as needed. We use the Student Risk Screening Survey for social emotional and mental health assessments. NWEA Map testing and benchmark assessment testing are used to identify academic needs. These tools assist in flagging students that need to be placed into interventions. They are then tracked to measure progress.

American Rescue Plan 2021

Okemos Public Schools - 33170

1. 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:

Health and safety of our learning community remains our top priority. With previous funds, all buildings received top-grade air filtration and ventilation systems. The District continues to implement strong mitigation strategies: universal masking for all, daily employee health screener, and limiting outside individuals in the building.

The following ESSR funds expenditures are directly related to CDC, MDHHS and local health department mitigation measures and assist in prevention of Coronavirus, and are supported from multiple data sets derived from meaningful consultation from diverse stakeholders across the district: Rapid testing programs like the "Test to Stay" at school program for close contacts to save instructional days and keep students and staff in school, purchase and use of mitigation supplies including masks, face shields, hand sanitizer, cleaning supplies. The purchase of additional lunch tables and picnic tables to distance students when eating. The purchase of new cleaning equipment to better clean and maintain facilities, along with funds to maintain and support staffing for the cleaning of schools and buildings. Hiring a district nurse to support administrators with timely contact tracing and communications to limit spread by notifications/education of the community. Hiring additional building substitutes and departmental substitutes to respond to cases and keep implementation of programs ongoing.

2. 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:

The funds will support the academic losses through these evidence-based interventions: Graduation Alliance licenses for credit recovery and to stay on-track with graduation, dual enrollment, extended learning opportunities and intervention programs including after school, homebound, tutoring, special education, gifted and talented, and summer school, assessment tools to gauge ongoing academic and emotional impacts of pandemic and help direct targeted response, RTI Coach for the high school to analyze student data and provide intervention supports, tutoring, speech pathologist & special education program specialist to support influx in student needs, literacy coach and literacy PD to RTI coaches to support best instructional practices in literacy, ELL paraprofessional to provide targeted instruction in summer program, ELA curriculum and interventions to provide high-quality literacy instruction.

The funds will support the social and emotional losses through these evidence-based interventions: provide enrichment and afterschool programs to nurture the social and emotional needs of students, student support advisors and behavioral aides to support student behavioral needs, and a social-emotional learning curriculum for middle school students to address SEL needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district has identified additional areas to allocate ESSR funds that are consistent with the philosophy and intentions for COVID relief including:

Diversity, education and inclusion supports to address ongoing disproportionate impacts
Staffing to support equity initiatives (e.g. DEI Director and professional development initiatives such as Justice Leaders Collaborative and equity leadership course through Eastern Michigan University.
Interpretation services (Language Line)
instructional technology support and technology to support remote learning- hardware (devices, chargers), licenses to support learning
additional substitutes and personnel such as teacher, para pro, bus drivers, etc.
to offset tax impact related to 23C stipends (summer programming staff)

4. 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.

Our use of the funds will promote the core principles of equity - representation, access, and participation. The Director of DEI will ensure that these principles are considered at all stages of implementation. We are offering a wide range of programming that will be targeted at specific groups of students, such as English Learners and students who have IEPs. The continuous improvement process leverages a MTSS framework that targets our neediest students by utilizing universal screeners, and it is analyzed by demographic groups of students to analyze trends and ensure that students disproportionately impacted by the pandemic are making growth in academics and with their social-emotional needs. Students receive services through child study meetings, data meetings and IRIP team meetings. All buildings have an RTI coach that oversees the interventions and provides direct coaching to staff on best instructional practices. District leaders and staff will participate in training to develop their critical consciousness, enabling them to better understand how implicit bias, privilege, and power operate within our systems and impact our students. Trainings include: EMU - Leading for Equity and Justice Certificate and Justice Leaders Collaborative - The Core Course for Educators: An Introduction to Social Justice. Programs will deepen understanding of equity, inclusion, diversity and social justice along lines of race, class, gender, sexual orientation, religion, and ability.

American Rescue Plan 2021

Old Mission Peninsula School - 28900

1. 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:

Due to the COVID pandemic, additional sanitation is required within the building. Because these additional services are needed, the funds will be used to hire extra janitorial support who will perform a full sanitization of each classroom nightly. This is in addition to regular cleaning by classroom teachers and standard janitorial support. This cleaning includes a full wipe down of all surfaces.

2. 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:

Loss of instruction will be addressed through the hiring of an interventionist tutor. Currently the school employs a reading tutor through Title I. This tutors hours will be increased, but not paid for via this grant. The Academy does intend to hire an additional parapro tutor to address learning loss specifically in mathematics. This interventionist will provide pull out support to the lowest performing students as identified by NWEA testing, teachers or other methods. All students will be eligible but services will be targeted to assist those students identified as below grade level or lowest performers within each grade level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional funds will be used to hire a part time school social worker to address students social and emotional needs. During the pandemic many students have been impacted by the fear and time away from normal socialization. This social worker will assist students in areas non-academic with the intention of improving and helping the student as a whole person be successful in the classroom and at home.

4. 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.

The Academy does have a relatively large population of English Learners. All students will be considered for services and services will be provided to students without consideration of national origin or economic status. Those students identified as needing additional supports will be ranked, giving preference to students with secondary barriers such as language, economic status, etc.

American Rescue Plan 2021

Old Redford Academy - 82956

1. 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:

The Academy will utilize funds to secure ample PPE items (disinfectant, masks, sanitizer, gloves, desk dividers, and desk shields) for all three buildings to ensure a safe, clean, and sanitized learning environment. Likewise, the Academy will utilize funds for capital improvements and/or upgrades that will contribute to safe, clean, and sanitized facilities such as touch-less water fountains, mobile hand washing stations, air purifiers, first aid cabinets, and social distancing markers and reminders.

2. 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:

The Academy will utilize funds to offer a six week summer enrichment/credit recovery program at all three buildings. Additionally, the Academy will offer extensive after-school programming including small group subject area tutoring, 1:1 subject area tutoring, subject area clubs, and subject area events/field trips.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will utilize our remaining funds to acquire technology resources and equipment, additional instructional staffing such as interventionist and paraprofessionals, additional curricular supplements and materials, staff retention stipends, student transportation, staff and equipment for extra curricular programs, and classroom, cafeteria, and common space furniture.

4. 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.

The Academy will ensure that the interventions used will address the academic impact of lost instructional time as well as respond to the needs of all students, specifically those who are disproportionately impacted by the COVID-19 pandemic by using demographic and assessment data to identify at-risk indicators and providing those students with the appropriate tools and/or resources in the areas of academics, social, emotional, and/or mental health support.

American Rescue Plan 2021

Olivet Community Schools - 23080

1. 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:

Olivet Community Schools offered a hybrid model of learning for the 2020-2021 school year and was able to maintain face-to-face learning for the majority of the year. The district has maintained face-to-face instruction during the 2021-2022 school year with very limited interruptions due to COVID-19 and weather related closures. It is our goal to maintain face-to-face instruction and only switch to virtual instruction as a last resort. In the accomplishment of this goal we have followed mandates from the CDC and the Barry-Eaton Health Department to safely maintain instruction in the classroom setting. However, the current state of district facilities is an area of concern. Improving air handling systems at all buildings including expanding and upgrading air conditioning systems, filtration system upgrades and supplies, etc. will be a priority. Funds will also be used to improve doors/windows as necessary including door locking mechanisms and security systems. Additional furniture will be purchased as necessary to aid in social distancing measures. Finally, funds will be used to purchase adequate cleaning supplies to keep facilities clean and maintain recommended mitigation strategies

2. 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:

Olivet Community Schools is deeply concerned about the lost instructional time and learning gaps due to the COVID-19 pandemic. The lost time during the spring of 2020 and a decreased number of instructional days during the 2020-2021 school year are of particular concern. The district will provide summer learning, summer enrichment and comprehensive after school programs. Students will be identified for these supports and learning needs determined based on a review of multiple data points. The district will utilize a variety of methods from face-to-face instruction, software programs and other intervention strategies in summer programs. We will also increase enrichment opportunities. Funds will be allocated to staff for our summer school program, summer curriculum materials, software licenses and staff professional development.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Olivet Community Schools is completing a comprehensive analysis of our district technology infrastructure, hardware and software. The district is in the process of developing a new technology plan emphasizing best practices in instructional technology. To be prepared for any future interruptions in face-to-face instruction and to address learning gaps, the district will be investing in network updates including switches, routers, servers, and fiber connections. In addition, Olivet Community Schools will be updating classroom technology including computers, interactive equipment, classroom printers, software subscriptions, etc. Technology training/professional development will be critical in implementing any new technology hardware/software. Finally, the district will be investing in one-to-one devices, hot-spots and other equipment to ensure equity and quality of technology resources available to students

4. 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.

Olivet Community Schools has made it a priority to address the social/emotional needs of our students brought about by the challenges presented by the global pandemic. The district will be utilizing grant funds to invest in additional staff such as counselors and social workers to support our students at all levels PK-12. Data will be used to identify students in particular subgroups in need of additional targeted support. A focus will be placed upon appropriate levels of interventions and supports, dropout prevention, and counseling services. Funds will be utilized to implement intervention programs such as the Olivet Middle School Flight School program, anti-bullying programs, professional development for staff around social/emotional supports, and additional mental health supports

American Rescue Plan 2021

Onaway Area Community School District - 71050

1. 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:

Onaway Area Community School District (OACSD) will use funds to add additional custodians to ensure the entire building is sanitized daily in accordance with CDC and DHHS guidelines.

2. 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:

OACSD will be expanding summer school opportunities and after school programming; updating and adding credit recovery options for secondary students; and adding additional staff to provide high-quality, research-based interventions in small group and 1-to-1 formats.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

OACSD will update core curriculum materials in the secondary schools to ensure all students have access to high-quality core instruction. Updates to safety measures, including a new district-wide paging system, will be implemented. All staff will be compensated for additional time spent in professional development and preparation to ensure students can remain in-person to the maximum extent possible.

4. 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.

Additional instructional time and small group/1-to-1 instruction with highly-qualified teachers will be monitored and disaggregated by frequent progress monitoring and universal screeners, with adjustments made according to student data.

American Rescue Plan 2021

Onekama Consolidated Schools - 51060

1. 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:

We have returned to face to face learning and are committed to staying face to face to ensure consistent and equitable opportunities for all students. We are following recommendations for the CDC and our local health department to safely maintain instruction in a face to face classroom setting. Our building is thoroughly cleaned and disinfected on a daily basis by our janitorial staff. The janitorial staff are also present during the school day disinfecting restrooms on an hourly schedule and also cleaning and sanitizing the cafeteria after each use.

2. 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:

To address the academic impact of lost instructional time while learning remotely from March 2020 through January of 2021, Onekama Consolidated Schools will hire an additional highly qualified elementary teacher. The addition of this teacher will prevent split classes in the elementary, which in turn will reduce class sizes. This will enable more intensive and direct instruction meeting the academic needs of all students. Funds will be allocated to staff for our summer school initiative and summer school credit recovery program.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use software to provide evidence based interventions that target students learning needs. Learning needs will be determined on the review of NWEA assessment and benchmark assessments with classroom teachers and learning specialists.

4. 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.

Onekama Consolidated School will use a SEL curriculum. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

American Rescue Plan 2021

Onsted Community Schools - 46110

1. 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:

The District has offered face-to-face education since the fall of 2020 and will continue this means of instruction providing it is possible to do so safely. Virtual learning is available for those that require this option. Additional staffing is being funded as Premier Subs to help cover for staff who are required to quarantine. These subs are available in each building. When not covering a classroom, these staff are working with students to help address learning loss.

The District employs a school nurse who helps with identifying close contacts. Additional time that is required by the school nurse will continue to be funded utilizing these funds.

Per CDC guidance on continued use of wearing facial coverings, the district will continue to provide PPE for all students and staff who wish to continue wearing them. Facial coverings are required in all school vehicles and are continued to be provided for students who do not have them.

The District has implemented a Test-to-Stay option that allows students who have been identified as a close contact at school, to be tested every day in order to be stay in school instead of quarantining. The district will continue to support the purchase of COVID testing materials, PPE, and stipends if necessary to increase cleaning and screening across the District.

The district is utilizing funds to pay for a COVID cleaner which takes additional steps to sterilize areas above normal cleaning procedures.

2. 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:

Additional staffing is being funded during the school year as Premier Subs to help cover for staff who are required to quarantine. These subs are available in each building. When not covering a classroom, these staff are working with students to help address learning loss through interventions.

The District will reserve funds to implement a summer school program, for students in grades K-12 in the summers of 2022 and 2023. The summer school program will run approximately 3-4 weeks. Staffing and student need will ultimately drive the size and scope of the summer school program. Stipends may be given to staff who commit to working all of summer school each year.

After school math tutoring is available during the school year for the 2021-22 & 2022-23 school years for students in grades 9-12 to offer additional help for those students who need it. Additional after school tutoring may be added for homework help as the needs arise.

Evidence-based interventions will be put into place for grades K-8 with the implementation of interventionists in the areas that show the greatest needs per the NWEA assessment. Students will be placed in these interventions at their level based on their individual assessment.

Extended day options may be added for students in grades K-8 for additional homework help. Student assessments will be used to determine the need.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Using the highest priority needs for the district that were identified on the Stakeholder Input Survey, the District will allocate funds to continue 1-to-1 technology to ensure all students have access to a device. The district will also use funds to purchase curriculum to ensure the highest quality instructional materials are being utilized.

One way to address the social/emotional needs of students, the district will purchase new playground equipment which encourages physical movement. This equipment will help students learn teamwork and conflict resolution, as well as socialization.

The District will host assemblies and group activities for students, staff, and families to help with the social/emotional needs. These assemblies will cover topics such as mental health and wellness.

4. 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.

The District will include district administrators, counselors, school nurse, and homeless liaison, as well as input from other staff, to ensure that the students who are identified with the highest needs are receiving the interventions to support these needs. These staff members will identify the students who were disproportionately impacted by the COVID-19 pandemic, including, but not limited to, students from low-income families, English learners, homelessness and foster care. The school will provide Tier II and Tier III interventions ranking students from highest need to provide the interventions that students need the most.

In addition to the academic supports, the District will utilize funding to support mental health therapists to students in grades K-12 who were disproportionately impacted by the pandemic.

American Rescue Plan 2021

Ontonagon Area School District - 66050

1. 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:

Ontonagon Area School re-opened in the Fall of 2020 and has continued to offer face to face instruction by providing individuals with Chromebooks, face masks, the ability to social distance, additional sanitizing practices, options for remote learning, and facility improvements to enhance safe participation opportunities for all students.

2. 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:

We will provide extended school day (after school tutoring) to all students, which will be available every day. Provisions of summer school will also be provided to all students for up to 8 weeks, 2 days a week, 6 hours per day, with up to 6 staff members. Transportation and meals will be provided. Direct instruction will be provided by certified teachers and Literacy professionals. Tutors are highly trained and will provide curriculum and materials based on grade level and subject area. Credit recovering will be available for students to complete any of the requirements for graduation. Certified teachers will be available to meet with students and assist them in understanding the subject matter as well as completing the courses.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Professional development & resources for improved Social Emotional Learning programs and implementing procedures & systems to improve the preparedness and response efforts in instances of Crisis or Active Shooter events. Repair and upgrade systems and equipment to improve the indoor air quality in school. Employ a Guidance Counselor and Career & College Readiness instructor. Purchase educational technology which could include hardware, software, and connectivity for students served by the LEA that aids in regular, substantive education interaction between students & educators. Employ a full time Principal to enhance and allow for proper function within that office for the district. Employ a second full time Kindergarten teacher in order to reduce class size. Purchasing and administering high quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs. Employ personnel and purchase supplies to sanitize and clean. Build a storage facility to allow for more space in classrooms, labs and other areas where students are grouped together for educational activity. Repair and/or replace exit doors in the gym. Purchase a school bus. All other erroneous/unforeseen expenditures that allow the district to address "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

4. 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.

Administration, Guidance Counselor, and teachers will continue to monitor progress in regards to attendance, academic progress, and social/emotional well being of all students in the District while attending after school tutoring programs, extended school day, extended school year opportunity, and summer school opportunity.

Orchard View Schools - 61190

1. 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:

The district plans to use the funds to help mitigate transmission of viruses in the buildings by installing ionization in the uni-vents throughout the district to provide better air quality. The district also has in our plan to install new, more efficient uni-vents at the Cardinal Elementary. These uni-vents are the original units from before 1960. If the district has enough funds in the grant, we will also work towards installing air conditioning units so that we can provide a more comfortable setting during the summer months for additional educational programs to help catch students up to grade level.

2. 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:

The district plans to use the funds for after school/before school/ and summer programming. The barriers that exist within the district have been that students have not had transportation to be able to attend before/after/ or summer programming. The district has included to use the funds to transport those students' needing transportation for them to attend any/all programming to help catch students up to grade level. The district plans to use the funds to help implement the additional grades to the new English Language Arts curriculum previously implemented in the lower grade levels. The district also plans to use these funds to implement math curriculum DESMOS, an assessment and curriculum, to help with the transition between middle school into high school math. Having data showing the progress of the students from year to year helps the district to evaluate the needs of the students and the priorities where the teachers should spend more time teaching to the students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district plans to use the funds to upgrade the wifi units throughout the district. This will help to provide better service for all students using our 1 to 1 initiative since the beginning of the pandemic to be able to switch to remote at any given moment's notice. The district also provides wifi units on all of our buses. These buses can be staged throughout the district if needed during remote instruction for the community students to be able to connect if they do not have access at home to wifi. The district also provides students/staff with mifi units if they do not have access to wifi at home or access to decent wifi in order to access Google Classroom for learning purposes.

4. 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.

The district plans to use these funds to implement additional educational programming before school, after school and during the summer months to catch students up to grade level. Transportation will be provided using these funds to address the barrier of them being able to attend due to lack of transportation. Students will also be provided social, emotional and mental health supports using the additional funds provided by the federal and state funds. The district plans to spend funds on technology upgrades to keep any barriers free for students when/if they are remote learning during the pandemic. These services will be available to all students, regardless of color, income, language, disability status, homelessness, foster care or migratory status.

American Rescue Plan 2021

Oscoda Area Schools - 35010

1. 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:

OAS installed air protection systems in our classrooms designed to combat not just COVID-19, but other harmful contaminants in the air that are produced when people are present. OAS will keep mitigation measures such as co-horting students in preschool-10th gr. to reduce risks & continue in-person instruction. Hire staff to provide more direct instruction & minimize learning loss and provide personal protection equipment for all. OAS also maintains social-distancing when feasible to limit unnecessary physical contact that could result in a variety of issues. additional bus will also reduce contact. We will continue with and build upon our increased sanitation and cleaning systems as we continue to invest in strategies to create the cleanest and most comfortable environment possible for our children to learn in. OAS will provide personal protection equipment for staff & students.

OAS is complying with mask mandates from the Center of Disease Control (CDC) while on public transportation systems (school busses). We are planning for all of our students to attend school in-person on campus. We have invested a tremendous amount of resources into our Social Emotional Learning (SEL) programs. We will continue to work closely with District Health Department #2 to monitor community spread and and adhere to their recommendations when prudent. OAS will respond appropriately if there are outbreaks in our community which could mean a return to increased protection measures.

2. 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:

OAS will utilize ESSER funds to procure highly qualified staff to provide direct instruction to our students and this can be accomplished through procuring educators to service students through differentiated instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variances among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

Content – what the student needs to learn or how the student will get access to the information;

Process – activities in which the student engages in order to make sense of or master the content;

Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

Learning environment – the way the classroom works and feels.

OAS will provide specific programs for students within the framework above. This includes summer learning/enrichment, extended day, comprehensive after-school programs, access to technology and ensuring that we have a safe learning environment for all of our learners. OAS will also work to get highly qualified staff endorsed in areas of need to address the teacher shortage and pandemic learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

OAS will spend the allocated ESSER funds by w/10 additional teachers and ensuring that highly qualified staff are directly working with students. Enhanced summer/after-school programming opportunities. Additional secretary to manage the contact tracing, testing/attendance monitoring and family support enhances capacity to provide services safely. Current staff will obtain additional certifications. Investing in our staff to obtain additional qualifications in the arenas of science, math, health counseling, English as a second language & finance.

Funds will be utilized for new security cameras, PA systems, key fobs, emergency lighting and bi-directional amplifiers designed to aid law enforcement on our campus and promote safe environments. The district will purchase progressive curriculum pieces for content that is designed to meet the unique needs of diverse learning groups. OAS has a district that exceeds 400 square miles and due to the transportation difficulties associated with long student-travel times, introducing WIFI capable buses will provide additional time on task for learners. Correlates of Effective Schools Lezotte (1991): "7 Correlates of Effective Schools":

1. Instructional leadership.
2. Clear and focused mission.
3. Safe & orderly environment.
4. Climate of high expectations.
5. Frequent monitoring of student progress.
6. Positive home-school relations.
7. Opportunity to learn and student time on task.

4. 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.

OAS is dedicated to ensuring the "whole child" is nurtured academically and socially. Baker, B. D., Farrie, D. and Sciarra, D. G. (2016), Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016: 1–37. "...ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps. Although it is certainly plausible that other uses of the same money might be equally or even more effective, there is little evidence to support this ... Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention); that is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers." The authors' analysis shows that states with higher teacher/student staffing ratios in higher poverty districts tend to have lower than expected achievement gaps in Gr. 4 & Gr. 8 on the national assessments.

OAS will be providing additional programming for English as Second Language Learners along with providing forums for students of all socio-economic and cultural backgrounds have access to advanced courses and college opportunities. Integrating research-based curriculum pieces into our offerings will enhance our capacity to service all learners.

American Rescue Plan 2021

Otsego Public Schools - 03020

1. 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:

Our district facilities department has been trained in the most recent guidance on prevention and mitigation strategies. Custodial staff will implement those procedures in-line with those strategies. The most effective PPE according to the CDC will be purchased.

2. 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:

The LEA will use the funds to operate summer school for the next three summers, after school program for 2022-2023, add 4 additional certified teachers and 2 tutors to support school-day RtI K-5, implement an additional counselor 9-12 and a new MTSS coordinator. We have robust assessment systems in place to identify the need, we know we need more staff to elevate us out of the learning as we have increased RTI group numbers. ESSR funds will also help us purchase a few curricular items to see us through serving the new needs that have arisen due to the pandemic

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Most of the ARP ESSR funds are allocated to support learning loss as we have used previous COVID funding for much of our custodial needs, training, and PPE. We will use \$12,266 of these funds towards PPE still needed.

4. 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.

We will use state, local benchmark, and PLC created common formative and summative assessments to monitor the progress of all students and all programming implemented with the ARP ESSR III dollars specifically disaggregated to monitor our special populations.

American Rescue Plan 2021

Outlook Academy - 03902

1. 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:

Schools will use funds to support prevention and mitigation strategies. ESSER III funds will be used to purchase sanitizing wipes and gel, disinfecting sprays/solutions, disposable gloves, and masks. Funds may be allocated to support increased daily cleaning and sanitation to support a safe environment with best health mitigation practices. Where available we will support physical distancing in classrooms as we are 5 days a week in-person instruction for all students.

2. 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:

We recognize the impact of classroom teachers on student success. To support and increase our teachers' ability to effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close achievement gaps, we will use ESSER III grant funds to support core content teachers to keep low class sizes, face to face instruction at five days per week for all students. Grants funds will also be used to support teachers to provide targeted remediation, extension and enrichment opportunities for students, as well as to provide summer school program focused on recovery of learning loss during COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We strongly believe the best educational opportunity is provided to our students through an in-person environment. We recognize that there may still be a need in a virtual learning opportunities. We will use grant funds to procure Virtual learning seats for students still in need of an additional option. This will alleviate the need to have "blended" teachers, and allow our teachers to focus on in-person and small group instruction.

4. 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.

To support and increase our teachers' ability to effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close achievement gaps, we will use ESSER III grant funds to support core content teachers and insure lower class sizes. with ESSER III funds, will support students and families, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care by promoting student achievement, the organization and implementation of events and activities for the purpose of enhancing student supports, experiences and opportunities in an effort to meet the educational objectives, and collaborate with other personnel to identify issues and concerns and work towards solutions.

American Rescue Plan 2021

Ovid-Elsie Area Schools - 19120

1. 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:

The district has continued to use funds to purchase Personal Protective Equipment for the school buildings. These products have allowed us to continue to mitigate the spread of COVID and stay current with the most recent CDC guidance. We will also employ a school nurse to help with student and staff wellness and accurately contact trace in cases of COVID within the district. This will allow building leaders to focus on instruction and learning. In addition, the district has purchased an air purifying system and will be adding air conditioning to improve the air quality in our schools. This was the number one priority for our district based on our consultation with our stakeholders.

2. 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:

OEAS plans to spend funds to help support training for staff members on formative and normative assessment analysis to help better determine students' areas of focus. We will partner with NWEA and Great Minds to provide staff with appropriate training for our team. We intend to hire a PBIS coach to work with schools to update our current PBIS and MTSS programs to meet the needs of our changing buildings. These funds will be used to look at core instruction and reexamine our current core instruction and intervention practices. Our focus will be on realigning our enacted curriculum to meet the needs of students during the pandemic. Student engagement continues to be the pedagogical focus in Kindergarten through twelfth grade. We use math and instructional coaches to work with teachers on coaching cycles that last six weeks. We offer after-school programs for Kindergarten through 8th grade to support struggling students. We will offer summer programs for K-12 to support students with credit recovery or extend the school year. The programs will support struggling students and provide a safe environment for students to work.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We have also set aside stipends for staff members with these funds. We felt a need to use staff retention strategies through our consultation with stakeholders. We still have many unfilled positions, and it is increasingly challenging to retain qualified staff and incentivize staff to remain in our district.

4. 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.

In addition to our school nurse, OEAS will hire another elementary counselor to support our K-5 buildings. We recently added a counselor to our high school campus to support our secondary students. We are also looking to purchase a new SEL curriculum for our middle school. Together with our 31A grants, these supports will provide additional services for our most vulnerable populations of low-income, children with disabilities, homeless, migratory, and foster care students. This was another priority area for us to maintain the mental health of our staff and students. They will focus on providing support and resources for students, staff, and families on handling mental wellness for the district. They will support schools with SEL programs like Second Steps, purchased and used in our K-8 buildings. The counselors will provide screeners to students to identify the most vulnerable and support based on need. We hope that these programs and resources will help with attendance and mitigate our failing students, retention, and dropout rate.

American Rescue Plan 2021

Owendale-Gagetown Area School District - 32090

1. 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:

With the Return to Learn Plan, the first priority is to ensure the well-being of our members of the school community. Due to the wide-range of experiences that students and staff have faced during the pandemic, we have anticipated that there would be a wider than average level of competency gaps and a greater need for health and wellness. To help address these needs, the District will put more social work services in place for students and offer a new Employee Assistance Program for staff.

Hygiene habits will be supported. Students will be taught how to and be encouraged to use hand sanitizer and will be taught to wash with soap and water for at least 20 seconds. Students will also be educated on the importance of vaccinations and not spreading germs through the use of masking and social-distancing when necessary. Sharing of materials and supplies will be limited. Each student will have their own supply box and a location for keeping it. Specific cleaning regimens will be utilized throughout the District that follow CDC guidelines.

The District will work directly with the Health Departments to maintain proper screening/testing and quarantine techniques for students and staff. Staff will be advised to monitor and judge when they should remain home.

The District will work to maintain equity providing meals and equipment to students and staff that is needed for distance learning during times when remote learning is in session due to high transmission.

2. 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:

Owendale-Gagetown Area Schools recognizes how important good quality core instruction and having adequate ratios of classroom teachers to students is on student success. To support the District's goal of well-being and to increase our staff's ability to adequately and effectively address the social and emotional needs of students, assess for learning loss and plan and deliver individualized instruction to close achievement gaps, Owendale-Gagetown Area Schools will use funding from the ESSER III grant to hire additional staff to lower class sizes and increase individual instructional time with students. Grant funds will also be used to support stipends/benefits for teachers to provide after school targeted remediation and/or extension and enrichment opportunities for students, as well as to provide teaching stipends for a summer school program/camp focused on recovery of learning loss during COVID.

Additionally, funds will be used for any materials needed to test students. The quality testing and use of Early Warning Indicators will directly help with the placement of students into needed interventions. Progress monitoring will be completed on a continual basis to demonstrate if there is a higher area of need and a change of interventions or programming needed. Any stipends, staff salaries, or benefits would be paid through the ESSER III funding source before seeking other alternatives.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Owendale-Gagetown Area Schools strongly believes the best educational opportunity is provided to our students through an in-person environment. We know and understand that some families may still be interested in a virtual learning option or have a direct need for it during quarantine situations into the future. Owendale-Gagetown Schools will use grant funds to get virtual seats if needed and/or secure programming in online classes. Again, staff salaries/benefits/stipends may be offered when instructing above the "normal" expectations. Being primarily in-person helps to alleviate the need to have "blended" teachers, and allow our teachers to focus on in-person and small group instruction for the most part, with being able to assist/mentor those who are in an online class that they themselves are not instructing. The District will continue to secure the necessary technology and all equipment for students needed throughout the learning process.

4. 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.

To support and increase our teachers' ability to effectively address the social and emotional needs of students, additional programming and training will be offered to staff. This will allow staff to not only learn about the social-emotional needs of students, but also to adequately select the proper program to address the needs on a whole and individualized basis. Assessing for learning loss and planning for the delivery of individualized instruction to close achievement gaps, Owendale-Gagetown Area Schools will use ESSER III grant funds to hire additional staff when necessary and to lead discussions/interventions/direct instruction to lower class sizes, or students outside of the school day.

Through the use of these funds, the school will support students and families, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care by locating community resources for the purpose of promoting parent effectiveness and student achievement. They will assist with the organization and implementation of events and activities for the purpose of enhancing parent engagement. The District will promote community partnerships, home visits when able, and ways to collect supporting information from parents in an effort to meet the educational objectives, and collaborate with other personnel to identify issues and concerns and work towards solutions.

Owosso Public Schools - 78110

1. 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:

The District is committed to implementing COVID strategies that are consistent with CDC and the local health department protocols, to the extent possible, to keep schools open for in-person instruction. These strategies include but are not limited to: access to daily COVID testing options for students and staff by utilizing staff that have been trained and are paid outside of contractual time to administer testing to promote isolation and quarantining protocols; staff, students and visitors having access to proper PPE including but not limited to masks, hand sanitizer, gloves, and disinfectant spray and wipes to mitigate exposure; custodial staff utilizing additional cleaning supplies to limit surface exposure; adding nursing and other personnel to assist in contact tracing and education to identify and limit exposure; improving air quality which has been identified as a COVID strategy to limit exposure through the addition of HVAC, renovation of other air quality systems and replacement of carpeting with flooring that does not harbor pollutants; and increasing distancing on transportation through the purchase of larger buses.

The strategies listed above address the priority identified by our stakeholders of repairing and maintaining facilities that are conducive to optimal learning opportunities inclusive of but not limited to air quality and promotion of safety and security

2. 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:

Addressing and identifying learning loss, providing the needed technology needed to deliver high quality instruction and addressing social-emotional needs were identified by our stakeholders as high priorities. To address these concerns, the district will allocate resources for: high quality assessments including but not limited to NWEA to identify learning gaps; compensate math and reading coaches to work with teachers especially at the elementary level to ensure effective in-class and on-line instruction; provide prof development for instructional staff on intervention strategies, social-emotional training inclusive but not limited to the use of therapy dogs and SABERS, and instructional strategies; purchase on-line/in-person math resources such as ELECS which supports in-class and remote learning resources through an artificial intelligence that will assess the students level and support them through improvement; provide comprehensive summer school, credit recovery along with before/after school program for K-12 students through hiring of highly qualified staff to administer the programs and allocating resources for supporting materials, transportation and family engagement; students entering into Kindergarten will be assessed and highly qualified instructional staff will be hired and material purchased to address identified gaps in reading and math; and technology will be purchased for students and staff to promote access for online learning/in-person instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the utilization of funds for mitigation strategies and learning loss, the district, in consultation with the stakeholders has identified promoting facilities that are conducive to optimal learning opportunities and promotion of safety and security as a priority. To that end, the district is working with architects to provide qualified bids to address doors that will lock from the inside to promote security at the elementary level, renovation of windows that are in need of replacement to promote air quality and safety, classroom renovation with replacement of carpet, lighting, etc. to promote better air quality and promote a better learning environment, purchase of radios that are can be appropriately programmed to allow for better communication in the event of emergencies and professional development for staff and trainers to enhance security measures. The actual use of funds towards all or any of these endeavors will better be determined once bids are received and a comprehensive budget can be developed.

4. 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.

Extended learning opportunities such as before/after school and summer school will be designated to families that are struggling academically. Targeted interventions for low income families, students with disabilities, McKinney-Vento, and students with high mobility will be a priority. As determined by data, students with these factors have proven to struggle academically.

The district has partnered with the Personal Development Project to work with students and staff regarding the mental health needs of all students.

The district has strong data protocols through our MTSS system and will continue to monitor growth through the NWEA assessments that are provided to all students 3 times per year annually. Data meetings occur with administrators, teachers, and RESD to monitor growth in the area of reading and math. The district will monitor the social emotional well being of students through the SABERS data system.

New and updated mathematical resources will allow students to access curriculum at home along with software to close the gap of math instructional losses that have occurred over the past two years.

Oxford Community Schools - 63110

1. 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:

Pay 651 staff for services rendered above and beyond contracted duties and responsibilities to maintain a safe learning environment. OCS schools were able to be in-person during the 20-21 and 21-22 school years approximately 95% of the possible school days. We only missed due to the governor's orders to close or when case numbers became too high locally. Our online school was able to deliver instruction to students and families that were more vulnerable to the virus. Our in-person drop-in lab was able to remain open to in-person support due to their mitigation efforts. We implemented state and federal guidance on how to mitigate the spread of COVID-19.

- created a position to monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on prevention strategies.

- quarantined staff and students when they displayed signs or tested positive for COVID-19 and were referred to their healthcare provider for care.

- encouraged vaccination both staff and students, as a prevention strategy

- maintained universal indoor masking which required extensive monitoring

- maintained at least 3 feet of physical distance within classrooms

- used screening and testing to maintain the health and safety of our student athletes and coaches

- implemented extensive contact tracing when implementing quarantining and isolation to mitigate the spread of COVID-19

- used intense cleaning and sanitizing methods by staff to keep the virus mitigated

2. 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:

OCS surveyed our stakeholders in early November through a survey to determine the best use of the funds to meet our students needs. High quality tutoring programs was determined by parents, students, and staff as the best course of action. Our internal stakeholder team confirmed this need as well. The decision was finalized to fund after school tutoring programs that will be staffed by our highly qualified teachers. Professional staff will identify students to attend based on need and at risk status. We will target high risk populations for these tutoring programs. High risk students will be invited to attend 1 hour tutoring sessions after school. These tutoring sessions will occur 2-3 times a week. These high quality tutoring programs will be funded by ARP funds to run programs at our middle school and high school. We will use general fund dollars to support transportation through our bus system. Supervisors will track attendance and active participation in the after school tutoring programs. In addition, tutoring practices will align with our evidence-based core curriculum to support in-school learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

After gathering input from our stakeholders in early November through a survey, our internal stakeholders determined that monitoring the student social and emotional wellbeing through a software program titled "Gaggle" would be a good use of ARP funds. Many of our students have been isolated from their peers through the wearing of masks, social distancing, and lack of social engagement due to the pandemic. These experiences have had a negative impact on students self-esteem, ego, and social integration. Gaggle allows us to monitor student drives and email for inappropriate or concerning content. We were especially concerned about suicidal ideations and plans being written or communicated by students. The software has already provided us with several instances where we were able to prevent a serious situations with our students by warning us of these intentions. It also helps prevent bullying, violence, and other negative interactions through the monitoring of students drives and email.

4. 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.

While Oxford Community Schools, does not have large subpopulations of disadvantaged (students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students) youths in our schools, it does have a population in each of these categories. Students who are part of these subgroups will be targeted for interventions first as the pandemic and other conditions have had a large impact on their education. As we look to target these groups we will have to work to remove barriers that prevent them from receiving needed services. Some of these barriers may be language needs, transportation, basic needs, internet accessibility and other considerations. Staff will work to build a strong and trusting relationships with these students and their families. Another key factor will be providing access to school counselors, psychologist, and other support staff who are well trained in the needs of these populations. General fund will be used to maximize staff to meet the needs of these subgroups so they can reduce educational gaps that may exist.

American Rescue Plan 2021

Pansophia Academy - 12901

1. 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:

Adding extra custodial staff allows for a clean, safe, and sanitized learning environment.

MTSS team allows for smaller groupings of students in interventions.

New and an increased number of lunch tables allow us to properly social distance students at lunch and throughout the school day.

2. 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:

Pansophia Academy will provide opportunities for additional learning through summer school programs and before/after school tutoring.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ARP ESSER funds will be used to retain and attract highly qualified teachers and other support staff.

Remaining ARP ESSER funds will also be used to purchase educational technology 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 students with disabilities, which may include assistive technology or adaptive equipment.

4. 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.

The students affected the most by the COVID-19 Pandemic are students from low-income families. Pansophia Academy is a Title I school. We have observed that our students have additional needs this year in comparison to prior school years. The MTSS team will specifically address these additional needs through evidence-based programs.

In addition, to support our growing ELL population, Pansophia Academy has added an additional support paraprofessional to assist our ESL teacher with the increased caseload.

Pansophia Academy has added an additional social worker to help address the social and emotional learning needs of our pandemic learners.

American Rescue Plan 2021

Paragon Charter Academy - 38902

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Paramount Charter Academy - 39905

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Parchment School District - 39130

1. 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:

The district has added additional staff to allow for additional sections, which decreases class size and allows for increased social distancing. Staff are also participating in ongoing professional learning so that they are prepared to pivot to remote instruction as needed to allow for virtual programming when necessary and in accordance with the guidance from the Department of Health and Human Services.

2. 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:

By improving the district culture, and through the implementation of a Multi-tiered System of Supports that meets the academic, social emotional, and behavioral needs of all students., teachers will be better equipped to meeting the needs of their students and to implement best practices for instruction. Furthermore, students and families will feel an increased sense of belonging, efficacy and support as they return to the classroom with a variety of challenges related to the pandemic.

Before, after school, and summer school programs will be enhanced thorough community partnerships and in collaboration with community and state grants to support SEL and coordinated systems of support.

The district will implement a High Quality SEL Assessment program to gather perception data from students, staff and families to improve school culture, instructional practices and supports, with specific focus on meeting the needs of all learners through the implementation of a Multi-tiered System of Supports that meets the academic, social emotional, and behavioral needs of all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to upgrade HVAC systems to improve air quality; teacher retention and recruitment to support effective instruction and the implementation of best practices that embrace the principles of diversity, equity and inclusion; purchase of PPE supplies to enhance mitigation efforts to reduce virus transmission.

4. 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.

By improving the district culture, and through the implementation of a Multi-tiered System of Supports that meets the academic, social emotional, and behavioral needs of all students., teachers will be better equipped to meeting the needs of their students and to implement best practices for instruction. Furthermore, students and families will feel an increased sense of belonging, efficacy and support as they return to the classroom with a variety of challenges related to the pandemic.

Before, after school, and summer school programs will be enhanced thorough community partnerships and in collaboration with community and state grants to support SEL and coordinated systems of support.

The district will implement a High Quality SEL Assessment program to gather perception data from students, staff and families to improve school culture, instructional practices and supports, with specific focus on meeting the needs of all learners through the implementation of a Multi-tiered System of Supports that meets the academic, social emotional, and behavioral needs of all students.

The district is also implementing a structure for Family Advocates to support and build capacity in our families, as well as a sense of belonging in our school communities. This will be in alignment with our district SEL coordinator, how will work to align behavioral and MTSS supports with SEL interventions and supports.

Pathways Academy - 82737

1. 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:

The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:

- o COVID-19 Cases or Positive COVID-19 tests
- o Hospitalizations due to COVID-19
- o Number of deaths resulting from COVID-19 over a 14-day period
- o COVID-19 cases for each day for each 1 million individuals
- o The percentage of positive COVID-19 tests over a 4-week period
- o Health capacity strength
- o Testing, tracing, and containment infrastructure with regard to COVID-19

2. 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:

Pathways Academy uses Apex Learning as its main curriculum resource. Apex is correlated with the Michigan Core Curriculum Content Standards and the Common Core State Standards.

Utilization of the Apex Learning system ensures each student is exposed to the academic standards that apply for his/her grade level. Students work with certified instructional staff, utilizing computer-assisted instruction to master the skills necessary to meet those standards. Through a blended learning approach, the course of study is focused on interdisciplinary activities and real-world applications.

At Pathways Academy, students work at their own pace while applying learning and time management skills, and where all students dedicate their high school years to getting ready and focused for college experience and career paths. Failure is not an option. General education skills are taught within a caring and supporting environment, while applied knowledge and community service are part of the curriculum requirements. Students will see a distinct connection between the core curriculum and the real-world, while project-based and collaborative learning shapes each student's pathway to college and career readiness. With the help of technology, learning is extended beyond the four walls of the traditional classroom.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The academy will spend its ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act and will restrict the use of funds to the 12 existing allowable use areas from ESSER I in addition to the three additional use areas as allowed for ESSER II. Specifically, the academy will continue to coordinate preparedness and response efforts to prevent, prepare for, and respond to coronavirus. The academy will also fund activities to address the unique needs of low-income students, children with disabilities, racial and ethnic minorities and other subgroups as needed. The academy will continue to purchase supplies to sanitize and clean the facilities. The academy will purchase educational technology for students, provide mental health services and supports, provide summer learning and afterschool programs, along with other activities necessary to maintain the operation of and continuity of services and continue to employ staff.

4. 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.

Students will be assessed formally and informally on a consistent basis. Teachers will use informal assessments to monitor student learning and adjust instruction accordingly. Teachers will provide students feedback using informal assessments.

Progress reports will be mailed and/or emailed to parents or guardians on a quarterly basis. Report cards will be mailed and/or to parents at the end of each semester. School administration will communicate with parents on a weekly via phone, text and/or email using Dial My Calls (robocall program).

School staff will communicate with families via phone, email, and/or text regarding daily and weekly performance, curriculum, student proficiency levels.

American Rescue Plan 2021

Paw Paw Public School District - 80160

1. 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:

From the beginning of the pandemic, Paw Paw Public Schools has, to the greatest extent practicable, used CDC and MI/Van Buren County DHHS guidance to implement prevention and mitigation strategies to continuously and safely open and operate schools for in-person learning. ESSER III funds will continue that practice, as our superintendent reviews health guidance and collaborates weekly with VB County personnel to ensure District strategies are informed by science, data vis-a-vis community health organizations.

This ESSER III application includes identification of funds for recommended prevention and mitigation strategies, including sanitization supplies, air purification systems, and personal protective equipment. This newly requested funding will supplement the mitigation and prevention strategies put in place over the 21 months of the pandemic.

Moving forward, our superintendent has advised the board and received their approval that decisions about prevention and mitigation will be informed by CDC and state and county health departments, and driven by local data, so that the continuous and safe operation of schools for in-person learning is always aligned and reviewed for alignment with safe conditions for students and families to the greatest extent practicable.

2. 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:

42% of all ESSER III funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions, including 33% dedicated directly to robust K-12 summer learning/summer enrichment programs over the next three school years, expanding the number of students served and the time of service, and 9% dedicated directly to K-12 extended-day learning programs targeted at those students demonstrating the need for additional support, instruction, and/or practice to achieve benchmark goals.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER III funds will be spent both on Operations and Maintenance for prevention and mitigation of COVID-19 as described above, and on programs and personnel that support and enhance efforts to address academic and non-academic needs of students, including three years of funding for key personnel in Reading Intervention, High School Counseling, Restorative Justice (with evidence-based programming), and Early Childhood services.

4. 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.

Paw Paw Public School measures and tracks student performance through the lens of equity, so we pay attention to the progress to proficiency for all students and those students disproportionately impacted by the COVID-19 pandemic. District and school administrators use this data to monitor and change, as necessary, the strategies and programs provided as interventions. The District coordinates supports in a comprehensive Professional Learning Community program down to the continuous monitoring of every student on progress to proficiency, coordinates interventions in a robust MTSS program, and reviews PLC performance in providing tiered interventions.

In 2021 the District began also measuring SEL data to improve RtI supports and services for students in the domains of mental and emotional health, and integrated a comprehensive, Tier 1 SEL curriculum across the District. This data is also disaggregated by subgroups, including groups disproportionately impacted by COVID-19, to ensure the equitable, effective targeting of supports and services in these areas.

Peck Community School District - 76180

1. 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:

The hire of another custodian helps us maintain the disinfecting of our building on a regular basis. He is working diligently to keep our building disinfected and clean. Extra PPE supplies have also been purchased, MASK, Sanitizer, Wipes. Foggers are used for deep cleaning and to disinfect buses. All custodial staff has had training. The additional staff member allows us to be able to clean common areas during the school day now as well as after school. Our district works closely with our local health department so we are consistent with laws and regulations and to monitor the levels of transmission in our area. We promote social distancing, we have hired another middle school teacher to help lower class sizes. We were also able to create block scheduling with the hire of this new position. Having a block schedule allows for less traffic in the hallways and less opportunity for student-to-student contact. Block scheduling also allows for more instructional time in core classes, in hopes that we can mediate any learning loss.

2. 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:

The hiring of a reading specialist is the use of evidence based small group instruction. Students are identified as needing interventions from the reading specialist from using the star assessments, Dibbles and local district assessments. The reading interventionist is using Brain Friendly reading as the intervention instructional tool during their reading intervention time. Students are placed on a daily reading intervention schedule where they are receiving direct, small group reading interventions. We also use accelerated reading strategies for students so they are learning at the appropriate grade level. Teaching staff and support staff are trained by the specialists so strategies can be used in the classroom as well. Trained paraprofessionals do small group tutoring daily. Additional middle school teacher to allow for smaller group instruction in grades 6,7,8., and extended class time. Teacher has 10 min meet with students one on one to help build trust and relationships with students to hopefully promote good attendance and overall student success. Summer enrichment program uses the same benchmarks and strategies to identify which students need the enrichment programs. Summer school is taught by two certified teachers.

Our school counselor is also supporting dual enrollment and meeting with students and parents to promote college classes and higher education, she also has a financial aide night to help families navigate the financial aid paperwork and process.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will continue to monitor and assess the changing needs in our district and see how we can apply ESSER funds to those needs by creating a safe and healthy learning environment while meeting the social, emotional and mental health needs of the students and staff. We will continue to use funds to have the appropriate number of staff to keep class sizes small, and also to be able to have a full time social worker/counselor available for our K-12 students and to continue to offer "small group" therapy support in our K-5 building.

In our rural district connectivity is an issue for many families, we have purchased and will continue to insure every student has a device and will be issued a "hot spot" should connectivity be an issue if we have to transition to remote learning. Learning loss will continue to be addressed by additional staff members, additional professional development, offering extended learning such as summer school and credit recovery programs after hours.

We hired an additional custodian and also a counselor/social worker that will remain on staff

4. 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.

The academic impact of learning loss is shown in our state assessment scores. We have hired a full time school counselor/social worker who teaches a social emotional elective course for the elementary building twice a week to address social emotional concerns. The school counselor works with small groups of students in small group therapy to address social emotional learning and issues. A social worker is available for our students during the school day, she continues to monitor referrals and monitor attendance and truancy issues.

We will continue to offer additional intervention for struggling and identified students through additional tutoring, reading intervention pull out and expanded learning time, summer school and credit recovery hours. We have hired an additional special education teacher to meet students needs and to lessen case load numbers for more individualized learning and smaller class sizes.

American Rescue Plan 2021

Pellston Public Schools - 24040

1. 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:

Consensus was to continue with in-person learning for all grade levels. LEA provided communications with Staff, Students and Parents regarding following CDC guidelines including requirement of wearing masks, social distancing, the procedures for quarantine, COVID testing, schedule change possibilities and in event of having to go back to remote learning. LEA will continue to provide free masks, sanitization supplies in all classrooms, and throughout the district. Use funds to contract additional custodial and cleaning services and supplies for the buildings and the buses and continue to maintain our Global Plasma Solutions air filtration system.

2. 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:

Consensus by far indicated the LEA recruit and retain additional staff to meet the needs of learning loss and prevention of learning loss. This includes continuing to employ teachers, intervention specialists hired at the onset of COVID. The district has employed additional Intervention Specialists that are also able to substitute teach, this has allowed the district to remain open all but one day this school year for in person instruction. LEA implemented a new afterschool program for all grade levels and a 9-12 credit recovery program beginning in September. The LEA plan is to duplicate the Summer School Programming held in Summer of 2021 for all grade levels.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the above, the LEA will provide curriculum supports, online curriculum supports and professional development for such as NWEA, Schoology, Grad Point, Reading Wonders ELA, Savvas Math, Teacher-pay-Teachers, Raz-Kids, and other supports as needed by teachers to assist with assessments and curriculum. LEA will provide technology equipment and wireless support to staff, students and parents. LEA will continue to contract full time substitute teachers for purposes of teacher coverage due to COVID and quarantine.

4. 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.

Our LEA is over 50% low income district, we are a CEP district so servicing this sub set of students is servicing our whole student population. Interventions used to address learning loss in grades K-3 have increased targeted skill levels to close the achievement gap caused by learning interruption. Researched based intervention resources have been purchased to target phonemic awareness, phonics, fluency, comprehension, and vocabulary. NWEA growth data, Fountas and Pinnell, and Dibels data provide growth and achievement data which create informed instructional groups for targeted interventions. Our LEA has provided summer school throughout the pandemic for identified at risk students in K-5 grade. The LEA has added an after school program for K-12 students which provides academic support, tutoring, snacks, and social activities for our at risk students.

American Rescue Plan 2021

Pembroke Academy - 82765

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Pennfield Schools - 13120

1. 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:

The district has been purposeful in seeking feedback from its stakeholders in developing a plan. This resulted in a significant investment in HVAC upgrades to our early elementary buildings that will contribute to a safer environment in regard to health (air quality) and increase opportunities for classroom learning (teaching on hot and cold days).

Following meaningful consultation, the district was provided feedback on how to address the remaining funding (in excess of 20% to combat loss of learning).

The prioritized areas were as follows: 1) Deliver additional small group interventions for students who are struggling academically 2) Additional resources for ALL students to support learning recovery (in-person, physical, or digital resources) 3) Additional supports for students with learning disabilities or those at greater risk of "falling behind" 4) Provide additional Social Emotional Learning supports (counseling, mental health and wellness resources) 5) Resources or services that reduce barriers for students who face challenges that limit their ability to participate equitably.

All budgetary items in support of loss of learning will be reflected in these prioritized areas.

2. 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:

Through community and district stakeholder consultation, the District identified the following strategies to combat loss of learning due to COVID 19:

1) Targeted, small group academic intervention available for students identified as behind grade level in core content areas. Intervention would be available outside of whole group instruction or presentation of new content. Specific deficit areas would be identified for each student to support.

2) Physical and digital resources will be provided for ALL students to combat loss of learning. Resources, such as high interest reading books and digital subscriptions that support grade level content will be available for all students during school hours and at home for use.

3) Learning opportunities after school and outside of scheduled school days will be available for qualifying students. Extended learning hours will utilize targeted intervention for students to practice.

4) Identified barriers to the instructional program and educational experience. Students who experience barriers to education (i.e. transportation, lack of internet or instructional technology) will be provided tools and supports to succeed.

5) The District will increase Social Emotional Learning and mental health resources to support students who may face challenges with most basic needs. Such resources will support healthy mental states that will allow students the opportunity to succeed in the classroom.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District is prioritizing a majority of ESSER funds to improving air quality and circulation in its elementary schools through HVAC upgrades. The district will provide upgraded HVAC systems in its elementary schools to reduce the risk of airborne viruses like COVID 19 while also allowing for increased opportunities for teaching and learning on hot and cold days (for both scheduled instructional days and extended learning opportunities).

Additional strategies will combat loss of learning due to the COVID 19 pandemic and instructional time lost.

4. 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.

The District was purposeful in presenting options to the community and staff that were put through a lens of equity. The District will continue to identify barriers and invest in students who may face barriers, such as english-language learners, students of color, students with disabilities, students experiencing homelessness, and other special populations.

Needed resources and strategies include: available transportation, increased internet and learning device availability, SEL and mental health resources, and extended learning opportunities.

American Rescue Plan 2021

Pentwater Public School District - 64070

1. 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:

In an effort to reduce COVID-19 transmission so that we may remain open for in-person learning, we are a school that requires consistent and correct mask use for all PreK-12th grade students, staff and visitors. To help implement recommended COVID-19 prevention strategies as recommended by the CDC, we will continue to use ESSER III funds to purchase masks, cleaning supplies, testing kits, air filtration systems and replacement filters.

2. 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:

As indicated by our stakeholder survey results, Pentwater will use some of the reserved funds to continue to offer summer credit recovery for the secondary students who are behind on credits due to circumstances created by the pandemic. We will implement a summer school program for elementary (K-6) students to give those struggling academically additional time, support and assistance needed to get them closer to grade level expectations. We will also use these funds to pay teachers to provide after school tutoring in a one-on-one or small group instructional format to K-12 grade students. During the 2021-22 academic year, we have also created a study skills class secondary level students to give them additional time and assistance to learn effective study skills, time management, and to provide them with additional instructional support related to other coursework.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

To continue our efforts to reduce COVID-19 transmission so that we may remain open for in-person learning, we will continue to use ESSER III funds to purchase masks, cleaning supplies, testing kits, air filtration systems and replacement filters. We will also use the funds to address possible learning loss by providing additional educational supports, materials and resources. Funds will continue to be used to address social emotional issues that students may experience due to the pandemic.

4. 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 needing extra academic and/or social and emotional support will be determined by a combination of criteria including, but not limited to their NWEA growth scores, local classroom assessment & data, teacher & parent observations and recommendations and SEL student surveys.

Perry Public Schools - 78080

1. 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:

The CDC is clear that prevention and mitigation strategies support schools to safely operate in person. By implementing layered prevention strategies in alignment with CDC recommendations, Perry Public Schools will help to lower transmission. As part of supporting the CDC recommendations, we will encourage eligible people to get vaccinated, recommend proper mask-wearing, provide testing on site for students and staff, and follow isolation and quarantine guidelines provided by our local health department.

Perry Public Schools plan to provide additional support to our athletics program in order to allow for on site testing, training in safety protocols, and providing necessary paperwork to MDHHS as well as our local health department. In addition, we plan to provide water filling stations at each building so that students can safely be provided fresh drinking water during the school day. We will also be replacing identified outside doors in each building that are currently made of aluminum with reinforced steel doors. This will help us improve air quality within each building. we plan on using a large portion of our ESSER III funds to replace and upgrade HVAC systems

2. 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:

We plan on using a large part of our funds to address the academic impact of lost instructional time for all students who have learning loss due to the COVID-19 pandemic. We plan on providing extended instructional learning time by providing additional summer opportunities, along with after school opportunities in grades K-12 to support learning loss. The Multi-Tiered System of Supports (MTSS) Coordinator as well as the math coach will help support these programs. They will provide guidance to teachers and support staff to help us best support our students engaged within this programming. The focus of these summer sessions as well as the after school programming will be the implementation of high-quality, teacher-led instruction along with other instructional approaches that allows for flexibility to encourage and empower student choice and voice.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to providing water filling stations at each building, providing additional support to our extra-curricular activities, and adding an MTSS Coordinator and math coach, we will purchase the Wonders Core Reading Program for grades 5 and 6, so that students may benefit from a core reading program at this level. Research indicates that a strong core reading program coupled with high-quality instruction is critical to improve students' literacy. Perry Public Schools is also investing in Collaborative Classroom CSC2, a Social Emotional Learning (SEL) program that comes highly recommended by CASEL (The Collaborative for Social Emotional Learning). Perry Public Schools will also be updating a variety of technologies to support increased communication and safety.

4. 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.

During our summer school we will provide a variety of activities that support not only academics, but also social-emotional well-being. We will work with students on stress and anxiety relief skills, and provide social-emotional learning. The use of the SEL program Collaborative Classroom CSC2 will help equip all classroom teachers in grades K-8 to effectively provide tools to students that focus on social emotional learning. Secondary students already benefit from use of the program Suite 360. Students identified as homeless, having disabilities, or in some other type of marginalized population will be provided support appropriate to their needs within this programming to help address the academic and social emotional impact that the loss of learning time has created. We currently have a part-time general education social worker at our elementary school, a full-time counselor each at both the middle and high schools, and are in the process of onboarding a grant-funded outpatient social worker at the high school. These trained professionals will provide additional support to students within our most vulnerable populations.

American Rescue Plan 2021

Pewamo-Westphalia Community Schools - 19125

1. 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:

We plan to use the funds for asbestos removal to be able to increase the airflow for better air quality in our classrooms and hallways. We had an HVAC assessment and this was the recommendation as our airflow quality is nonexistent.

2. 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:

Our data from NWEA and benchmark assessments show that our students in K-12 grade are struggling with math concepts that they missed due to school closures and online learning. With the hiring of a math interventionist, we can pull students in small groups to reteach concepts and gaps in their math knowledge that will successfully help them to reach the standards in their current grade level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will not have any remaining ARP ESSER III funds.

4. 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.

The math interventionist will address the academic impact of lost instructional time particularly those students disproportionately impacted by the COVID-19 pandemic. The math interventionist will support filling the gaps of math instruction from the lost instruction time.

American Rescue Plan 2021

Pickford Public Schools - 17090

1. 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:

Improvements and upgrades will be conducted to improve the indoor air quality in our facility as we install new components in our mechanical system that will allow for better filtering and fresh air intake. Improvements to building ventilation will help to reduce the spread of disease and lower the risk of exposure to SARS-CoV-2, the virus that causes COVID-19, by helping to reduce viral particle concentration. This is a primary strategy in a layered approach to reduce viral exposure per CDC guidance. These upgrades will take place during our upcoming building project in the spring of 2022. To continue the layered approach recommended by the CDC, the district will make improvements in our building and grounds to allow increased opportunity for social distancing. The CDC recommends avoiding crowded places and encourages at least 6 feet of social distancing. These projects to improve our building and grounds will allow us to maximize the areas where students can congregate safely -- outdoors and in our gym and hallways-- and allow them to maintain appropriate social distancing while still providing opportunity for student interaction during classes, lunch periods, and other activities. Safe opportunities for student interaction is important for students' mental health that has been impacted due to periods of isolation experienced during the ongoing pandemic.

2. 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:

The District provided 8 week summer enrichment and credit recovery programs to address the academic impact of lost instructional time. Student instructional experiences were based on themes that allowed for experiential learning and hands-on activities. Reading, writing, and math content was based on the themes and modified for students based on their skill and grade levels. All units offered opportunities for enrichment as students went outdoors, explored our community, designed and built, created art and craft projects, and heard presentations by community member experts. All units culminated in a field trip and celebration of learning. The Credit Recovery offering was for students at the high school level to complete any graduation requirements. Teachers assigned asynchronous online content & courses and provided a synchronous weekly check-in to assist students in completing their assigned course(s). Supervised computer lab hours were held weekly to allow students to come onsite for additional support and focused work time. Tutoring was also provided in English and Math, Science, and Social Studies for students based on need. Tutoring was provided in-person for 4 hours per day, 4 days per week for a 2 week block in preparation for taking the course end assessment. Students were assigned tutoring sessions for designated classes based on semester grades/credit and were able to attend multiple sessions based on the content area in which they demonstrated a need.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Access to reliable and affordable internet is a prerequisite for sustainable economic growth in the Eastern Upper Peninsula (EUP). Delivering healthcare and education services effectively requires high speed internet. Unfortunately, service across the EUP is often unavailable, unreliable, or inadequate. This was made even more apparent during the COVID-19 pandemic. The impact of this reality is far-reaching. Equitable access throughout our communities for all students is imperative. Recent investments by our private sector partners in our communities have improved service. The Rural Digital Opportunity Fund (RDOF) is injecting \$37 million into the EUP. We start by building the community of partnerships through the EUP Collaborative that will share the burden to resolve inequitable access to connectivity in our region. Not-for-profit organizations need to take the lead and create the right organizational structure to facilitate everyone, public and private, working together. This will allow for improved educational interaction between students and their teachers as well as increased opportunities for interaction. Joining the EUP Connect Collaborative will assist our district to cooperatively work with other districts and units of government, to construct, own, operate and maintain the educational telecommunications system and provide services to promote education, economic development and access to health services in our region.

4. 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.

The district implements various interventions, including reading recovery, leveled literacy intervention, math recovery, AVMR classroom interventions, power hour (middle school), Second Step (K-5 SEL program), credit recovery lab, Social Emotional Learning competency integration into instruction, and small group SEL intervention. Mental Health services are provided by a school social worker to both special education eligible pupils and through 31n for general education students. A K-5 guidance counselor was added this year, allowing the district to have a full time counselor dedicated to grades 6-12 as well. Our local health center provides the district with a behavioral therapist to see students onsite one day per week. The district uses the results of screening assessments (NWEA MAP Math and Reading and the SRSS) in a data review process to identify students performing in an at risk range (below 21st percentile for NWEA MAP and high risk category for SRSS internalizing or externalizing factors). Data review is conducted after the fall, winter, and spring assessment windows and intervention plans are created for any student in need, regardless of socioeconomic status, ethnicity, disability, or any other factors. Students are provided intervention programming based on continued need as evidenced by progress monitoring results, provider observations, parent input, and classroom teacher report. If the number of student in need exceeds available staffing, staff are added.

American Rescue Plan 2021

Pinckney Community Schools - 47080

1. 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:

A portion of ESSER III funds will be used to purchase PPE and cleaning supplies in order for us to keep our schools safe, clean, and ready for our students to safely return to school. Our students have been in school all of 2020-21 and 2021-22 SY because we were able to maximize our ESSER I funds during that time to open the doors for students. We purchased cleaning/disinfecting equipment along with disinfectants and PPE supplies. We are planning on continuing this process with ESSER III in order to keep our schools open for students.

2. 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:

Pinckney Community Schools will use ESSER III funds to address lost instructional time through the following ways:

- We will train our K-6 teachers in Orton Gillingham which is a research-based model for teaching literacy at the K-6 level. This will be implemented in all of our K-6 classrooms, our SE classrooms, and our intervention groups.

- We will purchase materials for all K-6 students that are needed to learn reading skills that support the Orton Gillingham Model

- We will provide an instructional coach at the 7-12 level to support teachers in learning how to work with small groups of students to address learning loss

- We will also purchase materials/subscriptions for students that are accessible online to prepare for a possible closure...this includes K-6 Math, AP classes, Raz Kids (online books for students).

- Lastly, we will pay for recovery classes through Michigan Virtual for students who have failed a course due to the loss of instructional time so they can make up the course and graduate on time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be using the remainder of the funds to pay for technology infrastructure and subscription to Google Suite so we can continue supporting google classroom. We will also pay for a portion of the salary for a K-8 Science Coach so she can support the implementation of the science curriculum at the K-8 level.

4. 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.

Pinckney Community Schools will be using the ESSER III funds to provide training for teachers and resources for students around Orton Gillingham in grades K-6. All K-6 students will be receiving Tier I instruction using Orton Gillingham as the foundation for literacy in order to strengthen our core instruction. All students are benefiting from this instructional framework. Students who are identified as needing additional support will then participate in Tier II and Tier III intervention instruction in literacy and math. All 7-8 students have a literacy and math interventionist in their math and literacy classes as an additional layer of support. Students identified as needing more support will be pulled out in small groups by the interventionists to reinforce key skills/learning. Furthermore, all 7-8 students are invited to participate in an after-school help program run by our interventionists to support students. The students who are identified as Tier II or Tier III will get a personalized phone call to attend the after-school support groups. At the high school, we have paired up SE and GE teachers to teach together in classes who have students with disabilities and students who need additional support.

American Rescue Plan 2021

Pinconning Area Schools - 09090

1. 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:

Following the PASD Covid-19 Emergency Operation Plan, PASD implemented a layered strategy to provide the greatest level of protection for returning to school. We maintained compliance with orders set by the Bay County Health Department and promote vaccination for all staff and students that are of age. We offered community vaccination clinics as well as a test to stay program to keep students and staff in school. PASD provides PPE to staff and highly recommends masks to be worn by all staff. We have added air filtration systems in all classrooms, added staggered class times, K-5 had classes in cohorts and limited class sizes to follow social distance practices. We provide technology (Chromebooks to all students) and wifi access as needed. All students have access to the curriculum when out of school due to COVID-19. High-traffic areas of schools are cleaned more frequently, gatherings are limited in size and sports teams follow guidelines set by MHSAA. PASD expanded our SEL curriculum, provided SEL screeners to all students, provided meals to all students, and continued to work with outside agencies to support the needs of our families. PASD continues to review academic data and provide intense academic interventions to students that indicate the need. Facility improvements may include updates to HVAC systems, roofs, windows, entryway and corridor updates, communication systems, upgrades to all lock systems, cameras, and network upgrades to support new safety systems.

2. 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:

With input from all stakeholders and following the PASD MICIP learning acceleration will occur by ensuring students have access to a guaranteed and viable curriculum, access to SEL supports, and a safe learning environment. PASD will select evidence-based interventions that address the academic and social-emotional needs of their student populations that are most impacted by the pandemic. With a core set of rigorous instructional practices aligned to the science of reading and mathematical practices, explicit, systematic instruction in foundational skills will be provided. Innovative technology usage in the classroom will provide comprehensive instructional practices to access grade-level texts and math acceleration interventions. Professional learning communities will analyze formative and summative assessments to ensure individualized interventions are provided in math and ELA. PASD will provide developmentally appropriate extended day learning options, summer school credit recovery, and innovative summer enrichment programs to all students, focusing on our most at-risk population.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

PASD leadership team considered the information provided by our community ESSER survey to designate the highest needs in our schools. Based on the results of surveys and needs, PASD will use the remaining funds to maintain the highest level of qualified staff at each school, with the consideration of adding staff if to allow for smaller class sizes and address teacher-student ratio. We will ensure access for all students by providing technological devices to each student and hot spots to those students in remote locations. Technology support will be provided in classrooms with upgrades to document cameras and whiteboards, as well as the hiring of a technology coach to ensure teachers have the necessary professional development and support to teach the essential standards.

4. 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.

PASD ensures that the interventions it implements will 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 most at-risk. This will be accomplished by aligning our district goal to provide a multi-tiered system of support for all students. PASD will address the impact of lost instructional time by providing evidence-based programming targeting our students, particularly those students disproportionately impacted by the COVID Pandemic. We will ensure all students have access to highly qualified counselors and social workers. Results from benchmark assessments will be analyzed and the most at-risk students will receive intensive interventions and targeted support. We will continue to provide information and assistance to parents and families on ways to support students in areas of academics and social-emotional well-being to promote student engagement and reduce attendance issues. Instructional coaches will be utilized to ensure best practices and supports are provided to teachers, focusing on the areas of literacy and mathematics. Other considerations may include a developmental kindergarten program, co-teaching, additional paraprofessional support, intentional scheduling to allow for interventions during the school day, SEL and restorative practice training, and tutoring.

American Rescue Plan 2021

Pine River Area Schools - 67055

1. 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:

We have hired a School Safety & Behavior Coordinator who spends much time working on COVID-19 related health issues—contact tracing, facilitating school work for those in quarantine, testing, etc. Also, we have hired a Special Education Coordinator who is split with a neighboring district (Reed City Public Schools) to run a Social-Emotional Learning team to deliver in-classroom SEL lessons, consisting of our building counselors, school success workers, and other counselors and a recent full time school social worker hired through 31(n) money. We also have increased the amount of days and hours for a counselor through Baldwin Family Health.

This is allowing us to discuss openly with students and adults, how to deal with trauma and strategies for learning during this pandemic which affects us all. We have also purchased multiple copies and are completing a book study with the book, Social Emotional Learning and the Brain by Marilee Sprenger.

We have committed funding to retaining teachers and support staff and have added new staff, including a special assistant to the high school principal whose primary duties include establishing and maintaining relationships with students most in need of social-emotional and academic support. We will be posting for additional academic support in the middle school, a new aide in the elem. school, and an additional part-or-full-time social worker. Funding will also be used to provide professional development in the aforementioned areas.

2. 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:

We plan to continue to support students with after school Help Desks at the middle-high school levels and are investigating a similar academic support venue in our elementary. We have hired additional after school staff and are examining during lunch and before school options.

Funding will be used to retain staff and keep electives while posting for new teachers to offer more time for mathematics and English Language Arts interventions. We will use some of this funding to retain staff and recruit quality teachers.

Pine River will offer a comprehensive summer school for our elementary, middle, and high school levels to include instruction, breakfast and lunch, and access to district resources. The elementary and middle school models are to include field trips and culminating events and look to be 3-6 weeks in duration. The focus in the elementary and middle school summer schools is literacy and numeracy and is designed to have small class sizes and multiple levels of support from teachers and paraprofessionals. The high school summer school model is focused on credit recovery and maximizes instruction by reducing class sizes and providing multiple teachers and paraprofessionals with different backgrounds and credentials.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Retention of staff at the paraprofessional and teacher level is paramount. Teacher fairs, advertising, and marketing of our current district will benefit from this funding source. Creating a better model for Curriculum and Instruction is an absolute must-have.

Purchase of interim assessment programs and tools offered by NWEA and Benchmark Advance are part of our continued effort to become more data-driven.

We are also looking to purchase additional technology to ensure we stay one-to-one with devices (Chromebooks) in grades 6-12 with rolling labs and classroom sets available K-5.

4. 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.

We are building an SEL model that addresses all students and staff. We are assuming that everyone is affected in some way by the trauma caused by this world-wide pandemic. We are using key indicators to understand the level of trauma for everyone and employing surveys to vet these assertions. Hiring a Special Education Coordinator and a Special Education Secretary to ensure meetings and deadlines are met is helping to monitor and regulate staff, students, and parents.

We are looking at a full-school model, like CHAMPS or Capturing Kids Hearts. We may need to hire an SEL Coordinator, part- or full-time.

Academically, we have made the switch to K-12 NWEA so that we can have a common and comprehensive data bank for the purpose of assessment and improvement.

We have added a full-time school social worker as mentioned above and are looking to post an additional part- or full-time social prior to March 1, if we can find a qualified, interested candidate.

Pittsford Area Schools - 30060

1. 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 continue to address learning loss by providing summer school to all students, improve facilities with a focus on the older doors. Many of the doors are dented, cracked and some will not open, therefore we do not use them. The district plans to replace every door that has been damaged over the years. Recently, we replaced three sets of doors. This grant will help us upgrade the remaining entrances.

ESSER III funds will be spent to encourage participation of disadvantaged students in extra curricular activities, such as music, band, football and basketball. Our intent is to remove barriers that may have prevented students from participating previously. Safety equipment for football and basketball will be purchased, which will enable all students to participate in the activities regardless of socio-economic status. Instruments and other music supplies will be purchased so that any student who wants to participate in these activities will be able to do so. In the past, students were required to purchase or rent an instrument if they were to participate in band. By purchasing the instruments, all students can participate in the activity regardless of socioeconomic status.

The LEA continues to operate in-person learning using all safety measures outlined by the CDC.

2. 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:

The LEA will address the academic impact of loss of learning through summer school using evidence-based interventions. These interventions will include the following:

State Clear Learning Goals repeatedly, so students have a clear idea of where they are going and what it will look like when they get there. This is a practice that creates transparency in learning and teaching.

Share and Model concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Sharing and modeling looks different in each discipline. For some, that may be "thinking out loud" to show students how experts process or it may be doing a physical demonstration.

Check for Student Understanding by asking for feedback from students in various ways, regularly. Research shows that this habit of asking for student feedback has more impact for learning than giving students feedback, and give Feedback to Students regularly—on work that is a low stakes grade—in a feedback loop. Think "homework", classwork and quizzes.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will address learning loss, improve facilities, and encourage participation of socioeconomically disadvantaged students in extra curricular activities as addressed in the previous sections of this LEA Plan of Use Narrative.

4. 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.

The LEA continues to address the needs of the students in our district from low-income families, students of color, English learners, children with disabilities, students who are homeless, in foster care, and migratory students by providing a safe learning environment, offering free breakfast and lunch programs for all students, providing personal computers to all students, expanding extra curricular activities, and providing a summer program which is offered to all students.

American Rescue Plan 2021

Plainwell Community Schools - 03010

1. 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:

ESSER III funds will only be utilized for the purpose of meeting CDC reopening guidelines in that staffing positions will be utilized to reduce class sizes or otherwise create safer spaces with social distancing in the learning environment. Additionally, Plainwell Community Schools meets all reopening guidelines for in-person learning.

2. 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 funding will be utilized to rebuild and refine our educational programs that, through pandemic instability, became fractured and isolated. Funds are specifically earmarked to compensate teachers and staff for collaborative curriculum and instruction work outside of contract hours. This includes afterschool programming, summer school, curriculum development and refinement workshopping, and intentional vertical alignment of standards and curriculum districtwide.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be utilized to ensure continued support of academic and social emotional learning supports and to ensure equitable access for students needing virtual learning. This comes in the form of staffing support for counseling and social work, staffing support for academic interventionists, and staffing support to make the virtual learning environment equitable to the in-person learning environment.

4. 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.

In addition to workshopping and vertically aligning curriculum districtwide, our new Social Emotional Learning council is being paid for time outside of contract hours to develop a districtwide social emotional learning program that meets the needs of all our learners which teachers can utilize within their planned curriculum to build safe social and emotional classrooms. Part of this process includes another committee that meets monthly on diversity and inclusion within our district. Funds will be utilized to pay staff for taking part in this important work outside of contract hours. It will also be utilized to pay for outside vendors to bring expertise into our district on this topic as the committee sees fit.

Plymouth Educational Center Charter School - 82904

1. 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:

In order to continue to safely open and operate schools for in-person learning, funds will be used to increase cleaning protocols, schedules, equipment, personnel, professional development and training, and facility maintenance. The school will use funds to support CDC and locally recommended practices including procurement of personal protective equipment, costs associated with good hygiene practices and respiratory etiquette, contact tracing, isolation room, physical distancing adequate spacing, diagnostic, screening and testing protocols, vaccination efforts, responses for positive cases for students and staff. Focus is on creating safe spaces to learn and work through prevention strategies, efforts, and protocols. Additionally, funds will be used to improve facilities ventilation, cleaning, and specialized instructional spaces.

2. 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:

The school will address lost instructional time through the implementation of high-quality instructional resources, materials, tools, assessments, evidence-based interventions and strategies, personnel, and professional development and training that support learning loss and recovery. Before and after school programming, enrichment activities, tutoring, and mentoring provide additional time for learning, create strong student-adult relationships, and deepen the home-school connection. Additionally, funds will be allocated to summer programming, enrichment opportunities, developmentally appropriate activities, and extended school year services to provide learning opportunities during the summer break. These opportunities extend learning hours during the school year where personalized offerings can support students' individual, small group, or system needs and address the needs of the school community. Stakeholder engagement survey results indicated high interest in extension opportunities afterschool and in the summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funding will be used to facilitate a comprehensive and personalized approach to address learning loss and improve the student experience and system. A core strategy is to administer high-quality assessments to measure student performance on grade-level standards and identify strengths, needs and gaps. Based on survey feedback, funding will support assessments, personnel, data management systems, tools and training. Teams implement evidence-based practices, strategies, materials, and tools to address the identified gaps and needs. Progress will be monitored for students who need extra support, interventions and specialized programs. Personnel and professional development will support all strategies. Distance learning is used for students with a positive case or exposure, ensuring an equitable learning experience. Survey responses support the need for funds to support infrastructure, capital improvements as necessary, materials, tools, personnel, and PD. Technology is vital to learning recovery and providing remote instruction, which was highlighted in each of our stakeholder surveys. Funds will support devices, infrastructure upgrades, learning management systems, data analysis, tools and applications, online subscriptions and materials. Tracking student attendance requires personnel, data management tools, and SIS to identify students who need additional support and intervention to address obstacles. The school will identify strategies to increase attendance and engagement.

4. 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.

"The school is committed to providing all students with meaningful, enriching classroom experiences that set them up academically, socially, and emotionally to reach their personal goals and close learning gaps. Mental health, wellness, and behavioral support will be implemented alongside all academic strategy and initiatives. Because students have experienced varying levels of trauma throughout the COVID-19 pandemic, funding will be used for evidence-based strategies and initiatives, tools, materials, and additional personnel to support the mental health and wellness of all students. Nurses, social workers, at-risk coordinators, additional counseling services, teacher training and programming, and wrap-around and community partnerships will be leveraged. 32% of school community members surveyed indicated a desire for funds to be used to provide social emotional learning opportunities, and or supports such as counseling, mental health and wellness resources.

Some students have been disproportionately impacted by the COVID-19 pandemic and require specialized supports, accommodations, interventions, auxiliary services, and efforts to provide an equitable education. The school team will utilize funds for personnel, materials, tools, PD and training to address learning recovery and mitigate obstacles in order to provide an equitable learning experience. 72% of school and community members surveyed indicated a desire for funds to be used for academic supports for students.

"

Plymouth Scholars Charter Academy - 82743

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Plymouth-Canton Community Schools - 82100

1. 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:

P-CCS has implemented a COVID-19 Mitigation plan aligned to CDC and local health department guidance allowing for in-person learning for all students whose families elect this mode of instruction. This plan includes, but is not limited to, the physical distancing of 3 feet or greater when feasible in classrooms, mandatory masking, increased sanitation staffing and supplies, and improvements to indoor air quality. Funds from ESSER III will be used to reduce class sizes for physical distancing, provide Personalized Protective Equipment where necessary, purchase materials such as air purifiers and MERV-13 filters to maximize airflow and improve indoor air quality, increase daytime cleaning staff to assist with sanitization, and hire health care technicians to support COVID-19 contact tracing.

2. 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:

P-CCS will offer evidence-based academic support in after-school and summer programs throughout the year and during the summer months with a wide variety of opportunities for students to engage in, based on their targeted areas of need. These programs will include academic enrichment classes and community-based experiences; an elementary summer academy (K-5); a middle school summer academy (6-8); credit recovery (9-12); high-dosage tutoring; an Algebra jumpstart program for targeted rising 9th graders; an extended school year program for students with additional needs, such as those in our Autism Spectrum Disorder Center-Based Programs; embedded supports for students identified as English Learners and those with IEPs; an integrated focus on Social-Emotional Learning (SEL) competencies; trained staff onsite to support students' social-emotional wellness and mental health needs; and transition support for incoming 6th and 9th graders. Certified teachers will be available in each of these programs to work directly with students and assist them in mastering the content and support personalized learning needs. Transportation will be provided to students in order to remove any barriers to participation. Our programs will include multiple opportunities for students with both in-person and virtual experiences available, as well as options that personalize pathways for students using diagnostic assessments, resources, and platforms to focus on targeted skills.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

P-CCS will spend any remaining ARP ESSER funds beyond those detailed in other sections of this application for staffing and programs to provide mental health services and supports for students through increased counseling and service provider staffing, the implementation of social-emotional and mental health programs at all grade levels; the purchase and implementation of a student success platform (Panorama) to track student academic progress in correlation with social-emotional needs and identify students who need additional support; providing online learning technology to all students during any long-term closure forced by the COVID-19 pandemic that include devices, wifi access, the Canvas learning management system, Zoom accounts, and specialized software programs to support access to learning; administration of benchmark assessments including the NWEA and BAS to determine students' instructional needs and support the ability to differentiate student support; and providing information and assistance to parents and families through the hiring and training of Family Liaisons and the development of a Family Academy.

4. 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.

P-CCS will address the needs of learners, including our most vulnerable students, through a variety of evidence-based interventions and strategies to remove barriers to their learning. Based on a needs assessment of academic, social-emotional, and behavioral data, our consultation with district stakeholders, and input from our feedback surveys, P-CCS will provide academic interventions for low-income students, students of color, and students with disabilities who are less than proficient academically through an increase in Literacy and Math Interventionists, Elementary Student Support Specialists, Middle School Student Support Deans, and other targeted Academic Support Specialists; increase support for students identified as English Learners by hiring additional certified ELD teachers; provide free access to technology devices and wifi for low-income students; implement free after school and summer tutoring and mentoring services for all students in our targeted demographic groups; provide transportation and basic needs support for students experiencing homelessness and those in foster care; and increase the social-emotional and mental health supports for all targeted demographic groups. Additionally, P-CCS will hire and train Family Liaisons to support families in our specific demographic groups and create a Family Academy to assist our families with training and resources to strengthen school-district-community relationships and increase family engagement.

Pontiac Academy for Excellence - 63906

1. 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:

The District will continue to work with our district nurse and local health department to ensure we are safely operating our schools for in-person learning. ESSER III funds will be used to purchase PPE equipment (mask, shields, wipes, cleaning supplies, gloves, hand washing stations, Covid-19 testing kits etc.). Students and staff will continue to wear masks daily, as well, go through a daily screening process which includes hand sanitizing and temperature checks. In addition to practicing social distancing, protective screens have been installed throughout the district and the building is fogged each Friday. Additional staff has also been hired to assistance with daily cleaning and monitoring of Covid-19 screening and safety protocols, as well, as using funding for a district school nurse. cleaning and monitoring of Covid-19 screening and safety protocols.

2. 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:

PAE will use ESSER III to address the academic impact in the following ways:

- *Hiring additional paraprofessional to provide instructional support in the classrooms.
- *Staff retention
- *Technology for students, staff, and classrooms.
- *Professional learning for staff

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds not used specifically for learning loss and safety will be used to:

- *Staff retention efforts
- *Maintaining current employment
- *Staffing to support ESL.
- *Professional learning for staff
- *Parent/community communication tools
- *Virtual signing tool

4. 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.

- *The principals will continue to work with teachers to identify gaps in the content standards.
- *The principals will continue to district and state level assessment data to identify and address student learning gaps.
- *Paraprofessionals will be used to increase math and reading support in the classroom.
- *Staff, student, and parents will be given frequent surveys in regard to perception of the district, Covid-19, learning needs, etc. and data will be utilized to facilitate decision making.
- *Funds will be used to use to ensure students have the technology and materials for optimal success.

American Rescue Plan 2021

Pontiac City School District - 63030

1. 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:

- update aging school building infrastructure to improve air quality throughout buildings, reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration (hvac systems, windows, roof updates, and updating indoor/exterior doors).
- purchase PPE for both staff, students and classrooms (masks, desk shields)
- employ additional school entry security to ensure proper COVID protocols for students/staff/parents/families/visitors at school buildings

2. 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:

Funds will be used to provide:

- Summer School Programming (including Special Ed, ELL and Adult Education students)
- Tier II/III Intervention Programming utilizing LLI, Number Worlds, AARI and Agile Minds curriculum
- Afterschool Tutoring Programming with concentration on Math and Reading utilizing iReady

3. 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:

- provide retention stipends for staff in order to increase staff retention as we are experience high turnover due to multiple factors including COVID, higher pay in other districts, retirement
- employ school assigned guest teachers for consistent support due to staffing vacancies and frequent call-ins
- employ Preschool Teachers to support early childhood learning
- employ Technology Integration Specialist to support 1:1 device(s) integration with classroom instruction
- employ Instructional Teachers to coach and provide training to colleagues
- employ Attendance Agents to work with families in decreasing truancy and increasing attendance rates
- employ Climate and Culture Coordinators to support and monitor attendance, behavior and SEL services at the MS/HS level
- employ Mental Health Specialist to coordinate student mental health services
- employ Behavior Intervention and Social Workers to support Tier II/III students
- employ Parent and Family Engagement Coordinator to support parent/family participation and training
- utilize a data analysis tool for immediate monitoring of academics, behavior, assessments, attendance data for adjusting programming to meet the needs of students within different subgroups.
- provide student Chromebooks, hotspots, online learning system subscriptions, classroom swivl/ipad, and electronic lockers to support 24/7 tech support, classroom audio to support concurrent/in person/virtual instruction

4. 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.

- Our district utilizes Educlimber to monitor academics (including intervention), behavior, assessments, attendance data for adjusting programming to meet the needs of students within different subgroups.
- This tool is used by both school and district level staff weekly and for fall, winter, spring reviews.
- Weekly classroom walkthroughs are conducted by both school and district staff to ensure appropriate implementation of programming, student engagement, and adequate resource availability.

Port Huron Area School District - 74010

1. 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 update school buildings to (Activity # 1) improve air quality. Also, funds will be used to provide (Activity #2) supplies for filtration systems to continuously improve air quality; supplies for (Activity #3) water filtration stations; the purchase of (Activity #4) cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean; the purchase of (Activity #5) PPE for staff and students. Support for the prevention of COVID-19 will be provided through (Activity #6) a Contact Tracer position as well as the purchasing of specific (Activity #7) playground equipment in order to provide the necessary social distancing.

2. 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:

To address the academic impact of lost instructional time while learning remotely, the district will provide (Activity #8) a summer learning program and (Activity #9) high dosage after-school tutoring/credit recovery for K-12 students. Certified staff will use (Activity #10) evidence-based interventions that target individual students' learning needs. Learning needs will be determined by the review of common assessments and benchmark data. The district will also provide (Activity #11) certified and trained teachers/paraprofessionals to provide additional intervention support during the school day. The district will also use (Activity #12) certified staff to lower class sizes. In order to target resources and to support a safe, healthy, and inclusive learning environment the district will also use funds to lower the ratio of students to (Activity #13) school nurses, (Activity #14) behavior interventionists, and (Activity #15) social workers. Learning loss will also be addressed by using funds to provide access to qualified and supported educators by providing educator supports such as (Activity #16) mentoring and evidence-based professional development. In addition, funds will be used to build and maintain a cadre of (Activity #17) high-quality substitute teachers.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funds will support (Activity #18) a virtual option for students that desire 100% remote learning. (Activity #19) Dean of Students' positions will be funded to increase support specifically focused on social-emotional well-being & attendance. To build relationships & support families, funds will be used for (Activity #20) a Family Engagement Supervisor. (Activity #21) Technology will be purchased so students & staff can access the curriculum & intervention programs. Funds will be allocated for (Activity #22) technology repairs. To support online instruction (Activity #23) a Learning Management System, (Activity #24) zoom licenses & (Activity #25) online software/ instructional resources will be purchased. To ensure equitable access, (Activity #26) internet connectivity will be provided in students' homes. Staff will collaborate to review current curriculum resources & (Activity #27) new curriculum resources will be purchased to ensure students have access to grade & age-appropriate learning. A (Activity #28) budget coordinator will be funded to support proper processing & accounting of ESSER funds as well as (Activity #29) a digital workflow system to ensure that district processes can continue in a remote environment. As identified by our stakeholder feedback survey, school libraries need a refresh of materials in order to ensure that all students have access to appropriate reading materials, therefore funds will be used to purchase (Activity #30) books for our K-12 libraries.

4. 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.

NWEA Benchmark Assessment data will be reviewed in the fall, winter, and spring to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews will be implemented. NWEA provides resources specific to the needs of every child and adapts to their individual progress. In addition, Fountas and Pinnell Benchmark assessments are administered K-5 as a digging deeper assessment. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. The social-emotional needs of our students is a priority for our district. The additional school nurses, behavior interventionists and social workers are assisting us with meeting the social-emotional and wellness needs of our students. Absenteeism rates and discipline rates, including in-school and out-of-school suspension (including multiple suspensions and length of the suspension, and expulsion rates) will be monitored and data will be collected and evaluated multiple times per year.

American Rescue Plan 2021

Portage Public Schools - 39140

1. 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:

We are continuing to support our teachers who have to teach using remote strategies, including hyflex strategies, which allows us to reduce student loading in our buildings and potential spread from students who are quarantined. We are purchasing PPE and cleaning supplies to continue to ensure that all our staff have access to the material that they need to keep our buildings as safe as possible. This is approximately \$575,000 of the initial allocation.

2. 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:

The academic impact of lost instructional time will be addressed in students using set of programs. We will continue our "summer Learning Opportunity" (SLO) and essential standards focused directed learning program for high school students on the skills and credits necessary for ensuring and ontime graduation. Or SLO provides middle and elementary students project-based learning opportunities with certified teaching staff to support relationships and learning in the STEM fields and literacy. We also have developed a partnership with the Kalamazoo Air Zoo to provide a STEM learning experience for 4th grade students throughout our district.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In order to maintain the public health protocols, we are purchasing PPE and ensuring that we can continue learning when students are in our virtual program. We will continue to follow the state and local recommendations to wear masks in K-12 learning environments.

4. 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.

After our community and staff surveys for the allocation of these ARP funds, we are ensuring that funds are directed towards the items listed in this response section. Our community wants to ensure that we are addressing the academic impact, and our budget detail highlights this. Our comprehensive summer learning program will serve students who have been disproportionately impacted by COVID-19 by provide opportunities for their learning losses to be specifically addressed. While we are using some 31n6 funding for mental health services, we know that connected to this work is the ability for our parents to be equipped for parenting children and we are allocating funds for this use. We have also provided for sensory rooms for students at our middle schools.

American Rescue Plan 2021

Portland Public Schools - 34110

1. 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:

Our LEA has been consistently open and operating in-person learning since the start of the 2020-2021 school year. Prevention and mitigation strategies have been implemented including hand washing, building sanitization, mask wearing, testing, social distancing, quarantines, etc. The LEA will use funds, as necessary, to ensure proper PPE and other items are readily available in-order to maintain in-person instruction.

2. 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:

Our LEA has a robust MTSS process that supports the individual needs of every student. This process is data driven and will support the identification of student needs, type of evidence based support/intervention, and the outcome for the students. Since this process is done for all students it includes all applicable subgroups that may have been disproportionately impacted by the pandemic.

Curriculum and instructional pacing will need to be realigned from pre-pandemic standards in-order to meet students where they are currently at and to accelerate them based on learning loss.

The LEA will use a combination of supports including, but not limited to, during the day small group instruction, after school / summer school programs, instructional technology programs, curricular resources, and mental health services.

Teachers and support staff will receive professional development and coaching that specializes in the academic, behavioral, and emotional support of students resulting from the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our LEA has a robust MTSS process that supports the individual needs of every student. This process is data driven and will support the identification of student needs, type of evidence based support/intervention, and the outcome for the students. Since this process is done for all students it includes all applicable subgroups that may have been disproportionately impacted by the pandemic.

Curriculum and instructional pacing will need to be realigned from pre-pandemic standards in-order to meet students where they are currently at and to accelerate them based on learning loss.

The LEA will use a combination of supports including, but not limited to, during the day small group instruction, after school / summer school programs, instructional technology programs, curricular resources, and mental health services.

Teachers and support staff will receive professional development and coaching that specializes in the academic, behavioral, and emotional support of students resulting from the pandemic.

4. 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.

Our LEA has a robust MTSS process that supports the individual needs of every student. This process is data driven and will support the identification of student needs, type of evidence based support/intervention, and the outcome for the students. Since this process is done for all students it includes all applicable subgroups that may have been disproportionately impacted by the pandemic.

Curriculum and instructional pacing will need to be realigned from pre-pandemic standards in-order to meet students where they are currently at and to accelerate them based on learning loss.

The LEA will use a combination of supports including, but not limited to, during the day small group instruction, after school / summer school programs, instructional technology programs, curricular resources, and mental health services.

Teachers and support staff will receive professional development and coaching that specializes in the academic, behavioral, and emotional support of students resulting from the pandemic.

Posen Consolidated School District No. 9 - 71060

1. 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:

Spacing is a large part of how our district implements prevention strategies. Students are spaced as close to 3-6 feet apart as possible in all school situations. This includes our busses and classrooms. Additional bussing for space and seating is utilized through the purchase of one handicap and one regular bus as well as additional classrooms with staff to allow for students to sit in areas without close contact to other students. Proper seating and stations to fit into our extended learning areas will be important for our students. We have been open and in person all year using these strategies and with proper funding for continued use of these efforts we will be able to sustain our proven best practices in prevention and mitigation.

2. 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:

Teachers will run summer school programs for the next three summers (or as long as funding allows) for 3 hours a day 3 days a week for 8 weeks during the summer months. Students at the elementary and middle school level will work to catch up to grade level in reading and math. Students at the high school level will have the opportunity for credit recovery as well as skills practice.

Teachers will also provide one hour of after school instruction to students below grade level 4 days a week for the next 8 weeks of the school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Technology will be added and continued to support students ability to learn wherever they are. We have instituted online learning platformed over the last tow years which allow teacher to space students further apart and provide learning and instruction no matter where a student or teacher is throughout the school day. Chromebooks, laptops and smart screens are in integral part of our plan to continue providing learing for our students during this pandemic and beyond.

4. 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.

Many of our low income students do not have a reliable way to get to school. Parents need our district to assist them on a regular and consistent basis with student transportation before and after school. Our rural and remote location proves for a long commute for most students. We will continue to provide transportation (including handicap accessible options) with proper spacing to our students to keep them in attendance on a regular basis to foster their growth in academics as well as mental health needs. Staffing and bus drivers have also been an issue. The purchase of a school van for transport will assist us in reaching students who are remote times when we may be understaffed.

Pottersville Public Schools - 23090

1. 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:

Pottersville Public Schools is highly dedicated to the advancement of learning loss and to ensuring that students are able to enter into a safe learning environment. In order to ensure that the learning environment is safe, Pottersville Public Schools will be working through a three pronged approach of starting with prevention, and stabilization.

Pottersville Public School's prevention approach will be focused around two main areas. The first in improving air flow and air quality of the school. The current pneumatic air handler system is extremely inefficient, not only for ensuring consistent air flow, but also for service. It is outdated, and constantly has problems, which cause a complete lack of air flow in the school, greatly diminishing the air quality. Moving to digital air handling controls will allow the district to ensure constant clean air flow in the classrooms. The other portion of prevention is through the use of masks that will be purchased. This will allow Pottersville Public Schools to ensure all students and staff have access to proper PPE.

In terms of stabilization, Pottersville Public Schools will be joining a consortium with ERESA to enable increased access to testing kits. This will allow the school to act swiftly in monitoring and tracing COVID-19 within our schools. This will also support our families ability to keep students in schools.

In short Pottersville Public Schools is highly committed to the safety of our students.

2. 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:

Pottersville Public Schools will be focused on ensuring that loss of learning time is addressed heavily within our plan. This will be done through a two lens approach. Those lenses are extended time and school year in conjunction with increasing accessibility.

To address the need for extended time, Pottersville Public Schools will be adding tutoring and an extended school year. This will allow students access to gain instruction after school through tutoring and beyond the school year, through summer school. These programs will focus on the needs of the students within the program.

In terms of accessibility, Pottersville Public School's recognizes the need for increased internet access and technology for students to utilize. The district will be purchasing chromebooks for the students to increase accessibility to programs provided within the district, as well as extra activities to support students growth. The district will also be providing needed hotspots for families, to ensure equitable access across the district. This will allow the day to be extended beyond a typical school day, while still utilizing high-quality materials.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Pottersville Public Schools is committed to ensuring that students social-emotional needs are always met. To ensure this, the district is going to use remaining funds to train staff in the Capturing Kids' Hearts program. This program specifically focuses on prosocial behavior, conflict resolution, and students ability to share what they need.

In training staff in this program, Pottersville Public Schools will be increasing students access to advocates. Additionally, this will support the staffs ability to build meaningful relationships with students in need.

4. 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.

Pottersville Public Schools is highly committed to utilizing high-quality, research based instruction and intervention. To ensure this, the district will be purchasing Reward, Reward Science, and Reward Social studies for ELA interventions, and TransMath for Math interventions. These programs have been supported by MIMTSS (as well as my MiBLSI in the past).

Additionally, to increase the ability to implement these resources with fidelity, highly-qualified teachers will be facilitating instruction in these intervention courses. Teachers will also receive training to ensure that the programs are delivered the way they are intended to be.

American Rescue Plan 2021

PrepNet Virtual Academy - 41931

1. 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:

PrepNet Virtual is a virtual school, so the school does not operate in-person on a consistent basis. If the situation arises where staff and students are in-person for any meetings and/or small group instruction the school will follow Center for Disease Control (CDC) guidance in order to prevent and mitigate the spread of COVID-19.

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

- Before and after school tutoring
- Summer learning programming
- Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Bonuses for retaining and recruiting educators and support personnel;
- Providing software, subscriptions, licenses to staff, students, and families.

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Presque Isle Academy - 71902

1. 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:

Funding will be dedicated to providing equipment intended to help create the safest possible environment to prevent the spread of COVID-19. In order to achieve this, the school will upgrade the boiler and HVAC system improve the air exchange throughout the school. This system will limit staff and students exposure to COVID-19 by improving air quality.

2. 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:

Additional paraprofessional staff to maintain small class sizes allowing for implementation of individual and small group interventions

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In consultation with stakeholders and through surveys completed by stakeholder groups, PIA has planned to use the remaining ARP ESSER III funds to support Alternative Education programming to address the needs of at-risk students. This is consistent with section 2001(e)(2) of the APR Act.

4. 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.

Being an alternative education high school, we know our students face many of the barriers mentioned. The best way to address these issues is to keep the school open by reducing the risk of exposure to the COVID-19 virus. Our plan directly addresses this issue.

American Rescue Plan 2021

Prevail Academy - 50909

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Public Schools of Calumet, Laurium & Keweenaw - 31030

1. 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:

CLK Schools provided in-person instruction for both the 2020-2021 and 2021-2022 school years. We have utilized the funding of CRF, GEER, ESSER I, and ESSER II to reopen our school under CDC guidance. We currently have the safest, healthiest learning environment we have ever had. In addition to health and safety we invested many of these previous funds to student computing devices and internet connectivity. Our focus with ESSER III will be addressing learning loss, improving the use of instructional space, and teacher training (training will include school safety, mental health, student behavior, and student learning).

2. 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:

In conjunction with other funding sources we will offer summer school in partnership with a community organization for grades preK - 5, and afterschool programs in grades 6-8. These programs will provide interventions, enrichment opportunities, and social-emotional lessons. For grades 9-12 our most successful program for addressing learning loss and credit recovery has been through tutored learning labs scheduled during the regular school day. We are still assessing if we will be trying another summer school program with grades 9-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based upon stakeholder input the LEA has determined that the most impactful areas to spend our remaining ARP ESSER funds will be on curriculum, instructional space, and staff training.

4. 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.

Investment in K-12 curriculum resources will address lost instructional time, continuity across grade levels and sections to fill learning gaps, social-emotional lessons for assisting with mental health, resources for students with disabilities or students at-risk, and provided us with the necessary resources to make learning more student-centered.

Improving Learning Spaces will extend learning beyond classroom walls to include currently unused spaces for learning. This will provide student flexibility in where they learn, in addition to providing teachers additional spaces for student learning to keep the number of students in the classroom lower. This will impact academics, physical health, and students with special needs.

Staff training. Investing in our human resources was one the most impactful things we did during the pandemic. We will continue to do so with these funds so that we can keep improving upon our implementation of evidence based interventions and strategies.

American Rescue Plan 2021

Public Schools of Petoskey - 24070

1. 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:

The Public Schools of Petoskey will utilize these funds to ensure students are able to be in school as much as possible with minimal quarantines. The District plans to address this by:

1. Sanitizing/Cleaning all school facilities with FDA-approved products.
2. Providing PPE to students in need of these supplies and mandating masks in accordance with the county's level of transmission published by the CDC map.
3. Testing students for COVID-19 who are identified as close-contacts in order to reduce the amount of time they are out of the classroom on quarantine.

2. 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:

The Public Schools of Petoskey will offer expanded summer learning opportunities for K-8 students and credit recovery for students 9-12. The summer school program is evidence-based intervention; specifically, high-dose one-on-one tutoring. Additional programs to combat learning loss include:

1. A Special Populations Coordinator to address the specific needs of Indian Education and English Language Learners.
2. An Instructional Support Specialist to support teachers working with students who have fallen behind their grade-level peers to ensure confidence and competence in delivering high quality tier 1 instruction with the District's curriculum; including support intervention planning for students requiring tier II and tier III interventions.
3. Curriculum materials and software programs that are individualized to the students needs based on NWEA assessment data.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Public Schools of Petoskey plans to use the remaining funds for various initiatives aligned with section 2001(e)(2) of the ARP Act:

1. Monitoring pre, mid, and post assessment data at all grade levels.
2. Maintaining a contract with a learning management system that will increase student's abilities on a computer, and to allow the flexibility for a student to learn in-person or remotely.
3. Student devices so they are able to connect to the learning materials in the learning management system in the event of a quarantine.
4. Cleaning and sanitizing school transportation vehicles.
5. Pay incentives to hire and retain valued custodial, substitute, paraprofessional, and teaching staff.
6. Public Safety Liaison Officer to ensure students are safe.
7. Air quality through the procurement of new Middle School boilers.

4. 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.

The Public Schools of Petoskey will utilize these funds to support student interventions mentioned above, and also for social & emotional learning:

1. A Health and Wellness Advisor to help with grant finding/writing, connection with state & federal resources, and to advise on research based social and emotional learning curriculum.
2. Two Elementary Student Support Specialists to provide social/emotional learning opportunities through individual, group, and whole class lessons

Quest Charter Academy - 82718

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Quincy Community Schools - 12040

1. 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:

Ventilation system upgrades, AC upgrades, and air ionizers to improve air quality in school facilities reducing the risk of virus transmission including COVID-19 creating a healthier environment for students and staff to have in-person instruction. Maintenance cleaning supplies for cleaning/disinfection protocols district wide including classrooms, offices, on buses, etc.

2. 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:

After school program intervention, established to provide additional support to students who have experienced learning loss due to the pandemic. This intervention in conjunction with teacher tier II support, comprise part of the district's multi-tiered systems of support for students who need additional academic support.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Grants & curriculum coordinator position to assist in the planning, development, and oversight of ESSER fund programs along with supporting/tracking other grants (Title, 31A, etc). The position is being utilized to address the needs of children from low income families, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness as well as planning and implementing activities related to summer learning and supplemental after school programs, supervising interventions to address learning loss, and supporting/monitoring curriculum realignment with the new intervention programs.

Maintaining the bus fleet to help us continue to reduce numbers on each bus and allow us to appropriately disinfect buses before use by another group of students.

Upgrading bus cameras to better allow us to do contact tracing on buses and determine COVID-19 close contacts.

Staff stipend for all the extra duties staff has taken on during the ongoing pandemic.

4. 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.

Grants & curriculum coordinator position to assist in the planning, development, and oversight of ESSER fund programs along with supporting/tracking other grants (Title, 31A, etc). The position is being utilized to address the needs of children from low income families, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness as well as planning and implementing activities related to summer learning and supplemental after school programs, supervising interventions to address learning loss, and supporting/monitoring curriculum realignment with the new intervention programs.

Contracting additional counseling services to deliver an evidenced based social emotional learning program responding to and supporting students who have been impacted by the pandemic.

Employing teacher interventionists as an evidence based intervention strategy to address learning loss while also addressing the needs of children from low-income families, English language learners, racial and ethnic minorities, and students experiencing homelessness as a response to the pandemic.

American Rescue Plan 2021

Rapid River Public Schools - 21060

1. 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:

The district will maintain the health and safety of students, educators, and other school staff by following our Return to Learn Plan and our District Preparedness Plan, both built on best-practice provided by the CDC and MDHHS. These plans includes a focus on sanitizing and disinfecting, promoting social distancing and mask wearing, establishing protocols for screening, isolation, and quarantine as appropriate, and addressing adequate ventilation in all district facilities.

-Every classroom will be supplied with a fixed or portable hand washing or sanitizing station.

-Supplies will be checked daily and restocked in the classroom.

-Teachers will contact the office immediately if supplies run out during the school day.

-Each classroom will have a hygiene protocol with timelines that are posted:

-Proper mitigation strategies including hand washing will be communicated to families via newsletters, web pages, bulletin boards.

-Sharing school supplies will be limited, and each student will have their own supply box for materials.

-All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.

-Custodial staff will walk the building wiping all high usage areas at intervals throughout the day and following any evening activities in the building.

-Air filters for HVAC will be scheduled for more frequent replacement.

2. 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:

The District will reserve funds to implement a summer school program for students in grades K-12, after school tutoring, and provide enrichment programs.

Summer School programs will take place during the summer following the conclusion of the school year and generally run an estimated 5 weeks. Staffing and student need will ultimately drive the size and scope of the summer school program.

Tutoring programs will take place across all levels with an emphasis at the Middle School and the High School multiple days per week. During the afterschool tutoring programming, students will be supported in receiving homework help and instructional support.

Evidence-based interventions will also be put in place K-12 with the implementation of interventionists in the area of Mathematics and ELA/Reading. This will include staff members providing Tier II and Tier III instruction in small groups at the Elementary level and at the Secondary Level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Based upon the input from our varied stakeholders, the remainder of the grant funds will be spent on:
professional development,

- Training for staff on sanitization and minimizing the spread of infectious disease
- Training for staff on maximizing the effectiveness of virtual engagement
- Training for staff on identifying and addressing academic and mental health needs of students
- Training for staff to specifically address the needs of those students disproportionately impacted by the pandemic
- replacement supplies,
- Purchasing cleaning supplies
- Purchasing sanitizing supplies
- Purchasing Personal Protective Equipment
- Purchasing equipment to facilitate cleaning and sanitizing
- increase tech infrastructure,
- Purchasing hardware, software, connectivity, appliances, networking, and other equipment needed to facilitate regular educational interaction
- transportation,
- Purchase equipment ,vehicles, parts, and service in order to provide safe transportation to facilitate in-person instruction for all students
- social-emotional supports,
- Providing personnel, training, scheduling, programming, and resources necessary to address the mental health and social-emotional needs of students and staff
- and instructional/support staff
- Recruit, hire, re-train or retain personnel necessary to maintain operations and continue services, providing principals and school leaders with the resources necessary to address the needs of their schools

4. 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.

The district provides a Multi-Tiered System of Supports [MTSS] with regular progress monitoring in order to identify, engage, and impact each of our various subgroups. The district will also utilize credit recovery, truancy intervention, and curriculum enrichment in an effort to intervene and support students in our subgroups who may have been disproportionately impacted. Within the district's MTSS, we utilize progress monitoring as well as program evaluation tools in order to ensure the efficacy of our evidence-based programs. We will also use the state's Michigan Integrated Continuous Improvement Process [MICIP], which offers pre-made data sets targeted to specific needs. In addition to the academic areas, the district uses Behavioral Health Works [BHWorks], to monitor behavioral health programming for all students K-12.

American Rescue Plan 2021

Ravenna Public Schools - 61210

1. 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:

Ravenna Public Schools is transitioning to 1:1 devices for all students in an effort that students do not share materials and resources. Online textbooks are another way to give students access to their own resources and promote safe in-person learning.

2. 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:

Ravenna Public Schools is addressing the academic impact by planning summer school opportunities for students K-12 for multiple years in order to provide students with additional instructional time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be used for administrative and instructional coaches to assist with improving strategies for meeting learning loss. We will also provide a behavior support and safety advocate position, as well as reading intervention programs for students during the school day.

4. 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.

Ravenna Public Schools through the use of additional intervention support and the addition of a behavior/safety advocate, we are providing all students, including those with at risk students factors, additional academic, social, emotional, and mental health supports both during the school year and our summer program.

American Rescue Plan 2021

Reach Charter Academy - 50912

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Reading Community Schools - 30070

1. 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 for additional classroom support with para-pro positions, reading specialists, school-family liasons and additional curriculum support materials (online, software programs and technology).

2. 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:

District will explore learning loss through the use of NWEA and provide weekly after-school learning sessions for those students in need of the greatest assistance.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds (less that 80%) will be used for infra-structure improvements (HVAC and windows).

4. 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.

The district has an at-risk population of nearly 70%. Any of the previously mentioned implementation practices will benefit these students.

American Rescue Plan 2021

Redford Union Schools, District No. 1 - 82110

1. 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 utilized to restock PPE throughout the year (along with sanitizer), continue to fund daily health screening completed by staff each day (Clear to Go app), purchase & maintenance of health scanners at each student entry point, increased pay for custodial, maintenance, food service, security and transportation staff to ensure optimal staffing for safe operation of schools, increased staffing for SEL & student wellness positions in recognition of the increased needs of students as they return to in-person learning.

2. 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:

Redford Union has expanded summer school offerings for all district students and plans to continue these offerings through summer 2022, working internally & through external partnerships to provide building based after-school programs for academic learning support, added or maintained teaching staff to reduce class sizes where it is feasible (based on availability of teaching/support staff), to facilitate these programs the district increased salaries/per diems to ensure proper support & quality of instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Improving and upgrading our educational facilities & technology which will provide the necessary learning environment in which these supplemental programs are being offered as well as continuing & expanding programs that we have already undertaken to address student learning needs.

4. 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.

Monitor & evaluate student progress utilizing grades, test scores, teacher feedback, parent perception/feedback via surveys and period-over-period progress; these practices will be applied with equity across the district.

Reed City Area Public Schools - 67060

1. 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:

At this time Reed City Area Public School District (RCAPS) has been in person as well as supplementing with online learning when necessary for quarantining, wellness and stability. Masks and social distancing are still promoted and utilized within the district. We will continue to focus on air quality in buildings by increasing air circulation, improving air quality, and moving toward touchless systems wherever possible. Antigen testing, sanitization, and quarantining to accomplish due diligence in all areas and emphasize the importance of those tasks with school-age children.

***"RCAPS" refers to Reed City Area Public Schools in combination with the school board, the students, the parents and all other major stakeholders of the district, these implemented programs have been discussed at all levels with all of those persons identified as equal contributors to the proposed ESSER 3 allocations.

2. 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:

RCAPS has implemented an exciting new direct tutorial program where a student needing assistance after-school can get direct assistance from a certified teacher immediately. Research has shown there are five best practices for giving student feedback, they are: be as specific as possible, the sooner the better, address the learner's advancement toward a goal, present feedback carefully, and involve learners in the process. Our comprehensive afterschool program is designed to meet those best practices. We have certified teachers that have assigned the work providing the one-on-one help. RCAPS has an existing Summer School program that has become the backbone of the summer enrichment program that will address student gaps created by lost instructional time through hands-on enrichment activities. Specifically the program has students learning about a particular subject that culminates in a specific hands-on reinforcement field trip to associate the learning with the actual process. Experience with incoming kindergarteners has shown increased lack of socialization skills and greater separation anxiety. RCAPS will offer summer programming specifically for incoming kindergarteners to provide for socialization opportunities and shorter initial amounts of time away from parents.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

On our direct tutorial program the One-on-one certified teacher/tutors are familiar with the assignment so they can be as specific as possible, the help is "immediate" in terms of the learner, they directly address the learner's advancement toward a goal, the feedback is immediate and carefully presented since the teacher has used the assignment they know what the expectation is, and the program is designed around the learner specifically so they are involved in the process. RCAPS also sees a need for an Alternative education program for some students that have gaps created by the pandemic learning suspension, as such RCAPS will also be adding an Alternative Education program that is more robust in learning than what has been available prior to this school year. RCAPS has included in our plan fundamental improvements like the improvement of air quality through the purchase of boilers, up to and including additional instructional staff material purchases to be utilized in the implementation of new more hands-on innovative instructional curriculum that will directly impact student learning and make it more meaningful and long lasting.

4. 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.

RCAPS has added three behavioral interventionists to respond specifically to the academic, social, emotional and mental health needs of students at various levels within the RCAPS grade levels. There is one interventionist for K-4, one for 5-8 and one for grades 9-12. The behavior interventionists are working all day with kids both individually and on a small group basis. RCAPS is committed to continuing their availability in the future and has implemented a data system to help identify and prioritize the needs of the individual students in all of those areas.

American Rescue Plan 2021

Reese Public Schools - 79110

1. 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:

Reese Public Schools plans to continue to combat COVID-19 with a primary focus on air quality and our HVAC system. The district plans on purchasing new windows and air conditioning for the Jr/Sr High School building. In addition to this, we added additional janitorial services to focus on cleaning, sanitizing, and thorough deep cleaning to ensure students do not contract COVID-19.

2. 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:

Reese Public Schools provides enrichment and remediation opportunities for students in a small classroom setting at the elementary and middle school. Students were strategically selected for this class. Learning loss is addressed by exposing students to curriculum they may have missed due to the pandemic while simultaneously providing grade-level content. Evidence-based interventions are also provided to students that need additional support based on benchmark and progress monitoring data.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Reese Public Schools is providing increased social and emotional support through additional staffing of behavior specialist, social worker, virtual director, and dean of students. Continuing to provide technology devices to support distance learning and hotspots for families in need. Reese public schools will also provide staff with professional development to help with the needs of all students.

4. 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.

The services listed above will be made available to all students. Reese Public Schools will use Care Teams and assessment tools. Reese staff will monitor student participation, student engagement, attendance, and growth to evaluate student needs. Care Teams will meet regularly to ensure the academic, social, emotional and mental health needs are being met. On going communication with families will take place to help with student needs.

Reeths-Puffer Schools - 61220

1. 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 keep rapid COVID tests available for staff; retain staff on the job (incentives to stay in our employment); increase supervision of students in common areas to improve distancing and monitor safety protocol; hire substitutes and alternative staff to cover absences for quarantines and illness, including temporary increases in pay rates; incentives to encourage staff to learn new positions so to keep high quality staff with students; utilize online platforms for continuity of learning; utilize available time in staff schedules to cover absences of other staff.

2. 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:

Funds will be used to compensate teachers for adjusted pacing of curriculum, prioritizing standards and aligning resources to maximize time; compensate teachers to do previously referenced curriculum work during summer; improve access to viable curriculum to allow new teachers and teachers in new positions immediate access to the new curriculum; maintain and enhance our FastBridge benchmark assessment and intervention program; establish intervention blocks in the daily instructional schedule; run a summer program K-12 that will have community partnership contracts with local businesses and non-profits; compensate staff to engage in our extended day programs; contract with local partners to provide consistent spaces for intervention, academic supports and social emotional supports; compensate teachers to extend second semester to ensure students meet the priority standards for a core class; purchase and implement a supplemental socio-emotional learning curriculum.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will consistently use health and safety protocol under the guidance of the CDC and state and local health authorities.

4. 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.

Funds will be used to upgrade our benchmark assessment system for effective intervention support; enhance use of intervention components of assessment system for both literacy and math; utilize after school programming; utilize interventionists; compensate staff to provide targeted instruction appropriate to student needs; benchmark assessments and localized assessments will be used to identify student with particular needs; low-income, English Learner, students with disabilities, homeless, and foster care students will be prioritized for services in all ESSER programs and services. We will update the board bi-annually on progress of student subpopulations (ref. 98b reporting)

Regent Park Scholars Charter Academy - 82727

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Relevant Academy of Eaton County - 23902

1. 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 assist in creating a smaller learning environment for students needing additional academic support. Students will be able to be in classrooms that have limited seating capacity to provide recommended space requirements.

2. 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:

Funds will be used to add six weeks of paraprofessional support to decrease class size and one on one individual assistance in reading and math. This time aligns with the schools extended day and extended school year calendar.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All funds in ESSER will be used on academic impact of lost instructional time to support extended school year.

4. 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.

Students will be tested twice a year utilizing NWEA to identify results of support and to determine if small class environment and more one on one support increases reading or math scores.

Renaissance Public School Academy - 37901

1. 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:

Renaissance Academy has a close relationship with the Central Michigan District Health Department. We communicate regularly and participate in weekly meetings to stay updated on current COVID-19 trends, CDC guidance, and response recommendations. ESSER III funds will be used to support ongoing staff training on COVID-19 prevention and mitigation strategies so that we may continue to offer in person learning for all students and minimize time away from instruction.

2. 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:

Renaissance Academy intends to expend a majority of our ESSER III funds on evidence-based practices to address the academic impact of lost instructional time. We will use the funds to pay the salaries of teachers, interventionists, and learning coaches to maximize direct instruction time with students. Learning coaches will guide teachers in best practices for Tier 1 Project-Based Learning instruction. Interventionists will be available to address the needs of an expanding Tier 2 caseload of identified students. Ongoing professional development, feedback provided to teachers, and collaborative review of student data will improve the fidelity of schoolwide practices. Interventions will be continued in our summer learning camp and expanded in our after school care program. Instructional materials aligned with identified priority instructional standards in English Language Arts and Mathematics will be purchased and implemented.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Renaissance Academy intends to expend a majority of our ESSER III funds on evidence-based practices to address the academic impact of lost instructional time. A prerequisite of this intention is to support students in their readiness for learning. We will spend funds on the salaries of behavioral interventionists. The behavioral interventionists will build relationships with students and families and provide needed support for social, emotional, or mental health factors.

4. 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.

Renaissance Academy staff members routinely review benchmark assessment, progress monitoring, and instructor's anecdotal records to measure student achievement and evaluate the effectiveness of implemented intervention strategies. In this process, we are mindful of the impact COVID-19 has had on student's access to instructional time. Our MTSS process includes a monthly review of available information during which we consider the need to begin, continue, or modify interventions with regard to both academic and social/emotional student needs. We gather information about the whole child and implement strategies to address the additional challenges that may exist due to English language acquisition, homelessness, foster care placement, special education needs, or economic circumstances.

American Rescue Plan 2021

Republic-Michigamme Schools - 52110

1. 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:

We will be using our funds in several different ways. In order to increase the scope and frequency of our cleaning procedures, we include additional staff and shifts to ensure facility and transportation cleanliness. This will also include some additional cleaning equipment and supplies. We will also utilize an additional bus driver to reduce our numbers on busses. Extra aide time will increase the ability to keep our students caught up, both when at school or homebound for any Covid issues, as so many have been. The purchase of additional lunch tables will allow us to better keep students distant while eating. I would also like to include the use of "premium pay" for all personnel to compensate for the loyalty and dedication shown throughout the pandemic.

2. 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:

We will use funds to increase Aide time for both one-on-one and small group assistance for pull out during the school day. We will also utilize additional teacher/aide contact time after school and during the summer session to ensure that all students are making the necessary gains .

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In accordance with the original ESSER allowable use area, we will be using a portion of our ESSER III funds to help pay salaries of instructional staff. This will help us provide a more sustainable solution to our staffing shortages. By using the money to help pay the salaries of instructional staff, we hope to retain them when they may otherwise leave our district. Their satisfaction and willingness to stay are critical to our success, and making them feel valued will lead to continued loyalty to our school and the kids in our classrooms. We utilize NWEA MAPS testing data (as well as others) for our analytical needs. We also set aside specific professional development days throughout the year to look at our test scores.

4. 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.

We are a very small, rural and isolated district; and a single building district. We are able to, and do respond to the academic, social, and emotional, and mental health needs of all our students quite easily. We have people on staff who's job it is to ensure that our students from low income, students of color, with disabilities, or English language learners are not disproportionately impacted by the Covid-19 pandemic...or anything else for that matter. This would also include our students experiencing homelessness or are in foster care, With our numbers it has been quite easy to do for us.

Richfield Public School Academy - 25910

1. 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:

The district will use a large portion of the funds to replace the roofs on both buildings to support clean air filtration systems and eliminate leaks which are causing moss/mildew growth and which effect air quality. We will also replace the outdated HVAC systems in both buildings to provide more efficient air exchange and adding air purifying capability. Replacement of these systems will allow the district to meet the air exchange frequency guidelines suggested for prevention and mitigation of the spread of communicable diseases. The district will expand its outdoor pavilion to provide more outdoor learning space for students as well as creation of outdoor learning area for the early elementary students to provide spring, summer and fall outdoor learning opportunities with safe distancing and fresh air flow.

2. 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:

The district will utilize the reserved funds to address lost instructional time by hiring a full-time instructional coach to support the many inexperienced teachers on staff with the implementation of evidence based instructional practices (formative assessment, data driven instruction, differentiation, Leveled Literacy Instruction). The district will also hire 2 reading intervention specialists to work with students for learning recovery in reading and language skills. The district will hire a staff member to support student engagement in middle school by pulling small groups; to support remediation, support with classroom assignment completion and provide small groups for assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use the remaining funds to hire additional staff to support the programs that have been implemented to address the social/emotional needs of our students, to provide additional academic support/tutoring for students, to provide additional training for the Wellness Coach and Wellness program funding, and to support additional bus routes to reduce the number of students on each bus.

4. 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.

The district recently implemented a culturally inclusive reading and language program that was vetted through staff and parent volunteers that more accurately represents the cultures of our student body and have done extensive training with our staff for the proper implementation of the curriculum. The district has invested in instructional materials and teacher professional development sessions specifically on the instruction and learning of ESL students, special education students and at risk students. The district has done extensive training with all staff members on Trauma Informed Schools platform to support the education of our at risk population.

Richmond Community Schools - 50180

1. 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:

Richmond Community Schools believe that students learn best when they receive in-person instruction. Richmond has taken all recommended measures from the CDC and the Macomb County Health Department to ensure a safe return to learn for our students and staff.

With ESSER III dollars, Richmond utilized COVID Aides during all three years of the ESSER grant duration. These Aides are responsible for cleaning high-touch/ high-traffic areas such as doors, lunch tables, classroom materials, offices, etc.

Building substitutes will also be utilized through grant funds to support in-person learning for teacher illnesses and classroom vacancies. When not assigned to classrooms, building substitutes support the sanitation of high-traffic/ high-touch areas to keep the building clean and help reduce the spread of germs.

2. 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:

To support students in the loss of instructional time, Richmond will utilize ESSER III funds and other grants to offer evidence-based summer school programs for students K-12. The instructional coach and professional learning communities purchased to focus on instructional learning loss will identify and recruit students for the summer program.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Richmond will utilize the grant funds on teacher retention payments. Grant funds will also be used on workshop compensation rates for teachers with virtual students on their caseload of simultaneously teaching in-person and virtual/online students. Grant dollars will also be used to compensate teachers for the preparation of all virtual instruction due to district-wide shutdowns due to the pandemic.

4. 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.

Richmond Community Schools will utilize the grant funds towards academic learning loss by utilizing an instructional coach in the area of mathematics K-12. Targeting best instructional practices, acceleration strategies, differentiation and scaffolding will be the focus for the instructional coach. According to stakeholder feedback, the highest area of utilizing funds was toward adding instructional support for teachers in order to support student interventions, professional development, increase instructional practices for all students. Richmond will also utilize the evidence-based strategy of data analysis process through the development of professional learning communities (PLC). To ensure high-quality instruction occurs for all students, technology will also be purchased to ensure learning acceleration and prevent additional loss of learning.

The grant funds will be utilized to address the academic learning loss for those students disproportionately impacted by the pandemic, by providing intervention strategies, acceleration strategies, and tiered structures of academic support to the students and staff that serve students including low-income, academically at risk of failing, English learners, children with disabilities, homeless students, foster care students, and migratory students.

Richmond will utilize grant funds toward two counselors; one for the high school and one for the middle school.

American Rescue Plan 2021

Ridge Park Charter Academy - 41919

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

River City Scholars Charter Academy - 41928

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

River Heights Academy - 82916

1. 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:

In order to continue to safely open and operate schools for in-person learning, funds will be used to increase cleaning protocols, schedules, equipment, personnel, professional development and training, and facility maintenance. The school will use funds to support CDC and locally recommended practices including procurement of personal protective equipment, costs associated with good hygiene practices and respiratory etiquette, contact tracing, isolation room, physical distancing adequate spacing, diagnostic, screening and testing protocols, vaccination efforts, responses for positive cases for students and staff. Focus is on creating safe spaces to learn and work through prevention strategies, efforts, and protocols. Additionally, funds will be used to improve facilities ventilation, cleaning, and specialized instructional spaces.

2. 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:

The school will address lost instructional time through the implementation of high-quality instructional resources, materials, tools, assessments, evidence-based interventions and strategies, personnel, and professional development and training that support learning loss and recovery. Before and after school programming, enrichment activities, tutoring, and mentoring provide additional time for learning, create strong student-adult relationships, and deepen the home-school connection. Additionally, funds will be allocated to summer programming, enrichment opportunities, developmentally appropriate activities, and extended school year services to provide learning opportunities during the summer break. These opportunities extend learning hours during the school year where personalized offerings can support students' individual, small group, or system needs and address the needs of the school community. Stakeholder engagement survey results indicated high interest in extension opportunities afterschool and in the summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funding will be used to facilitate a comprehensive and personalized approach to address learning loss and improve the student experience and system. A core strategy is to administer high-quality assessments to measure student performance on grade-level standards and identify strengths, needs and gaps. Based on survey feedback, funding will support assessments, personnel, data management systems, tools and training. Teams implement evidence-based practices, strategies, materials, and tools to address the identified gaps and needs. Progress will be monitored for students who need extra support, interventions and specialized programs. Personnel and professional development will support all strategies. Distance learning is used for students with a positive case or exposure, ensuring an equitable learning experience. Survey responses support the need for funds to support infrastructure, capital improvements as necessary, materials, tools, personnel, and PD. Technology is vital to learning recovery and providing remote instruction, which was highlighted in each of our stakeholder surveys. Funds will support devices, infrastructure upgrades, learning management systems, data analysis, tools and applications, online subscriptions and materials. Tracking student attendance requires personnel, data management tools, and SIS to identify students who need additional support and intervention to address obstacles. The school will identify strategies to increase attendance and engagement.

4. 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.

"The school is committed to providing all students with meaningful, enriching classroom experiences that set them up academically, socially, and emotionally to reach their personal goals and close learning gaps. Mental health, wellness, and behavioral support will be implemented alongside all academic strategy and initiatives. Because students have experienced varying levels of trauma throughout the COVID-19 pandemic, funding will be used for evidence-based strategies and initiatives, tools, materials, and additional personnel to support the mental health and wellness of all students. Nurses, social workers, at-risk coordinators, additional counseling services, teacher training and programming, and wrap-around and community partnerships will be leveraged. 32% of school community members surveyed indicated a desire for funds to be used to provide social emotional learning opportunities, and or supports such as counseling, mental health and wellness resources.

Some students have been disproportionately impacted by the COVID-19 pandemic and require specialized supports, accommodations, interventions, auxiliary services, and efforts to provide an equitable education. The school team will utilize funds for personnel, materials, tools, PD and training to address learning recovery and mitigate obstacles in order to provide an equitable learning experience. 72% of school and community members surveyed indicated a desire for funds to be used for academic supports for students.

"

River Rouge, School District of the City of - 82120

1. 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:

River Rouge School District is committed to using a percentage of ESSER 3 funds to ensure we can continuously and safely open and operate schools for in-person learning by making sure that our prevention and mitigation strategies are practicable and consistent with the most recent CDC guidance. Each school in our district has created their return to learn in-person plan in conjunction with their stakeholders that specifically highlight prevention and mitigation strategies of COVID-19 including face coverings, ventilation, social distancing, COVID testing, daily health screenings, communal school resources, disinfecting products and communication. In order for our building leaders to safely operate schools for in-person instruction, the district will need to ensure that we have the identified PPE materials and equipment on hand daily as well as making sure we have various modalities to communicate with families regarding COVID information.

2. 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:

The 2020-2021 M-STEP summative assessment scores revealed that the River Rouge School District student's academic achievement was indeed affected negatively by the pandemic. Results showed that 10% of students in 3-8 grade were proficient in English language arts, and 5 % of students showed proficiency in mathematics. It should be noted that pre-pandemic state assessment scores for the District showed student proficiency to be between 25% to 49% higher when compared to the 2018-2019 school year.

As a result of the significant decline in academic achievement coupled with the District serving a high rate of students living in poverty, the District seeks to use ESSER III funding to implement evidence-based interventions and programs to support the following efforts.

In response to the significant decline in academic achievement, along with the District's high rate of students living in poverty, the District has placed an increased emphasis on accelerating learning while reversing learning loss. Targeting the fundamental foundations of reading and literature are the essential prerequisites needed to learn all other core content subjects such as mathematics, science, social studies, and English Language Arts. With that being said, River Rouge School District will use the following evidence-based intervention practices and programs with ESSER III funds over a three-year cycle to address the academic impact of lost instructional time:

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

River Rouge School District will spend its remaining ARP ESSER funds as follows: Educational Technology, which includes chromebooks, laptops, desktops, Smartboards &, iPad, Mental Health Services and Supports, Parent Engagement , Staff Professional Development – RRSD is a trauma informed school district which requires that Teachers and Staff be trained in areas that will address trauma and mental health. Social Emotional Learning, PBIS, Field Trip Experiences, META Program Enhancements, Classroom Furniture, PPE Equipment and Supplies, & Technology Infrastructure – To provide students with the education they need to thrive in a globally connected world, we must find ways to design, fund, acquire, and maintain the infrastructure that will make connectivity a reality for every student and teacher in every learning environment.

4. 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.

The unfortunate reality is that it is unlikely that all critical core content will have been taught and, more importantly, will have been mastered by all students. Moreover, the well-documented challenge of summer learning loss will be even greater this year because students have been away from the routines of school for substantial periods of time. Therefore, The River Rouge School District will utilize existing best practices for intervention and emerging ideas for rapid make-up of lost instruction for summer and fall instruction. We developed a system that identify missed learning standards and content that are prerequisites to future learning. This approach includes a focus on social-emotional learning and trauma-informed interventions, provide adequate assistance, concentrate on grade-level content, and solving skill gaps with technology. This approach includes catch-up courses to address specific critical missed standards and content during summer. Research on childhood trauma provide empirical evidence that adverse childhood experiences, household disfunction, poverty, food insecurity, and anxiety can be overwhelming for low-income students. The River Rouge School District will utilize diagnostic assessments to determine what preliminary skills learners need. These assessments are crucial in identifying the level of learning loss that has occurred and serve as a starting point for teachers.

American Rescue Plan 2021

River Valley School District - 11033

1. 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:

The River Valley School District will utilize the ESSER III funds in order to maintain in-person learning for students as much as possible while following the CDC guidelines. Investments will be made in air quality, cleaning supplies, cleaning staffing, and mitigation supplies. Air quality expenses will focus on air cooling, control systems, humidity issues, hot water heaters, filters, boilers, pumps and ionization. Funds will also be used for custodial and maintenance staffing as well as COVID specific mitigation supplies for cleaning and health safety.

2. 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:

Intentionally addressing learning loss and the loss of instructional time is imperative for the success of student achievement. At least 20% of total funds received will focus on learning loss initiatives. River Valley Schools will provide evidence-based activities during the summers of 2022 and 2023 for students who are most at risk and to address instructional learning loss. The focus will be on closing the achievement gap and instruction will be based on individual student needs in core content areas. This opportunity will be provided for students in kindergarten through 12th grade. Funds will be used for materials, staffing and transportation. In addition, learning loss can also be addressed through effective and sustainable professional development for staff, especially in the areas of using high-quality assessments and identifying student academic needs through professional learning communities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The River Valley School District will continue to provide educational opportunities consistent with federal state and local requirements. One initiative proven effective in the instructional process is the continuation of one-to-one computing for students. This initiative provides both teachers and students with additional opportunities for individualized instruction based on student needs. The River Valley School District will replace outdated Chromebooks and continue with its replacement cycle. In addition, River Valley will utilize funds to evaluate the current curriculum and in turn modify, enhance, or replace current curriculum components. The outcome after completion will be having an improved guaranteed and viable curriculum which ensures that all students have an equal opportunity to learn. Funds will be used to evaluate and address any current curricular needs, while ensuring its equitability for all.

4. 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.

The River Valley School District believes that it is important to address not only the academic needs of students but also the social and emotional concerns which have become more evident during the recent Global pandemic. The District is committed to continuing to and expanding services for all students that address their mental health and their identified needs. In determining the needs of the District and to assist in identifying ESSER fund uses, The River Valley School District implemented several different strategies to gather the data. A survey was published for administrators, teachers, support staff, parents and students to provide stakeholder input to create this plan. The survey results were published and made available for discussion. The superintendent presented results of the survey at a school board meeting, and staff meetings. Building principals held meetings with staff and PTO's. These meetings provided opportunities for two-way dialogue between the district and stakeholders to ensure that the highest needs of students were addressed with ESSER III funds.

Riverside Academy - 82975

1. 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:

Riverside Academy (RA) will use these funds to ensure the building is clean and sanitized prior to the return of students as well as when student/staff are back in the building for in person learning. RA will also provide all staff, students and families face masks, sanitizer, and other items needed. This could include hiring additional staff, and cleaning supplies and other materials. Academic supplies, everyday materials that students would often share will be purchased so each student has their own materials and curriculum that will make it safe to in-person learning.

RA works closely with Wayne Resa the ISD to ensure that all protocols from the CDC, MDE, and the state legislature are followed. The admin. attends all training sessions and meetings provided by Wayne RESA to keep current on what changes that are made by any governmental agency. RA ESP will also provide guidance for both virtual learning as well as in-person learning.

2. 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:

Riverside Academy (RA) will use the ESSER funding for both summer school program and after school programs: all students will be invited to participate but priority would go to the identified tier II and tier III students. Summer school program will be a minimum of 6 weeks: 4 hours @ day 4 days @ week. Afterschool programming during the school year 2-3 days @ week for 1 hour a day to address strategies that students are struggling with. Purchase supplemental materials to be used by staff for addressing learning loss. The current curriculum will be reviewed to ensure that it meets the needs of the students who are struggling academically. Additional curriculum may need to be purchased: teacher materials student workbooks that go along with the curriculum, hands on materials and reading supplemental materials. Hire additional staffing: teaching staff to ensure smaller classrooms, teachers to work with small groups of students struggling, support staff including but not limited to Paraprofessionals and Interventionists. Social Workers and Behaviorist to support students who are struggling academically as well as emotionally which is influencing their academic loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Riverside Academy (RA) will use the remaining ARP ESSER funding in the following ways: Incentives (Stipends) to all staff to encourage to remain employed by the academy: Stipends will also be used to pay staff to work on lessons to input into the online lesson platform called Moodle. Moodle is used by all instructional staff, to house lessons, communicate with students as well as a learning platform for virtual teaching. Funds will also be used to pay salaries of existing staff as well as new staff who are hired to supplement the current staff or needed due to increased enrollment and additional cleaning staff. Funding will also be used to ensure the building is safe and the spread of COVID is prevented. Purchase cleaning supplies, sanitizers both to clean with and for individual use, masks, materials for barriers between people. RA will also use funds to purchase furniture to allow for social distancing in the classrooms, lunchrooms, and other areas of the school. Supplies will be purchased so each student has what they need in the learning environment.

4. 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.

Riverside Academy (RA) monitors all students using the MTSS screener. The screener collects data for all students: academic, behavioral, attendance, social emotional, and demographic. The Data teams meet and reviews the data on all students. Students who are identified as needing additional help based off the data on the screener the team discusses strategies so to teachers and support staff can work with the students. All assessment data is disaggregated to ensure that each individual student, regardless their demographic or circumstance, is monitored and instructional interventions modified as the data requires. If any of the students do not improve using the identified strategies, they move to Tier II and again to Tier III if needed. The funding provides for staffing, supplemental materials, and programming for the identified students.

Riverview Community School District - 82400

1. 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:

As a part of our spending plan, we will provide appropriate personal protective equipment and cleaning supplies/materials consistent with the CDC recommendations. Additionally, the plan incorporates adding/updating/upgrading the HVAC units in each school along with door and window replacement at each building which will provide appropriate amounts of fresh air exchange, filter air appropriately and improve overall air quality. Carpeting will be removed where prevalent and replaced with hard surfaces to mitigate virus retention and spread. We will also be spending funding in a manner that promotes social distancing and use of outside space where practical.

2. 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:

In our spending plan, we will fund various certified and non-certified positions to support the academic impact of lost instructional time. Specifically, we will fund two full-time elementary interventionists who will support learners with evidence-based interventions, identified through our MTSS process. We will also fund the Director of Intervention, whose primary responsibility will be to move along our MTSS processes at the secondary level, as well as work with teachers and other staff to help ensure that students have access to not only academic support, but also support for social and emotional well-being. Other positions, such as para-professionals will be funded to support both classroom teachers and interventionists with students' academic needs as well as social-emotional well-being needs. These funds will also support a comprehensive summer enrichment program which has been a vital part of our district for the last three years. These extended learning opportunities will be driven by both student needs and student interest and will span a variety of levels and subject areas, and will all include evidence-based instructional practices.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We plan to fund the costs for classroom instructional resources that promote evidence based instruction to all learners. Additionally, digital platforms that support both face to face learning and hybrid remote learning will be funded. Other costs necessary with keeping students in the classroom will be funded, which includes costs associated with building-lever or district-level substitute teachers, so that we can ensure students will have a teacher in their classrooms daily.

4. 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.

Our district has a strong K-5 MTSS process already in place, which will be enhanced through the positions and resources funded with ESSER III/ARP funds. We are working through the continued development of the MTSS process at the secondary level. These processes include Universal Screening of all students at least 2x/year as well as identification of struggling students throughout the school year. We will be enhancing our MTSS processes through the use of the online platform, SSIS SEL Brief & EBC. SSIS SEL Brief & EBC will allow us to easily look at historical data, current data, and progress monitoring data for students that are in need of and/or receiving additional support. Through both our MTSS processes and building/district school improvement process, we consistently review data for subgroups of students and develop interventions and strategies to best meet the needs of students. Additional funding sources will help support the social and emotional well-being of students through the purchase of Care Solace, which will be beneficial for both students, teachers, and their families.

American Rescue Plan 2021

Rochester Community School District - 63260

1. 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:

RCS has in place a mask policy for all school buildings and buses. Students, staff, and guests are required to wear masks while in the building. Masks and hand sanitizer are available through out all of the buildings for anyone to use. Buildings are regularly cleaned and disinfected using protocols established by health officials. Custodial staff have received training on the proper use of materials as part of their professional learning.

2. 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:

RCS will provide multiple opportunities to address the impact of lost instructional academic time. Opportunities for after school academic support are available for students. Support is provided by highly qualified teachers and lessons are adjusted based on student needs. Monitoring of the programs occurs through formative assessments and surveys. Both intervention and enrichment programs are offered in the summer for students. Programs offered will support both literacy and math. Staff involved in the supplemental programs will have professional learning and coaching. Transportation will be provided to families.

3. 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 support students learning in the areas of math and literacy. Materials will be purchased to enhance and support the closing of learning gaps. Professional learning for staff focusing on the use of technology as a tool to support student learning and professional learning on engagement strategies. Data collection and analysis of the data to determine if the strategies are having the intended results.

4. 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.

Interventions will be monitored through administrator walk throughs, lesson summaries, formative and summative assessments. Social, emotional, and mental health needs will be monitored through surveys, counselor referrals, and informal observations. Consultation with our MV and ESL Parent liason and special education consultants to support meeting the needs of students who may have been dispropotionately impacted.

American Rescue Plan 2021

Rockford Public Schools - 41210

1. 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:

Ensuring consistent in-person learning is of utmost priority and the district will increase expenditures in the following ways to support keeping students in our schools.

- *Assessing air quality needs in the district and purchasing equipment.
- *Continue to supply the district with increased supplies to ensure cleanliness in our learning environments.
- *Promote health, safety and wellness programs to staff and students.
- *Supporting buildings with increased health related staff to assist management of pandemic needs.

2. 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:

Rockford Public Schools intends to use a multi- dimensional approach to influencing the academic impact of lost instructional time due to COVID-19 by implementing practices in the following ways:

- *Increase academic instructional time for identified subgroups/targeted students outside of the normal school calendar including after school and during the summer.
- *Add district instructional staff with an emphasis on supporting core curriculum alignment and intervention needs.
- *Purchasing curriculum, online resources and assessment systems that aligns to content standards and supports intervention strategies.
- *Training staff on our Professional Learning Community Process and supporting their participation in better responding to the learning needs of students.
- *Teacher compensation for professional learning and curriculum building practices.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will continue to evaluate needs in a variety of ways by monitoring student achievement and stakeholder input to accelerate student learning. Emphasis areas will include addressing the following topics:

- *Prioritize attracting and retaining staff with an emphasis on mental health.
- *Respond to the learning needs of students in subgroups and develop targeted intervention strategies.
- *Purchase educational technology that increases access to individualized learning for students.
- *Respond to the social, emotional and mental health needs of our district with training, curriculum and staff.
- *Program in the area of diversity, equity and inclusion to ensure all students feel safe and welcome in our schools.

4. 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.

State, benchmark assessment and survey data will be used to monitor student achievement and social, emotional and mental health needs of students.

- *We will continue to support our collaborative PLC model and train all staff about practices to align curriculum, assess learning and respond to student achievement results.
- *Intervention staff will be hired and programming will be purchased to target identified needs of sub groups and those affected in our community most significantly by COVID.
- *We will adjust daily schedules and staffing to target support to student need areas identified through our RtI process and benchmark NWEA assessments.
- *The social emotional needs of both staff and students is a focus for our district. In response to local stakeholder surveys we will hire additional mental health staff and implement SEL curriculum across the district.
- *The district will participate in innovative practices in the social emotional health of students by purchasing counseling dogs and paying handlers for their services.

American Rescue Plan 2021

Rogers City Area Schools - 71080

1. 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:

The LEA will purchase technology and other supplies that will allow students to socially distance and take part in a safe education. The technology purchased will help build our mobile classroom. The sanitation or cleaning supplies will help remove the coronavirus and other viruses from the elementary and high school buildings. The district also plan to use the remaining funds to complete a window project within the high school building that will allow an increase in air flow.

2. 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:

The LEA is utilizing the ARP funds by departmentalizing our 3rd, 4th, and 5th grades. The departments will allow staff to master the content that they are teaching and become completely familiar with the research based curricula that the district already has and/or will purchase with the ARP funds. By having various teachers throughout the day, the students will create more positive relationship with staff, which allow for a greater social emotional well being.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will utilize the funds to prevent the spread of coronavirus and to provide full time staff with hazard pay, purchase a SS and math series, sanitation supplies, and technology for our mobile classroom. The district is yet to decide which SS and Math series will be purchased, but the technology and supplies/equipment necessary for the mobile classroom will consist of toner cartridges, cords, labtop computers, a flatscreen television, battery backup server, toner, printer, backup server, classroom divider, teacher table/desk, and student work tables. The district will also purchase additional printers to allow students to be spread out while retrieving their work or research.

4. 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.

As previously mentioned, the district is addressing learning loss by creating 3-5 subject departments. This strategy also promotes the social and emotional well being of our students because it allows them to build more positive relationships with staff. The increase in positive relationships will maintain a positive climate and allow the students to seek guidance/assistance from more adults when needed. The departmentalized move will also ensure that the students are receiving the best possible education as staff will be able to focus on his/her's primary subject, which will allow him/her to create highly engaging curricula.

American Rescue Plan 2021

Romeo Community Schools - 50190

1. 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:

In-person learning has been a priority since the pandemic began and we are committed to remaining in-person to ensure consistency and equitable learning experiences for all students. We follow local health department guidance that recommends masking; we offer masks for all students and staff who choose to wear a mask. Our schools minimize visitors to buildings. We ask parents for students to stay home when sick. Funds will be used to provide supplies for air filtration systems to continuously improve air quality; additional custodians to clean and sanitize buildings; and the purchase of cleaning and sanitation supplies to keep classrooms and other common areas clean.

2. 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:

Grade level teams continue to meet to discuss student learning, identify critical content to focus on during core instruction, and to analyze data from our benchmark assessments. At the high school level we are leveraging our work within the Academies of Romeo High School, where all of our grade 10-12 students are in a CTE pathway to engage students with relevant learning and experiences. To address the academic impact of lost instructional time funds will be used to: accelerate learning of students through the use of evidence-based programming such as AVMR by hiring additional math interventionists who will provide in-school tutoring with identified students; additional paraprofessional time for them to tutor students during the school day under the supervision of our reading specialists or other professional staff; providing after school tutoring; and hiring staff to offer summer learning and enrichment for students K-12 as well as summer software licenses and materials.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will continue to focus our efforts on supporting the whole child as we address learning recovery. Funds will be used to: continue to employ existing staff by offering hazard pay for working under the current conditions; maintain current staffing levels at our elementary to reduce class size; hiring elementary math interventionists to provide evidence-based instruction to students; hiring additional school social workers to provide social, emotional, and mental health support to students; provide virtual programming and staff to support families who still feel that at home learning is best for their student at this time; hiring school nurses to support the return to in-person learning; allocate funds for grade level team meetings; purchase software to support analyzing student data; provide staffing to support struggling learners; provide professional learning around learning recovery and social emotional learning; administration of a school climate survey; and employ district level leadership to support implementation of MTSS.

4. 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.

Benchmark assessment data will be reviewed in the fall, winter, and spring, to identify areas of need and to monitor the progress of students. Grade level team meetings will take place to adjust instruction and interventions for students. Disaggregated data at the building and district level will be used to identify students in groups that may need additional targeted interventions during the school year and for after school and summer programming. Our district-wide goal for social emotional learning will continue and be strengthened with the additional school social workers being onboarded this school year. A school climate survey will continue to be given over the next several years to identify needs in the social emotional area for students. The district-wide emphasis on the MTSS process will continue to be a priority and identify students who need additional support.

American Rescue Plan 2021

Romulus Community Schools - 82130

1. 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:

Romulus Community Schools will use the funds for improvements/upgrades consistent with the most recent CDC guidance on reopening schools that include but are not limited to door latches/locks, interior/exterior work, fencing, signage, equipment storage, a new roof at the high school to mitigate mold, classroom & office furniture to allow movement and distancing, extra supplies and music equipment to reduce sharing amongst students and staff, outdoor classrooms, replacement of old media center flooring that has been over exposed to leaks resulting in mold and UV Ionizers for clean air.

2. 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:

Romulus Community Schools will offer additional academic support in the forms of after-school programs, tutorial programs, and a comprehensive summer school program that will align with changing "learning losses into learning leaps". RCS will also provide:

- *Instructional leader responsible for all Elementary buildings are Administering and Using High-Quality Assessments
- *Instructional leader responsible for all Elementary buildings are implementing evidence-based activities
- *Instructional leader responsible for all Elementary buildings are Tracking Student Attendance and Improving Student Engagement
- *Instructional leader responsible for all Elementary buildings are Monitoring Student Academic Progress to Identify Students Who Need More Help
- *Professional development focused on fostering an equitable school environment, supporting diverse learners, and equitably serving all student
- *Interpreter and translation services on an as-needed basis to aid ELL services for the district.
- *Second Step SEL program
- *Illuminate Achievement Dashboard and SABERS
- *Curriculum Consulting
- *After school program materials

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Romulus Community Schools (RCS) has provided training and professional development on preparing for, preventing, and responding to the spread of infectious diseases. Also, RCS has purchased supplies and materials to support minimizing the spread of infectious diseases throughout the district.

4. 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.

Romulus Community Schools plan to provide the following interventions (but not limited to these listed):

- *Universal curricula throughout the elementary and secondary levels
- *Curricula that represents students of color, ELL, children with disabilities, etc.
- *Provide extended day learning opportunities to address academic deficiencies
- *Contract agencies to promote social-emotional wellbeing for all students
- *Support ELL (students & families) through an interpreter and native-language translated materials
- *Hire a nurse for the district.
- *Essential household appliances (washer and dryers) placed in schools for school and community use.

American Rescue Plan 2021

Roscommon Area Public Schools - 72010

1. 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:

The funds will be used to prioritize schools operating in-person instruction for students. We will use the funds to have sufficient levels of trained and certified staff able to work with students each day in the school buildings. The additional funding will allow us to have sufficient personnel to operate even if some staff are ill. We will use the funds to have the necessary materials – masks, disinfectant, sanitizer – to keep our public spaces clean and not spread germs. Funds will be spent employing staff to conduct additional cleaning and work with students on disease prevention methods.

2. 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:

Funds will be used to provide additional learning opportunities for students who have missed a significant amount of school or who have scored below grade level on key assessments. Additional time for learning will be held after school during the school year and in the summer once the traditional year has ended. The funds will pay for certified teachers to work with students as they address the gaps in the learning. Additional funds will be spent on removing barriers for families who may have difficulties accessing these offerings. Transportation will be provided, either directly with busing or with tokens purchased to access county-wide transportation. Additional meals will be provided to students who are at school during these extended periods.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

These funds will be utilized to support an array of activities that are authorized under ARP Act, including paying for students taking career and technical education courses and students accessing classes at the local community college (dual enrollment). Funds will be used to purchase technology (hardware and software) so that students have access the teachers and classes even if they are removed from the school environment for a period of time. Additional funds will be spent to maintain and upgrade technology systems in the schools that allow all students to have a suitable device connected to the schools' systems. Funds will be spent to support the mental and emotional health of students. Resources will be devoted to providing counseling to those students who need additional support and social workers/counselors will work with students and families to remove barriers to school success for students. Additional funding will be used to ensure that the physical environment at school is safe through upgrades to air handlers and in-school filtration systems. These systems will be routinely inspected and cleaned and funds will be spent on personnel to conduct these tasks. Funds will be spent on additional learning opportunities for students during the summer months. The funds will pay for certified teachers to work with students to address learning gaps.

4. 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.

The funds will be used to make additional time for learning available to students who have missed a significant amount of school or who have gaps in learning as shown on various assessments. Particular attention will be paid to ensure that students with additional challenges (socio-economic, special education, homelessness, foster care) are served by the after-school and summer programming. Funds will be used to address and remove barriers, such as transportation, access to technology, and appropriate materials to support the learning.

American Rescue Plan 2021

Roseville Community Schools - 50030

1. 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:

Roseville Community Schools will use funds to continue our mitigation measures that were put in place to prevent the spread of COVID such as paying salary/benefits to various staff to work additional hours to clean high contact surfaces, purchasing cleaning sprays and wipes, purchasing masks for students and staff who choose to wear masks, employ additional persons to change air filters more often, as well as purchase air filters and air handling units as needed. We will also purchase hand sanitizer stations and refills for the stations for all buildings.

2. 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:

The LEA plans to use funds by purchasing new curricular materials that have a more robust online components as well as a more robust intervention component for those students who are experiencing learning loss. In addition we will continue to expand our summer program offerings and offer after school program and tutoring. Also, we will provide professional off-hours professional development pay. We plan to add additional support staff for Tier I, Tier II, and III intervention.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Maintain the current staffing using teacher salaries and benefits to support students in person and online in the event of a quarantine or extended break to focus on foundational reading, math, science, and social studies standards. Our community feels that face to face learning is the best option for our students therefore, the use of funds to retain staff to guarantee quality of instruction for all students is imperative. Purchase licensing for virtual learning through a third party vendor and provide teacher mentors for those students and families who may continue to struggle with a return to face to face learning. Also, we will provide assistance for teachers to earn certifications in areas of high need.

4. 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.

In concert with our data coaches, early literacy interventionists, instructional coaches, restorative staff and student assistance specialists, we will use data including our benchmark assessments sources to identify students who are most at risk and ensure that interventions are targeted at those populations. We will purchase benchmark assessments and use this as a data point to identify students who are most at risk. We will prioritize social emotional learning through professional development of teachers and staff on how to identify students who are exhibiting signs of emotional crisis. SEL programs will be considered provided we have the ability to hire and maintain the appropriate support staff, ie social workers and student assistance specialists. We will also consider third party resources for our SEL needs.

American Rescue Plan 2021

Royal Oak Schools - 63040

1. 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:

UVC (ultraviolet C) project part 2 (electrical power, bathrooms, hallways). Air disinfectant equipment.

2. 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:

Summer School 2022, Summer tutoring 2022, supplies and materials for summer school and tutoring, social workers, psychologists, counselors.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use the remaining ARP ESSER III funds to purchase UVC (ultraviolet C) equipment. This is air disinfectant equipment.

4. 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.

Royal Oak Schools has a structured Multi-tiered System of Supports (MTSS) structure in place K-12. Within our MTSS system, we have educators, counselors, social workers, administrators, and psychologist working on the academic, social, and emotional needs of our students. They use a formal problem-solving approach to make data-based decisions and identify research-based programs, activities, and interventions.

Rudyard Area Schools - 17110

1. 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:

One of the biggest prevention measures that our school has implemented is hiring an additional teacher at the early elementary level and the high school level.

In order to help limit the number of students, which increases space in each of these classrooms we have added another kindergarten and first grade classroom for the 2021-2022 and continue to for the 2022-2023 school years.

We have also added an additional elementary COVID para pro to help with physical distancing of students and supervision of hygiene protocol. An additional COVID cleaner has also been added to sanitize highly touched areas throughout the day. We also added 16 additional teaching sections at the high school level to ensure that class sizes remain small.

This was also one of the major concerns shared by our stakeholders from survey data. They wanted to see us limit the number of students per classroom and

hire additional certified teachers.

47% of stakeholders also wanted to see more mental health support. We will use a funds to hire an additional school counselor.

2. 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:

A significant amount of learning loss has occurred due to school closures and quarantines, which has prompted the district to increase summer school programming K-12, along with after school tutoring in grades 7-12. Adding additional staff to support these programs have been instrumental in the success of each program. Summer enrichment and work on filling holes in the content for our K-6 students with a certified teacher. And working with Jr. Sr. High school Students received credit recovery in 9-12 and enrichment for grades 7-8 on the content that they did not receive due to the pandemic. After School Tutoring will also be provided for students in grades 7-12 to help curb learning loss.

27% of our Community Survey said to increase Summer School Learning Opportunities. We will have our summer school program fill the holes in the content areas as well as combat any summer learning loss that usually occurs. Transportation will be provided along with free breakfast and lunch. This will be a Tuesday - Thursday Summer School.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to focusing on additional staff and additional programs we have joined the EUP Connect Collaborative (regional effort) to expand broadband so every student will have Internet access. We have also purchased additional devices for all students to have a device and educational programs for students to utilize while distance learning.

2 additional busses will be purchased to increase physical distance between students. Expansion and renovation of our school facility will allow for spacing, safety and more opportunities for all students and staff.

4. 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.

Additional counselors will be hired to focus on the academic mental health aspect of student affected by COVID 19 including but not limited to School closures and quarantines.

Rudyard Area Schools is made up of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care. The numbers are roughly 65% Free and Reduced Lunch, 80% At Risk and 10% special education

Students well being and needs are always the forefront of Rudyard Area Schools plans and implemantation

American Rescue Plan 2021

Rutherford Winans Academy - 82748

1. 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:

The funds will be utilized to implement safety measures in providing supplies and putting in place procedures that will mitigate the physical & mental harm that the contraction of COVID can & has caused marginalized students on a greater level. The purchase of water and water stations decreases contraction through no contact of an essential need. Teachers, the most important human capital in education, is given needed consideration in providing retention bonuses and stipends for performing dual hybrid teaching platforms. Our students, who were marginalized before the pandemic, continue to incur greater harm and the funds will provide much needed SEL services to help mitigate the increased harm.

2. 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:

Under the section 2001(e)(1) of the ARP Act the academic loss for our marginalized students has been great. Through coordinating resources, Title I and the state's Before and After school grant provide funding for a after school program as well as a summer school program. The ESSER III funds will provide additional interventionist to meet the needs of students during the school day, as all students are not able to stay after school due to transportation concerns. A mentor teacher will assist teachers in building capacity to meet the needs of our students. As well as, needed curriculum supplies will be purchased to assist in providing the necessary curriculum materials necessary that align with the state standards. Additionally SEL services and programs will aid in mitigating the harm experienced by students during the pandemic and alternative learning platforms during continuous hybrid times dictated by COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend the remaining funds for student support and engagement. Purchasing Chromebooks, hotspot cards and G-Suite licenses to meet the needs of students during a continuing pandemic during mandatory times of quarantine, hybrid and online learning for the entire district. Purchase a progress monitoring program to collect data to meet the needs of teachers and make adjustment to teaching and learning. Additionally, funds for salaries to continue to employ needed human capital to ensure that students are serviced by qualified staff.

4. 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.

The LEA will ensure that the district's marginalized students, who've encountered additional harm due to the pandemic, including those in foster care, experiencing homelessness, and with disabilities will receive needed interventions based on progress monitoring data. The interventions that are implemented will, as is performed with Title I programs, using the school improvement evaluation tool along with progress monitoring data will be analyzed for effectiveness. After the data is analyzed, necessary adjustments will be made to improve interventions to more effectively meet the needs of students who've incurred greater harm due to COVID-19.

American Rescue Plan 2021

Saginaw Covenant Academy - 73900

1. 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:

Mitigation of COVID 19 is being accomplished by implementing physical distancing in the classroom, hallways, and cafeteria. A new teacher will be hired to help alleviate numbers in the classroom and give more direct instruction to students and implement MTSS based tiered strategies. SCA has updated classroom health and safety routines in addition to using these funds to ensure there are ample cleaning and sanitization supplies and masks provided to all staff, students, and visitors. The set-up of each classroom, is being scrutinized to assure maximum capacity with utmost concern placed assuring a safe and healthy learning environment while mitigating the spread of Covid.

2. 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:

New faculty have been hired to reduce class size and provide more intensive and direct instruction to students and to facilitate reading and math intervention with a focus on MTSS tiered strategies. All staff will be trained in providing high quality, evidence based strategies in Tier II and Tier III to identify and implement strategies to students whose data , which is gathered from benchmark, formative, and summative student assessment data, student attendance and course completion, shows the need for additional learning opportunities to master course standards. These opportunities include extended school days, online learning, and a Learning Lab staffed by a certified teacher. Programming will continue over the summer for students to make progress towards mastery of course standards and graduation. Reading and math intervention will take place during after-school hours to address learning gaps and deficiencies that need more intensive attention than can be provided in the general classroom alone. New staff has also been hired to assist in getting students who have been absent, disengaged or not making academic progress since the start of the Pandemic and remote learning, back to school and back on track . This staff will work closely with teachers, admin, etc as they work to identify students who need additional assistance in the classroom to achieve mastery of the essential standards while this new staff position will focus on whole -child services, such as SEL.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Employ a certified teacher to decrease capacity in classrooms, provide more direct instruction to students and facilitate reading and math intervention.

Purchase cleaning and sanitization supplies, including masks, to assure that KCA maintains a healthy and safe learning environment and decrease the chance of the spread or outbreak of the Coronavirus.

Purchase Chromebooks so that each student has their own device to aid in regular and substantive educational interaction between students and their classroom instructors. These devices will also enable KCA to switch to remote learning if necessary and know that each student has a device to continue their learning.

Purchase HotSpots will assure that each KCA student has a working and stable internet connection to continue to log into their courses if remote while continuing to make academic progress and learning loss is mitigated.

Employ 2 staff members dedicated to attendance, because attendance has a huge impact on learning, engagement and progress. These support staff will not only reach out to students that have not returned or been engaged since the start of Pandemic learning, but also those who are now struggling to attend full time since Pandemic learning. These staff members will work with students to identify barriers standing in the way of making academic progress and support and assist to overcome barriers and return to school full time. Their focus is on SEL and mental/emotional/physical well-being.

4. 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.

SCA is utilizing an MTSS approach which focuses on social-emotional and whole-child academic systems which are continually monitored using regular progress monitoring and data analysis to drive this student-centered and needs based approach for both mental/emotional well-being and progress through the MMC. This continual progress monitoring allows SCA to be responsive and differentiated to meet the needs of its students in all areas. SCA is developing a data-based, whole child tiered system that takes into account academic progress, attendance, engagement and teacher input, and also outside barriers that may be hindering growth and progress in school. Utilizing support staff that can focus on supporting the students in overcoming barriers related to social-emotional and physical needs allows teachers to drill down and focus on learning and strategies in the classroom to not only make regular progress expected within the standards but, with smaller class sizes, are able to implement intervention strategies and differentiated instruction for each student. Utilizing teachers outside of the regular school day to focus specifically on math and reading intervention helps meet students where they are and work to close gaps that may have existed before pandemic learning or because of pandemic learning. Implementing high-quality resources allows for intentional prioritization of instructional goals in order to realize in-school acceleration.

American Rescue Plan 2021

Saginaw Preparatory Academy - 73908

1. 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:

Saginaw Preparatory Academy has set aside \$20,000 for sanitization and PPE supplies, air purifier filters, and other cleaning supplies above and beyond what would be required in a typical school year. Substantial spending has occurred with other funding sources over the past year to secure additional furniture, facility upgrades for ease of cleaning, medical-grade air filter units, portable hand-washing stations, conversion of drinking fountains to hands-free bottle filling stations, etc.

2. 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:

Saginaw Preparatory Academy has set aside ESSER III funds to hire additional paraprofessional/teaching staff to support scaffolded Tier 1 grade-level instruction and school-day academic interventions aligned with recently selected High-Quality Instructional Materials at all grade levels. Funding is also allocated to support academic tutoring & whole child enrichment both after school (during the school year) and in the summer months.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER III funds will be used to -

Maintain additional school-day academic and social-emotional staffing through the 2023-2024 school year.

Maintain afterschool and summer academic/enrichment programming through the 2023-2024 school year.

Maintain academic intervention and social-emotional learning software to support whole-child growth.

Purchase/maintain high-quality instructional materials in all 4 core-content areas.

Maintain current staffing, ensuring as little disruption as possible to programming for students.

4. 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.

Saginaw Preparatory Academy's student population as a whole is disproportionately impacted by COVID-19. Over 99% of our students are considered low-income and over 95% of our students are of color. Our students with disabilities, and/or that are in foster care/experiencing homelessness are receiving the highest level of support possible to help blunt the impact of the past 18 months. Both the academic and social-emotional support will help to build a bridge between where they left off in March 2020 and where they are today. The ESSER III funded Home-School-Community Liaison and General Funded School Social Worker collaborate to meet the needs of the students and their families.

Saginaw Township Community Schools - 73040

1. 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:

Saginaw Township Community School District will use the funds to increase air quality through the replacement of boilers that are aged and outdated as well as the removal of old carpet that decreasing the air quality in some areas.

2. 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:

Saginaw Township Community School District will use the funds to increase student access to learning during COVID and beyond and taking into consideration the various scenarios of in-person, remote, and virtual learning. Funds will be used to purchase technology and hotspots, technology safety software, with curriculum/classroom resources with online components. In addition to that, the funds will be used to update learning materials so that student learning loss can be addressed and minimized. Materials will be course and grade level appropriate as well as engaging for students. Funds will also be used for preferred substitute teachers at each of our buildings to minimize disruptions to learning when teachers are out with an illness or quarantined due to COVID. Teacher training in best practices to address academic impact of lost instructional time will also be part of the spending plan. This will give teachers the training and support they need as they offer interventions at Tier I, II and III.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be spent toward prevention and mitigation strategies and resources. We have these items detailed in the first box.

4. 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.

Saginaw Township Community School District will use our MTSS process for both academic learning loss and SEL needs. We will continue to implement and have training for a strong Tier I curriculum in both areas as well as use assessments to monitor learning progress, determine learning loss and monitor students for growth. Tier II and II interventions in both academics and SEL (behavior, mental health, attendance, etc.) will be used to address the specific need of student including students from low-income families, students of color, EI students, children with disabilities and students experiencing homelessness and foster care as well as our immigrant students. Interventions will be used during extended day and/or extended year opportunities as well. These funds may also be used in addition to other grant opportunities to ensure learning loss and impacts on the whole child due to COVID are determined and addressed.

American Rescue Plan 2021

Saginaw, School District of the City of - 73010

1. 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 update HVAC systems, provide supplies/materials (masks, cleaning supplies, PPE, etc.) to allow for schools to remain open for in-person learning. Additional supplies/materials will be provided as CDC guidelines are updated.

2. 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:

To address learning loss funds will be used to provide additional staff to support both academic/social emotional needs. Extended learning/enrichment opportunities for students through after school tutoring/programs, and summer school (extended year) programs. Evidence-based interventions will be delivered to students utilizing best practices and evidence-based programs and materials.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used for: facilities inspections, repairs and improvements to mitigate the risk of virus spread and transmission; purchase of technology to support the interaction of staff and students; providing support for SEL; providing supports for parents and families; additional needs that align with the policies and guidance from the CDC to maintain school facilities to allow for schools to safely operate for in-person instruction.

4. 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 receive interventions that support the whole-child through monitoring the implementation of the programs and supports. To respond to the needs of the students, ongoing evaluation of students' instructional and non-instructional progress will be analyzed by sub-group.

American Rescue Plan 2021

Saline Area Schools - 81120

1. 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:

These funds will be used, in part, to further the support the costs of employing a district nurse who is instrumental in helping us support the most recent CDC guidance on keeping our schools operational for in-person learning. Our nurse helps coordinate and implement the test to stay covid testing program for our students so they can remain in school. Further, she helps with masking procedures and keeping up with our Covid dashboard. In addition, she serves a very important role in communicating with our families and staff to determine isolation periods and when students and staff can return to school with positive covid results.

2. 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:

These funds will be used to do all of the following:

- 1) Pay for the costs of individual tutors for individual students to address their needs
- 2) Pay for the salaries of staff members to provide summer instructional programs to better address any learning loss that our students are experiencing.
- 3) Pay for a portion of our literacy tutors salaries to better support our MTSS program to address literacy learning loss, in particular.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

These funds will be used to do all of the following:

- 1) Pay for the costs of Lincoln Learning, an online platform, to support online learning for some of our students, in particular some of our medically fragile students who have not been able to be in-person for parts of the school year.
- 2) Pay for the educational technology costs for Zoom licenses to better support remote learning for our students.
- 3) Employ 1 additional counselor to provide additional mental health and behavior supports for our students.
- 4) Employ up to three interventionists with the current and following school year.
- 5) Continue to employ an existing staff to maintain quality of services and not reduce staff due to some enrollment loss that the District is experiencing.

4. 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.

The interventions that we use will respond to the academic, social emotional and mental health needs of our individual students by developing a specific criteria (rubric) of identification for the additional help that may be need. This rubric does take into account the criteria listed:

- 1) Building Leader(s) Convenes "Student Success" Meeting
- 2) Principal(s), MTSS/PBIS Coordinator if applicable, SW/Counselor, Homeroom Teacher or Teacher Rep Review students who have been identified as needing support across year
- 3) Determine if ADDITIONAL Tier 2 or Tier 3 supports are warranted using a variety of criteria

Tier II

- * Are in danger of failing one or more classes
- * Are not progressing in their coursework and/or mastery of standards
- * Whose families require financial or social support
- * Students of color, English learners, children with disabilities, homeless, foster care or migratory children.

Tier III

- * Did not engage in their district's remote continuous education offerings in Spring of 2021
- * Need intervention based on his or her absences or consistent disengagement in classes
- * Have disengaged in their education, are attending school irregularly, or are not progressing in their coursework
- * Are in danger of failing one or more classes
- * Are McKinney Vento eligible or are in foster care
- * Whose families require financial or social support
- * Students of color, English learners, children with disabilities, homeless, foster care or migratory children.

American Rescue Plan 2021

Sand Creek Community Schools - 46130

1. 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:

A large portion of these funds will be used to purchase and install the SmartClean UVC Lighting system. This system can be programed to thoroughly disinfect and clean the district classrooms and offices every night. It can also be manually activated to do a quick clean of air and surfaces between classes.

This system will create cleaner and healthier indoor air and surfaces, with reduced labor and chemicals. This system kills a variety of air and surface viruses and bacterias, including the COVID-19 virus.

The district will also be upgrading other safety features, such as Lockdown room mapping, color-coded zone areas identified with placards and exterior door blast shields.

The combination of the UVC cleaning system, and the purchase of additional security/safety equipment, will work together to provide for a safe environment for students and staff, and the better chance of consistent, continued in-person learning.

2. 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:

The district has hired additional administrative staff to focus on student engagement and academic and behavior success in school. The focus of both of these positions will be academic impact of lost instructional time and working to reduce this learning gap.

The benchmark assessment tool used to assist with identifying and tracking student learning loss is the NWEA test. District staff will be putting much focus on identifying and addressing this academic impact on students through the use of this assessment, as well as classroom grades and assignments.

Assistant Principal, Jr/Sr High School - this is an addition of .5 FTE for the building. The focus of this additional administrator will be Academic Engagement and Success. This person will participate in data analysis to identify, monitor and work with students at-risk.

Student Success Director, Ruth McGregor Elementary - an addition of 1 FTE in the building. Focus will be on student engagement and academic and behavioral success. Again, identify (using NWEA and other data sources) students at risk and that have suffered learning loss to work with the students, teachers and families to support and work to reduce this gap.

Student Success Coordinator

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In the event students are required to be at home virtually learning if quarantined by the local health dept or if school building or class required to go all-virtual due to large number of close contacts, the district will be prepared to meet the needs of all students. The student's IEP contains the accommodations required for both in-person learning or all-virtual learning. If technology devices or assistance needed in these cases, these funds will help purchase.

The district will use these ARP ESSER funds to purchase internet hot spots for students that do not have access to internet and that might need that capability in the event of a quarantine or all-virtual.

4. 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.

The job descriptions of the two new positions created within the district perfectly describe how we are working to address the academic impact of lost instructional time, as well as the academic, social, emotional and mental needs of all students.

Student Success Coordinator: The Student Success director will support students, academically, socially and emotionally to enhance student success in school. Will work in collaboration with school staff, families and the community.

Assistant Principal 6-12 BLDG.:

- o Engage and support identified "at-risk" students in reaching academic and school success.
- o Participate in data analysis that identifies students or groups of students academically at-risk
- o Monitor progress of students failing classes or scoring significantly below proficiency levels
- o Develop and implement individual intervention strategies to increase the likelihood that students stay in school and graduate

The NWEA assessment will provide data that will allow us to track scores and academic impact while cross-referencing to student demographics. We will be able to identify students that were disproportionately impacted by the pandemic to allow us to address these needs.

Sandusky Community School District - 76210

1. 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 implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with up to date CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning through addressing several needs that have a direct impact on public health protocols within our school buildings. For example, we plan to use a majority of the funds to improve our district replacing HVAC controls, water system filtration improvements, and replacing windows throughout our district to help with the better circulation of air and the ability to control air flow/filtration of water & air throughout our school buildings and classrooms. This would directly impact our students and staff in our buildings by allowing our district to have the ability to improve school facilities that can help to reduce the risk of virus transmission and exposure to environmental health hazards by improving indoor air quality.

2. 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:

We will evaluate the impact of lost instructional time and implement strategies to address it through evidence-based interventions, such as summer learning or summer enrichment, via our extended Credit Recovery program hosted at the high school and our after-school tutoring program for our elementary- both of which are currently funded through other avenues and may need supplement from these funds depending on the evaluation of need for our students and whether the programs require expansion.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use funds consistent with the ARP Act in other areas, such as, the purchasing of supplies to sanitize and clean our LEA as well as purchasing educational technology for students that aids in the regular and substantive educational interaction between our students and their classroom teachers, including children from low-income families and children with disabilities. We will evaluate and allocate funds where necessary to activities that are in line with maintaining the operation of and continuity of services, including to employ existing or hiring new LEA staff and school staff.

4. 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.

We will ensure that the interventions we implement within our district follow all guidelines set forth by section 2001(e)(1) of the ARP Act in order to address the academic impact of lost instructional time, responding to academic, emotional, social, 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 through using these funds to address our district as a whole for all students and staff. The interventions we will implement will be for the inclusion of all students who are shown through our evidence-based interventions to require the additional help and services made possible by the ARP funding to our LEA.

American Rescue Plan 2021

Saranac Community Schools - 34120

1. 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:

Saranac Community Schools will use funds to implement the following CDC recommended prevention and mitigation strategies: consistent and correct mask use; physical distancing; screening testing to promptly identify cases, clusters, and outbreaks; ventilation; handwashing and respiratory etiquette; staying home when sick and getting tested; and cleaning and disinfection. Consistent and correct mask use will include having masks available to staff, students, and visitors and providing signage on buses, as well as, requiring masks for transportation of all staff and students per the CDC order. The district will promote physical distancing by providing additional instructional staff to minimize class sizes as well as purchasing furniture and cameras that allow for physical distancing and monitoring. The screening will be provided for staff and students to prevent the spread of COVID, as well as additional supplies, materials, and staff for proper handwashing, the teaching of healthy habits, and the cleaning and disinfection of public spaces. The district will also allocate resources to update and/or replace the HVAC systems throughout the district to increase proper ventilation. This will include supplies necessary for air filtration throughout district buildings. Additional funds will be used to upgrade operations costs related to prevention and mitigation strategies including water bottle filling stations and classroom furniture that encourages distancing and mobility.

2. 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:

Saranac Community Schools will use funds to provide staff, training, and resources to implement evidence-based interventions such as Orton Gillingham, Math Recovery, Bridges Intervention, 95% Group, Fountas and Pinnell, Enhanced Core Reading Instruction (ECRI), and Heggerty to enhance Tier 1 instruction and provide additional support for Tier 2 small group instruction. In addition, the use of these evidence-based programs will be extended into the district's existing summer and afterschool programs. Funds will be allocated to expand summer program opportunities (multiple opportunities throughout the summer) and to provide transportation for students to attend both summer and afterschool programs. To increase accessibility to afterschool and summer supports, the district will provide online tutoring services as needed.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Saranac Community Schools will use remaining funds to support student learning through the purchase of resources and equipment related to technology, curriculum and assessment, professional development, and family engagement. Technology purchases to support in-person and digital learning would include Chromebooks, Chromeboxes, and calculators; online learning technology, assistive and adaptive technology equipment (headphones, mice, etc.) and enhancements for wi-fi and cell phone capabilities throughout the district which encourages educational interactions between students and staff. The curriculum would be upgraded to provide virtual components in all subject areas including materials for Tier 3 students, manipulatives to encourage hands-on learning without the sharing of materials, and the purchase of literacy resources for classrooms and district libraries to allow access while following mitigation strategies. Assessment systems to benchmark and monitor student growth would be purchased to allow the district to identify specific student needs and lead to instructional decisions. Professional development would be provided to support the learning of technology and intervention systems, as well as social-emotional training to support the whole child. Continued support of the whole child would be accomplished using family engagement throughout the year by providing information and strategies for parents and families to support students both socially and academically.

4. 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.

Assessment systems to benchmark and monitor student growth would be purchased to allow the district to identify and respond to the academic, social, emotional, and mental health needs of all students. Benchmark data would be collected three times a year.

Resources will also be dedicated to developing intervention systems to determine entrance and exit criteria for students who receive intervention support. Progress monitoring of interventions would be done at least bi-weekly. In addition, time will be dedicated for staff to evaluate data, including behavior and attendance, and have monthly collaborative conversations around the needs of all students and how to best support those needs. Barriers will be identified and addressed as needed. Funds will also be used to provide the addition of mental health staff who would be a part of the collaborative conversations to support the social, emotional, and mental health needs of students, staff, and families.

American Rescue Plan 2021

Saugatuck Public Schools - 03080

1. 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:

Mitigation of COVID 19 was accomplished through physical distancing provided by a reduction in class size by adding the following: an elementary teacher, several support staff members to assist with physical spacing, updated classroom health and safety routines, directed behavior interventions, a staff member dedicated to contact tracing and student health, and an online learning coordinator/instructor to facilitate effective remote learning.

2. 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:

High quality assessments will be used to progress monitor elementary students in mathematics and reading informing a multi-tiered approach to student mastery of key mathematics and reading content and skills. Instructional specialists will model, co-teach, reflect, and guide a modified multi-tiered system of supports with evidence-based instructional practices in Tier I instruction, and additional strategies in Tier II and Tier III interventions.

New faculty hired to reduce class size and newly hired paraprofessionals will be trained in providing high quality, evidence based Tier II and Tier III support to students identified through a triangulation of assessment data. Additional learning opportunities include extended school day, summer school, and summer science camp.

At the middle school and high school, formative and summative student assessment data, combined with student attendance and successful course completion data, will be used to identify students who need additional learning opportunities to successfully master essential course standards. Additional learning opportunities include extended school day, summer school, and online learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Employ an online learning coordinator/teacher at Saugatuck High School. The teacher will ensure students are able to learn remotely and work to address the unique needs of individual learners, including the need for credit recovery, as a result of the COVID-19 pandemic.

Employ additional paraprofessionals at Douglas Elementary School and Saugatuck Middle School to assist with physical spacing, classroom health and safety routines, behavior and academic interventions.

Employ a staff member dedicated to attendance monitoring, COVID-19 contact tracing and student health.

Employ a college access network advisor to assist students, including students from low-income families, in completing college applications, FAFSA, and to follow up with higher education institutions about student acceptance.

4. 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.

Through an MTSS approach, a whole-child academic and social-emotional system will continue to be implemented and monitored. Regular progress monitoring and data analysis drive this needs-based approach, allowing our team to be responsive to the differentiated needs of all students. The instructional specialists help teachers and interventionists to adapt their instruction based on the social-emotional, behavioral, and academic needs of the students, addressing barriers as they are identified through a systems-based approach. In addition, these specialists will help implement evidence-based Tier 1 literacy and math programs that include aligned assessment, embedded intervention, and social-emotional learning features. Having aligned assessments allows for supportive and specific academic, social, emotional, and behavioral feedback for students and families. Implementing high-quality resources allows for intentional prioritization of instructional goals in order to realize in-school acceleration.

American Rescue Plan 2021

Sault Ste. Marie Area Schools - 17010

1. 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:

Sault Area Public Schools will utilize funds to remove and replace siding, windows and doors for air quality control at the High School. We are increasing teachers in early grades to reduce class sizes to keep unvaccinated children 3-6 feet apart.

2. 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:

Sault Area Public Schools will host summer programs for grade 1-12 for the 2022 and 2023 school years. The sessions run for 4 days a week for 8 weeks.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We established the Virtual Blue program for students that are unable to go to in-person school due to mental or physical health of the student or a member of the student's family. Included in the plan is the purchase of instructional materials for on line support for teachers. professional development for reading recovery services, and a contracted college advisor at the High School through the Michigan College Access Network.

4. 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.

We will create Michigan college Access position to support students that lost extensive amounts of learning at the high school level feel prepared for college. We will train two teachers Reading Recovery and literacy supports for students in grades 1-4.

Schoolcraft Community Schools - 39160

1. 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:

"Schoolcraft plans to upgrade our infrastructure in our high school building. We plan to purchase and install individual air conditioning units in occupied classrooms. Units have air purification components to clean air from students ensuring we limit the spread of COVID. We will not be using centralized air handling which ensures air in a classroom is clean and circulated only within that classroom and not spread throughout the building. These units enable SCS to open more summer learning opportunities for our students as our high school building is not currently air conditioned and summer heat can cause an adverse learning environment during summer months. These units will be part of our layered approach to prevent the spread of COVID. From CDC: "Buildings that provided healthy, code-compliant indoor air quality prior to the pandemic can be improved for pandemic occupancy using less costly interventions. Below is a list of ventilation interventions that can help reduce the concentration of virus particles in the air. They represent a list of "tools in the mitigation toolbox," each of which can contribute towards a reduction in risk. Implementing multiple tools at the same time is consistent with CDC's layered approach and will increase overall effectiveness of ventilation interventions. These ventilation interventions can reduce the risk of exposure to the virus and reduce the spread of disease, but they will not eliminate risk completely."

2. 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:

"SCS will host a summer school program that supports the academic, social, emotional and physical wellbeing of students. The details of the two summer programs are as follows:

SCS K-5 students, in conjunction with Next Level Sports of Schoolcraft, Michigan, will attend ""summer camp"" where they will experience small group instruction in reading and math at their instructional level. The small group instruction will include researched based curriculum materials and strategies led by a highly qualified/certified teacher. NWEA scores will be referenced when determining eligibility for this program and when setting the students instructional goals for the camp. Students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals. The program will be supervised by a district administrator. This program will run for 8 weeks of the summer for 5 days a week.

SCS 6-12 students will experience small group instruction in all core academic areas. The small group instruction will include researched based curriculum materials and strategies led by a highly qualified/certified teacher. NWEA scores and credit recovery will be referenced when determining eligibility for this program. "

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Schoolcraft Community Schools has already allocated funds from ESSER 1 and 2 in accordance with state and federal guidelines. We will be spending 100% of the funds from ESSER 3 to address loss of learning through summer school and improving our layered mitigation approach through improved ventilation and air purification. We are currently completing a building assessment on the cost and power infrastructure needed to install these individual air conditioning units. These units will be part of our layered approach to preventing the spread of COVID-19.

4. 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.

"SCS will identify students for the learning loss/summer programming in the following ways:

SCS K-5 students will be identified by their demonstration of below grade level mastery of standards, below grade level expectations on NWEA, low-income designation with the district, and/or not limited to being identified as needing social and emotional support by the Student Service Coordinator of the K-5 population of students.

SCS K-6 students will be identified by their demonstration of below grade level mastery of standards, below grade level expectations on NWEA/PSAT, low-income designation with the district, and/or not limited to being identified as needing social and emotional support by the Student Service Coordinator of the 7-12 population of students."

American Rescue Plan 2021

Shelby Public Schools - 64080

1. 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:

Shelby Public Schools was in-person during the 20-21 school year and the 21-22 school year. We plan to use ESSER III funds to update school buildings to improve air quality throughout District buildings. This may include updating windows, roof updates, and updating interior and exterior doors.

Improving air quality is a recommended mitigation strategy that requires upgrading building air handler systems to include better ventilation and air filtration. A portion of the ESSER III funds may also be used to replace and/or repair the heating, ventilation, and air conditioning (HVAC) systems in buildings in the District to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration.

2. 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:

To address the academic impact of lost instructional time, Shelby Public School District will use software, in addition to in-person access to highly qualified teachers, to provide students with evidence-based interventions that target their learning needs. Learning needs will be determined on the review of common assessments and benchmark data with building principals and Learning Specialists. These programs may include, but are not limited to, Lexia, MAP Accelerator, Credit Recovery, Logic of English and Imagine Learning for English Language Learners.

We will also use these funds to increase capacity of our current summer school program and offer out of school summer learning experiences for all learners involved in our summer learning, including our Migrant students. In addition we will pay teachers to provide after school tutoring in a one-on-one or small group instructional format.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use remaining funds to address possible learning loss by providing additional education supports, materials and resources. The district will also purchase technology that will allow student access to updated curriculum and research-based intervention programs. Outdoor learning spaces may be added to allow staff and students the opportunity to learn outside in an open air environment.

Additional certified staff will potentially be hired to: allow more individualized small group instruction for our English Language Learners, address social emotional and learning issues that students may experience due to the pandemic, and provide academic interventions to our most At Risk students.

We will also use remaining funds to help support students and families that continue to learn from a distance. Funds will be used to assist staff and the District to communicate information through the use of messaging systems and District signage.

4. 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 needing extra academic and/or social and emotional support will be determined by a combination of criteria including, but not limited to their NWEA growth scores, local classroom assessment and data, teacher and parent observations and recommendations to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented.

Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. The social and emotional needs of both staff and students is an area focus for our district during 2021/2022 and will remain so in the coming years. Our middle school and high school will be staffed with highly qualified counselors. These positions are also assisting us with meeting the social, emotional, and academic needs of all students.

American Rescue Plan 2021

Shepherd Public Schools - 37060

1. 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:

This fall we have returned to face to face instruction and are committed to following the mandates from the CDC and our local health department in order to provide a safe learning environment. Funds will be used to update school buildings including updating doors and windows. Also, funds will be used to purchase sanitation equipment and supplies in order to mitigate the spread of the virus. We will also purchase masks to allow students and staff the ability to wear masks when mandated or preferred. Our district school nurse will be responsible for contact tracing and testing K-12.

2. 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:

In order to address the academic impact of lost instructional time, our K-12 teaching staff and administration will collaborate to review our curriculum resources/software, pacing guides and non-negotiable standards. Utilizing our MTSS process, professional development supported by instructional coaches will address identified needs. Throughout the school year, evidenced-based strategies such as 1:1 tutoring/small group instruction, will be provided before/during/after school. K-12 family learning opportunities will be offered both in person and virtually throughout the year. This learning will be targeted to identified needs from district/State data. We have reduced class sizes in first and second grade in order for teachers to provide interventions prescribed by our MTSS team and in alignment with the IRIP process. Additional staff have been employed to provide interventions/support as prescribed by their MTSS teams. The district will provide summer learning opportunities K-12. A two-week extended school year for K-8 will be delivered to identified students based on NWEA and district assessments. This program will target reading and math focusing on non-negotiable standards utilizing evidenced based strategies. Family nights focusing on STEM will be offered. A credit recovery program will be offered for targeted students to recoup lost credits. Certified teachers will be available to assist students with Plato software.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In order to implement our learning loss plan we must maintain our current level of staffing by utilizing recruitment/retention strategies. We will provide our most needy students with hot spots to ensure their ability to access instructional materials beyond our school day as well as specified at-home learning times. To address the social emotional needs of our K-12 students additional counseling support will be provided. The district will update its technology in classrooms and our 1:1 device program.

4. 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.

As part of the MTSS process, universal screeners will be given in the fall, winter, and spring, to determine progress made by students. Data teams will meet and create plans for identified students in particular subgroups utilizing research based interventions. Progress monitoring of interventions will occur in order to assess the student's growth and change course if necessary. Throughout the year, teachers will utilize additional monitoring tools such as IXL, Into Reading, and Math Expressions to track student progress and adjust instruction accordingly. The social emotional needs of both staff and students will remain a focus in the coming years. In conjunction with our partnership with Project Aware, counselors have been employed in all buildings to assist us with meeting the social emotional needs of our students and staff. Second Step and Navigate 360 have a social-emotional screener that will be used in conjunction with the MTSS process to determine the individual needs of the students.

Sigma Academy for Leadership and Early Middle College - 82770

1. 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:

We provide funding for the cleaning of the building to ensure we are following the most current CDC guideline to make sure that the school is safe to open for our students. We also are funding transportation to ensure the buses follow the most recent CDC guidelines

2. 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:

Are district us using a large portion of the funding for summer school to assist students with learning loss because of Covid-19.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The reminder will be for safe transportation, professional development, building cleaning and homeless support.

4. 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.

This will be accomplished by aligning District Goals and objectives around four areas:

- 1) Addressing the impact of lost instructional time by providing an evidenced based programming targeting our students, particularly those students disproportionately impacted by the COVID Pandemic.
- 2) Addressing the impact of lost instructional time by extending the school day 2 days a week with after school tutoring .
- 3) Respond to social, emotional and mental health needs of all students.
- 4) Implement preventative strategies aligned to the latest CDC guidance on reopening schools and to improve indoor air quality.

American Rescue Plan 2021

Sodus Township S/D #5 - 11830

1. 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 utilized to update and repair the current heating system. This will improve the indoor air quality by allowing the movement of heat to be more evenly distributed throughout the building. The more consistent air flow will help reduce the risk of virus transmission and exposure to environmental hazards.

2. 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:

Sodus Township School District #5 will minimally utilize 20% of the allocation for summer enrichment. Students will be provided summer enrichment materials for reading and math. We also have a strong partnership with the Sodus Township Public Library; and we will work in conjunction with them to provide extra support for their summer reading program. All of our students may participate in the summer program, regardless of whether they live in the service area or not.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ESSER funds will be utilized to provide the principal with the resources necessary to meet the individual needs of students, particularly those that are: experiencing homelessness, second language learners, low-income, or have a disability. Additionally, funds will be utilized to provide for the continued employment of existing staff.

4. 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.

The district will use data for decision making to promote equitable access, implementation, and outcomes.

American Rescue Plan 2021

South Arbor Charter Academy - 81905

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

South Canton Scholars Charter Academy - 82729

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

South Haven Public Schools - 80010

1. 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:

SHPS has returned to face to face learning for the 21-22 school year and is committed to avoiding school shutdowns or virtual learning due to high infection rates of COVID-19. To accomplish this goal, funds are being used to implement prevention and mitigation strategies consistent with the most recent CDC guidelines. Funds are being used to purchase cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean. SHPS has adopted a safety plan that dictates that when local transmission levels are high, all staff and students are required to wear masks in the school building. Funds will be used to purchase the masks. To address overcrowding in classrooms, teachers have been hired to work in both the elementary and secondary level to reduce class sizes and allow for social distancing consistent with CDC guidelines.

2. 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:

SHPS is addressing the academic impact of lost instructional time while learning remotely from March 2020-June 2020 and at intermittent times between August 2020 - March 2021. through the implementation of several evidence-based strategies funded by the ESSER III allocation. An expanded summer learning program will be provided during the summer of 2022. The 30 day program (K-8) and 45 day program (9th-12th) will offer instruction in reading and math using research based interventions as well as offer credit recovery opportunities for high school students. The summer program will also include enrichment activities to engage students of all academic levels to address the social emotional stress that students are experiencing due to the pandemic and remote learning. Individual and small group tutoring will be offered for K-3rd grade students in order to provide intense, individualized remediation for students who are performing significantly behind their peers. Funds will be allocated to staff our summer school initiative, summer enrichment, and summer tutoring programs as well as to purchase needed summer curriculum materials, software licenses, and staff professional development. A "freshman seminar" will be offered during the 21-22 and 22-23 school year and required of all freshman. Funds will pay for certified staff to teach the course which will focus on difficulties incoming freshman face as a result of their interrupted middle school experience.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

SHPS will spend the remaining ART ESSER Funds consistent with section 2001(e)(2) of the ARP act by focusing on direct services to students. Funds will be used to provide teachers for developmental kindergarten classes in order to help students who had limited/no preschool experience learn the basic skills that are necessary for success in kindergarten. Funds will be used to provide a mental health professional in each of the five school buildings (school counselor or school social worker) to address students social emotional needs. This is necessary because the number of students with social emotional needs has risen significantly since school's shut down in March 2020 and it was high priority for all stakeholders who gave input on the development of the ESSER III district plan. Fund will be used to adequately staff the technology department. The technology department is providing increased tech support during virtual learning and increased instructional technology professional development and support for staff providing virtual learning. Increased substitute teacher costs (due to covid-19 related teacher absences) will be covered by ESSER Funds in addition to sub pay for teachers substituting during the planning time as the district faces a substitute teacher shortage. Finally, a curriculum purchase in the area of social studies will be funded in order to provide a curriculum that can be accessed in person and virtually by students.

4. 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.

SHPS will review NWEA benchmark data in the fall, winter, and spring, to ensure that progress is being made by students. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. Grant funds will be used to hire individuals responsible for focusing on the needs of traditionally marginalized groups of students. Teachers in each grade level/department will meet a minimum of 12 hours during the school year to review local assessment data and create/adjust plans to address their students current academic and social emotional needs. Students performing below grade level in grade K-12 will be provided additional instruction in reading and math as part of a focus on intervention and MTSS at each grade level. Research based intervention materials will be purchased to provide MTSS in math and reading for grades K-12. Students' progress will be monitored by intervention teacher and classroom teachers to ensure that appropriate individual academic progress is made. Mental health professionals were added in each building to address the social and emotional needs of all students. Professional development will be provided to teachers focused on how to increase student engagement using research based strategies, identifying essential skills and standards, and providing remediation using research based programs.

American Rescue Plan 2021

South Lake Schools - 50200

1. 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:

South Lake has provided prevention and mitigation strategies consistent with recent CDC guidance using other funding sources and will not be using ESSER3 funds to provide COVID-19 mitigation strategies or supplies.

2. 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:

To address the academic impact of lost instructional time while learning remotely from March 2020 - June 2021, South Lake Schools will provide summer learning, summer enrichment, and comprehensive after school programs. Summer School will be provided for secondary students in all content areas for 6 - 8 weeks in the summer of 2022. We will use software, in addition to in-person access to highly qualified teachers, to provide students with high quality instruction. Summer enrichment programs will also be provided in reading and mathematics for students in grades K - 8. The district will also utilize software licenses to provide students with additional instructional supports. The district will implement after-school enrichment programs for students in grade K - 12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use the remaining ARP ESSER funds to maintain current staffing and help keep class sizes at levels consistent with CDC guidelines concerning the level of transmission of COVID-19. The district will maintain a virtual alternative method of instruction for families that regardless of how many mitigation factors the district takes, still feel that at home learning is best for their child. The district can provide students with in-house teaching using the Schoology LMS platform, as well as Microsoft Office, Power School, and other online software. The district may use a 3rd party for courses in which the enrollment is too low to offer in-district.

4. 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.

South Lake Schools will implement Restorative Practices in all schools. A select number of staff will be trained as Restorative Practices Coordinators. Restorative Practices Teams within each school will develop a Restorative Practices Plan to be implemented in Fall 2022 that includes building relationships with students and explicitly teaching students social-emotional strategies. The district will add additional staff to address the emotional and health needs of students.

American Rescue Plan 2021

South Lyon Community Schools - 63240

1. 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:

South Lyon Community Schools' families had two learning pathway options to choose from for the 2021-22 school year, fully in-person instruction, and fully virtual instruction. These two options enabled families to select the learning pathway that was the best choice for their family circumstances. We follow all required mandates from the CDC and local health department in order to safely maintain in-person instruction. Funds from other grant sources have been utilized for infrastructure to improve air filtration when needed (ex: the replacement of the air handling unit for one of the high school buildings). Additionally, previous funding sources have been utilized to purchase materials for cleaning and sanitization as well as to provide personal protective equipment. The district plans to allocate a portion of ESSER III funds for the purchase of MERV 13 air filters for improved air filtration in all buildings.

2. 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:

To address the academic impact of lost instructional time South Lyon Community Schools will provide summer learning and credit recovery programs. Summer learning programs at the elementary and middle school levels will be primarily focused on literacy and math skills and will be provided to students via in-person instruction. High quality instructional materials will be purchased as needed to support the needs of participating students as identified through student data. Credit recovery programming will be offered at the high school level with both virtual and in-person options. Learning needs will be determined based on the review of common assessments and benchmark data with administrators, teachers, and support staff members. Funds will be allocated to fully support the operation of the summer learning programs, including such things as: staffing, instructional materials, credit recovery programming, transportation, food services, and any required staff professional learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

South Lyon Community Schools will allocate the remaining funds toward the hiring of staff members to support the social-emotional and mental health needs of students. In ongoing assessment of system and student needs including stakeholder input, it has been identified that social-emotional and mental health supports are an ongoing priority. Additional general education social workers (or other equivalent position) will be hired to increase the level of support available at the elementary level. The district also intends to hire an additional school psychologist. These positions will also further help support the development and implementation of our multi-tiered system of supports across the district. Previous funding sources have been utilized to increase counseling and general education social work support at the secondary level and those positions will be maintained through general fund or other available funding going forward.

4. 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.

South Lyon Community Schools will utilize benchmark and common assessment data to identify the needs of students and ensure that the students most in need of the interventions and programs offered through the use of these funds, as well any other programming and opportunities offered, are guaranteed the opportunity to participate. The expertise of the added positions in growing our district's level of support for social-emotional and mental health needs will increase our district's ability to respond to the needs of all learners across the system including the subgroups listed here. Disaggregated data will be used to identify any students in particular subgroups in need of additional targeted support. In addition to ensuring equitable participation in programs offered through ESSER III, our district will utilize ESSER III Equalization (11t) funding to provide services and supports to the populations specified above to address any additional specific academic, social, emotional, and mental health needs identified through needs assessment specific to those subgroups of learners.

South Pointe Scholars Charter Academy - 81912

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

South Redford School District - 82140

1. 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 are planned for sanitation supplies and additional PPE including disposable masks, sanitation station materials for each doorway, specific PPE for band courses and additional COVID cleaning materials. Funds are designated for air cleanliness and quality improvement for virus mitigation and include HVAC unit improvements and HVAC personnel.

2. 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:

Funds are planned for extended day tutoring for all levels of students during the school year. Funds support intervention personnel for Mathematics and reading at the middle school level to address learning loss. Funds are also designated to support an instructional coach to support teachers in strategies for the tiers of students will significant learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional funds are planned for library media specialists who support early literacy, technology coaching and access to virtual learning platforms where applicable, supporting two elementary remote teachers for students who cannot attend in person learning, and funds are to be allocated to a shared music instructor to reduce class sizes and safely conduct music course using current safety protocols.

4. 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.

Interventions implemented (to address learning loss and the social/emotional and economic impact of COVID-19) will be monitored by all staff, led by the superintendent, curriculum department as well as the building principals. The goal is to ensure all students benefit from the additional services being provided with an emphasis on those students who have experienced a greater impact from COVID-19. That includes but is not limited to low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, students who are medically fragile, children in foster care, and migratory students. Services will be monitored and evaluated for effectiveness and changes/updates will be made as needed.

Southfield Public School District - 63060

1. 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:

According to the Centers for Disease Control (CDC), ventilation is one component for maintaining health environments, and is an important COVID-19 prevention strategy for schools and childcare programs. Good ventilation is another step that can reduce the number of virus particles in the air. Further, the U.S. Environmental Protection Agency (USEPA) reports nearly 1 in 13 children of school-age has asthma which is the leading cause of school absenteeism due to chronic illness. For these reasons, SPS proposes use of ESEER III of approximately \$5.2M to replace the antiquated ventilation and mechanical systems in its elementary schools; Adler, McIntyre, Stevenson, and Vandenberg World Cultures Academy.

SPS recognizes that its elementary schools is where we house the young and most vulnerable age-groups who may grapple with respiratory disease, i.e., asthma, bronchitis, influenza and pneumonia and now COVID-19 if not vaccinated, will be upgraded in our first phase for improving indoor air quality in its schools. As a District, we believe these enhancements and improvement in indoor air quality will help keep children and staff in school longer and under healthy conditions.

2. 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:

Funds will be used to address the impact of lost instructional time by providing summer learning, extended school year (ESY), after/before school tutoring programs, bridge program, new curriculum programs as well as, family engagement activities. This includes comprehensive assessment systems and multi-tiered systems of support (MTSS). A data programming tool will be purchased to assist teachers in disaggregating the data to make academic decisions. Benchmark assessments will align to state standards in K-12 to measure content proficiency and growth. ESY for students with disabilities and Compensatory Services for learning loss will address specific goal areas in learning and social emotional losses. Engage in credit recovery, including costs associated with transportation services to support ELLs' and students with disabilities access to these services. Hybrid Academic and mental health support will take place before and after school to allow flexible hours for students, staff and parents. Summer learning will be implemented to address academic needs across grade levels. "Bridge Week" provides a comprehensive program of orientation and academic support designed to ease the transition while building a strong academic foundation in transitional grades. New curriculum programs to address gaps in K-12 for all content. Content coaches to engage teachers on how to deliver content in multiple ways so all students can access learning. Parent University to support families.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In effort to maintain sustainability many of these efforts will require multiple year commitments to ensure full fidelity of implementation and understanding of all programs. This plan also will require for the LEA to purchase curriculum programs that are in-person and virtual friendly in order to transition back and forth at a moments notice. According to the Centers for Disease Control (CDC), ventilation is one component for maintaining health environments, and is an important COVID-19 prevention strategy for schools and childcare programs. Good ventilation is another step that can reduce the number of virus particles in the air. Further, the U.S. Environmental Protection Agency (USEPA) reports nearly 1 in 13 children of school-age has asthma which is the leading cause of school absenteeism due to chronic illness. For these reasons, SPS proposes use of ESEER III of approximately \$5.2M to replace the antiquated ventilation and mechanical systems in its elementary schools.

4. 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 interventions will go through a program evaluation through our Michigan Integrated Continuous Improvement process as well as receiving continuous stakeholder engagement surveys. Questions and feedback from stakeholders are continuously reviewed by the senior leadership. LEA will examine through program evaluation and assessments which standards have been taught and where the learning gaps still exist due to the extended school closures. We will identify the remaining standards to be taught and plan instruction focusing on the remaining standards. In order to deliver a quality educational experience during these challenging times, students' social/emotional needs, special accommodations, and individual needs will be addressed. LEA promotes inclusiveness and relationship building and problem solving by infusing mindfulness, restorative practice, SEL programs that provide daily mindfulness practices. Before instituting a revised curriculum for students, collaboration will take place on all levels. Amendments to interventions will be made based on the ongoing data that we receive. This plan takes into account the needs of the individualized student and provides flexibility for response, as appropriate. Individualized Reading Improvement Plans will be created for all students in K-3. MTSS Teams will consider whether or not a student has experienced a regression of skills and provide next steps.

American Rescue Plan 2021

Southgate Community School District - 82405

1. 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:

ESSER III funds will be used to purchase PPE such as masks and disinfectant for high-touch areas (\$50,000). Medical assistants will be hired to ensure appropriate contact tracing and communication with students, staff, and families (\$200,000). Funds will be used to support the maintenance of custodial staff to effectively clean buildings (\$450,000). Funds will be used to identify and address HVAC upgrades and replacements, including air duct cleaning (\$500,000).

2. 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:

In order to address the academic impact of lost time, ESSER III money will be used for additional personnel for afterschool programming, summer programming, in-school academic intervention and support (\$500,000), attendance tracking and communication (150,000), district busing to promote equitable attendance and participation (\$500,000).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used for continued operations including increased costs related to substitute and teacher shortages (\$350,000), costs attributed to K-12 virtual programming (\$500,000), technology software to permit distance learning as needed.

4. 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 interventions will be available to all students equitably. Academic loss identification practices will include best-practice assessments. Academic data will be disaggregated to demonstrate access to and support of students by those impacted by the pandemic. Academic planning will utilize academic loss assessments. The district will provide a robust intervention that reaches EL, students with disabilities, and other students in need of support.

Sparta Area Schools - 41240

1. 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:

The District will use ESSER III funds to prevent, prepare for, and respond to COVID-19. We will continue to use funding for personal protective equipment and cleaning supply needs, as well as to hire additional staffing, which will help to keep our class sizes small, allowing for better social distancing and improved learning opportunities. Funds will also be used to provide extra social-emotional support and staffing to meet the needs of our students (counselors, social workers, and a school nurse).

2. 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:

The District will use NWEA to administer high quality assessments to determine academic needs of students. To implement evidence-based practices, in August 2021 the District offered Professional Learning Community (PLC) training to all certified staff. This training will be offered again over the summer 2022. Over summer 2021, the District utilized Sec. 23 funding to offered extensive summer school programming to all students. The District plans to continue offering Summer School Programming utilizing the remaining Section 23 funding and ESSER III funding as needed. Additionally, the District is utilizing ESSER III funds to hire additional School Counselors. This will better allow the District to monitor student academic progress to identify students who need more help.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

With input from the District's stakeholders, the District identified best use of the ESSER III funds. By and large, stakeholders wanted funds to be used for additional staffing and support and additional social-emotional support. As such, the District intends to utilize the bulk of the ESSER III funds to support the addition of 10 new teaching positions. To address the social emotional needs of students and staff, the District has hired two additional guidance counselors, two school psychologists, one nurse, and two school social workers. Other expenditures include the additional of another District Speech Pathologist, data charges to provide wireless hotspots to families with limited/no internet access, and staff/student devices.

4. 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.

As noted above, the District has/intends to hire additional teaching positions. The District has already hired one English as a Second Language Teacher and intends to hire a second for the 2022/23 school year. As noted above, the District has invested heavily in the social emotional needs of the District's students and staff, bringing on two school counselors, two School Psychologists, two social workers, and one district nurse. All of these additional resources will allow the District to respond to the additional needs of our most at risk students.

American Rescue Plan 2021

Spring Lake Public Schools - 70300

1. 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 for a host of mitigation strategies that include enhanced sanitation of buildings, classrooms, buses and high traffic/high touch areas. Mitigation strategies will also include signage and hand sanitation. Additionally, funds will be used for contact tracing efforts in all school venues, including all school buildings and transportation, as well as the associated communication necessary between home and school, as well as mandatory training and reporting within and across our state and local health systems.

2. 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:

SLPS will use the assigned funds to add/enhance programming to include summer programming, as well as before and after school programming as one means of addressing academic learning loss. Funds will also be used to expand/enhance evidence based interventions, including strategies in tier 1 instruction, tier 2 instruction and tier 3 instruction. This includes training certified staff, as well as specialized staff, to carry out the comprehensive intervention strategies and the addition of intervention tools like LLI kits, assessment tools like Fountas and Pinnell reading assessments, as well as other online supplemental practice tools that support academic gains.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be utilized for a host of related areas that will include: maintaining the continuity of learning during the ongoing pandemic, including staffing all positions in a time of staff shortages; expanding staff and student access to technology; expanding core programming for all students; planning for and purchasing software to promote a fluid home and school learning relationship between school, students and families and addressing learning loss.

4. 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.

As with the implementation of all State and Federal programs (over time), Spring Lake Public Schools will use a thorough and objective screening process to identify students who are the "neediest of the needy" in terms of academic learning loss in all tiers of instruction. This includes the use of formative assessment tools, in concert with building based teams. SLPS will also use funds to enhance the number of specialized staff we have in positions that can focus on attending to the increased social/emotional needs of all students.

American Rescue Plan 2021

Springport Public Schools - 38150

1. 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:

The proposed ESSER spending will be used to implement prevention and mitigation strategies following the guidance of the CDC by increasing our ability to circulate air, clean, and monitor exposure. A key factor in engaging students in school is the ability to identify students and staff who have been following strategies such as hand sanitizing, cleaning, and wearing masks. The new camera system will allow us to monitor who needs to be placed in quarantine due to exposure. In doing so, we are keeping the maximum number of students and staff in school as possible. We will also be investing in new boiler systems and increasing the circulation of our buildings. We will invest in new and more efficient cleaning equipment and supplies which mitigate the spread of the virus. We will also invest in keyless points of entry to reduce points of contact. Another project the funds will support is the construction of an outdoor education area where teachers are able to host classes in an outside setting allowing for optimal circulation and airflow for students and staff.

2. 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:

The funds available through ESSER will allow us to invest in new curriculum which will be geared at differentiation and learning loss. We will be hosting after school tutoring programs grades K-12, summer school, and credit recovery programs. In addition, we will be providing food and transportation for all participants in the recovery program. The convenience of providing transportation increases student attendance and will have a major impact on the success of our students. In addition, we are hiring experienced educators to work with our students and provide small group and targeted interventions to meet the needs of each individual child.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining ARP ESSER funds will be allocated toward curriculum and learning recovery through innovative tutoring and intervention opportunities. In addition, the district will look for opportunities to engage families who may have lost their connection with the district. This will be accomplished by reaching out to families, hosting community events, and encouraging participation at school functions. We will also be investing in concrete and grounds work that increase the accessibility for our families. We have seen an increase in the number of families who prefer to transport their children due to the mandated masks on buses. The sidewalks and concrete work will improve the safety and accessibility for our students and parents.

4. 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.

As a district who is limited in racial and cultural diversity, we do recognize a high number of low socio-economic students, students with disabilities, homeless, and self-sufficient students. In order to meet the needs of these subgroups it is imperative the district communicates on a regular basis with both the families and the individual students and monitor their needs. In addition, we must be vigilant in tracking the attendance of our students. We have a high population of students who have lost their daily focus on attending school, this is a huge burden on the success of the student. We will continue to employ interventionists as well as regular classroom teachers who are effective, have our students best interests at heart, and keep our class sizes low. We will also look at new equipment for the arts, to increase accessibility for our students. During a time when school employees are hard to identify and hire this will continue to be an active and challenging piece of our ESSER fund spending. The final piece of spending will be allocated to the social and emotional needs of both our students and our staff. As an ongoing proactive measure the district is monitoring the stability of our community and looking for ways to support the needs of all. By increasing access to counseling services, support services, and building relationships we are mitigating the emotional toll of the pandemic.

American Rescue Plan 2021

St. Charles Community Schools - 73240

1. 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:

We are utilizing the CDC guidance along with our local health department guidance to make in person instruction a priority. The district is layering our prevention strategies to ensure health and safety of our staff and students. The district is focusing on reduced class sizes, improved air quality and monitoring the environment for transmission risks.

2. 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:

ARP ESSER funding will address the loss of instructional time in a variety of ways. This includes small group instruction and support, tutoring, interventions, reading strategies and summer school opportunities. The district will also be addressing the social, emotional and mental well being of our students. Technology will be enhanced through increased connectivity to allow for face to face, hybrid and remote learning. The district will be using a variety of data sources to determine additional opportunities to address learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional ARP ESSER funds will address technology infrastructure and connectivity within the district. The district will be addressing the air quality and HVAC to reduce COVID transmissions along with additional measures to support the CDC guidance on stopping the spread of COVID.

4. 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.

The district will review the progress of all students, including those disproportionately impacted by COVID-19 through analysis of district student data, such as NWEA, pre and post test data and mental health screening tools. The data from the assessments will allow for progress monitoring of ALL subgroups of students. Academic and social-emotional learning interventions will be part of the district's plan across all buildings. The district is providing all of our students with access to a safe and inclusive learning environment.

St. Clair County Intervention Academy - 74911

1. 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:

Additional classroom space and students devices will assist in the safe and continued practice of face to face learning. Additional planning stipends to staff will assist in creating a safe model for day to day operations that allows students to experience face to face learning, while promoting social distancing and minimizing the likelihood of virus transmission. The Academy will also purchase additional devices for students and staff to ensure 1 to 1 access to technology, eliminating the need to share devices.

2. 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:

The Academy will use ESSER III funds to provide after hours teaching support digitally to students, allowing for an extension of school support services beyond the normal school day. Funds will also be used to purchase the technology needed to provide meaningful and engaging support during this time employing SMART TVs and document cameras to staff so that they are able to more readily meet student needs.

3. 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 purchase the needed classroom furniture for additional classroom space, including student desks, chairs, and file cabinets. Funds will also be used to purchase metal detectors, as currently students are required to be physically searched upon facility entry. Detectors would reduce the need for physical contact and the likelihood of virus transmission.

4. 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 enrolled at Intervention Academy are identified as at risk due to their interaction with the court system. As such, all uses of ESSER III funds are targeted at assisting them with the learning, including helping them achieve academic mastery of content and social an emotional impact related to lost instructional time.

American Rescue Plan 2021

St. Ignace Area Schools - 49010

1. 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:

St. Ignace Area Schools is considering various options on how to use the ESSER III funding. Some of these options include:

- *hiring an additional special education teacher at the K-8 level. Currently one teacher spans multiple students-this would make a more manageable case load and better individualize educational services at this critical area.
- *hiring high school teachers during their prep time to teach additional sections of various classes. This strategy reduces class size again allowing for better learning and limiting COVID exposure
- *hiring another bus driver. This would expand our routes from two to three. Fewer students would be on each bus and less time would be spent by students on the bus. Both would reduce COVID exposure.
- *hiring a teacher to provide virtual instruction at a local level. Currently, all virtual instruction is through MVHS. Having a teacher on staff would allow students better access to assistance when needed and hopefully make virtual instruction more successful for the student.
- *hiring additional supervisors for breakfast and lunch time so that students can be better dispersed throughout the building during these times and again have less exposure.

This is a non-exhaustive list of options that are under consideration at this time.

2. 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:

In order to help with the learning loss that has occurred over the past two years, St. Ignace Area Schools will again implement a summer school program for the summers of 2022 and 2023. We will offer a comprehensive program to our student population. The summer school program will begin after school ends four days a week for 6-8 weeks. Both students and teachers would still have access to some break before school resumes in the fall. Busing would be provided for students, and each student would have access to breakfast and lunch every day of summer school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Considerations on how to spend remaining ESSER funds would include hiring paraprofessional(s) to assist in classrooms with the most significant academic needs. Another consideration would be to hire a part time principal to assist in dealing with the many socioemotional behavioral issues of our student population.

4. 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.

St. Ignace Area Schools is comprised of low income families, students of color, children with disabilities, students experiencing homelessness, and children of foster care. Because of the poverty level in our school district, both of our school buildings have implemented the community eligibility provision for our lunch programs. All students have access to free lunch every day. In the 2020-2021 school year, 56 percent of our student population is native American. Fourteen percent of our student population receives special education services, and that percentage continues to increase although our overall student population numbers continue to decline. As we implement interventions, St. Ignace Area Schools will ensure that the academic, social, emotional and mental health needs of all students is of top priority.

American Rescue Plan 2021

St. Johns Public Schools - 19140

1. 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:

We returned to full face-to-face learning this fall and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. We follow the mandates from the CDC and our local health department to safely maintain instruction in the classroom setting. Our building and the aging infrastructure has been an on-going concern. We addressed several issues already through an energy bond and the ESSER-II grant. Improving air quality is a recommended mitigation strategy. In addition to steps already taken by the district, we plan to use the funds to replace building windows to better seal the building envelope and adding air conditioning to spaces to help improve air quality; replacing filters in air handling systems for ventilation and air filtration; replacing carpet with a flooring that can be cleaned more effectively. The funds will also be used for the purchase of cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean; COVID testing to allow staff and students to be in school under the Test to Stay program; and the purchase of masks to allow students and staff who wish to wear masks the ability to do so or in mandated areas such as buses.

2. 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:

SJPS will provide summer learning, after school programs and enrichment activities in reading, math and STEM activities. Students will be identified through the review of common assessments and benchmark data with principals and teachers. Benchmark assessment data, such as iReady will be reviewed in the fall, winter and spring to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews will be implemented. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. After school evidence-based programs, such as one-on-one and small group tutoring will be employed as well as enrichment camps, such as Camp Invention to engage students in learning. Funds will be allocated for staff, curriculum materials and transportation costs. SJPS will hire Student Success Coaches to work with classroom teachers and students to address behavior, attendance and academic concerns. An elementary math coach will be added to support students struggling due to lost instructional time. Our schools will be staffed with highly qualified counselors and social workers who will assist with meeting the social, emotional, and academic needs of all students as these needs hinder the students' learning. District will also hire a part time director to coordinate and oversee additional student supports and student data analysis.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will utilize funds as necessary to maintain the operation of and the continuity of services for students, including to employ existing staff. In addition, the district will employ additional staff to provide academic and social emotional support for students to ensure that students receive instruction; teach in classrooms, provide one-on-one and small group instruction, social work and counseling support. Staff will receive professional development training to help support students socially, emotionally, as well as academically. Resources that were dedicated at the beginning of the pandemic to providing internet hotspot access points, as was virtual alternative instruction to continue to supplement our in-person learning. This additional programming provides an opportunity for families that, regardless of how many mitigation factors the district takes, still feel that at-home learning is best for their child, and students who have fallen behind and need online opportunities for credit recovery. The district is able to provide online instruction through MyVirtual Academy and Edgenuity programs as well as a myriad of other online softwares. The district will purchase technology, such as hotspots, chromebooks, software, etc. that will provide access for all students to updated curriculum and research-based intervention programs; will purchase a subscription for an online program that provides individualized instruction based on a screening assessment.

4. 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.

Providing equal opportunity to instruction is essential for all students. Benchmark assessment data will be reviewed during the end of the school year to ensure that progress is being made by students. Adjustments necessary by data review will be implemented to address student needs. The diagnostic assessment tool, iReady will be used for grades K-8 to provide resources specific to the needs of every child and adapts to their individual changing progress. For secondary students, PSAT and SAT assessments as well as local testing will be used to identify students in need of additional support. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. Summer school and afterschool programs will identify students in each subgroup to address the academic impact of the pandemic.

The social, emotional and mental health needs of students and staff is a focus of the district. Additional social workers and counselors have been hired as well as student success coaches to assist with identifying and meeting student and staff needs. Student subgroup categories will be tracked for referrals and interventions so the district can respond as necessary to trends. New programs will be implemented for the 2022-23 school year including a Positivity Project program and Capturing Kids Hearts and Minds to train staff to foster positive relationships with students to increase academic achievement and decrease behavior referrals.

American Rescue Plan 2021

St. Joseph Public Schools - 11020

1. 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:

St. Joseph Public Schools has offered in-person school since the fall of 2020. Allocated funds will cover costs of purchasing PPE, cleaning and sanitizing materials, testing equipment, air purifiers, emergency supplies, and custodial services for improved sanitation conditions in line with CDC recommendations. These allocations will provide for healthier and safer schools by reducing risk of virus transmission and exposure to health hazards and improve the health of students and faculty.

2. 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:

No less than 20 percent of ESSER III funds received to implement evidence-based interventions to address student learning loss. The district will plan, implement, and/or purchase evidence-based instruction/practices, activities, materials, and trainings, including summer learning and supplemental afterschool programs, that serve to address learning loss among students; target social emotional learning/supports and trauma informed/ restorative practices; assist in the administration and use of high-quality assessments, and help in monitoring student academic progress and implementing differentiated instruction. This will specifically address the disproportionate impact of COVID-19 on low income students; racial/ethnic minorities; children with disabilities; English learners, and foster care, homeless, or migrant students.

Programs, instruction, practices, materials, and/or training will be based on multi-tiered systems of support (MTSS), provide evidence-based approaches, address learning loss, and specifically cover:

a portion of preK-5 teachers' salaries/benefits who provide evidence-based instruction, implement high-quality assessments, monitor student progress, and address learning loss among students disproportionately impacted by COVID-19.
cost of summer, afterschool, and tutoring programs/transportation targeted toward students disproportionately impacted.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining 33% of 11n funds allocated as follows:

Purchasing PPE, testing equipment, cleaning/sanitizing materials, emergency supplies, and custodial services for improved sanitation and mitigation (provide for healthier schools by reducing risk of transmission/exposure).

To cover a portion of preK-5 teachers' salaries/benefits who provide evidence-based instruction, implement high-quality assessments, monitor student progress, and address learning loss among students, specifically low-income students, children with disabilities, English learners, racial/ethnic minorities, students experiencing homelessness, and children and youth in foster care. disproportionately impacted by COVID-19. They will function through a multi-tiered system of support.

The 11t funds will provide evidence-based instruction and programming that addresses the disproportionate impact of COVID-19 on low income students; racial/ethnic minorities; children with disabilities; English learners; foster care and homeless students. Programs will be based on multi-tiered systems of support (MTSS), address learning loss, and specifically cover:

a portion of preK-5 teachers' salaries/benefits who provide evidence-based instruction, implement high-quality assessments, monitor student progress, and address learning loss among students disproportionately impacted by COVID-19.
cost of summer, afterschool, and tutoring programs/transportation targeted toward students disproportionately impacted.

4. 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.

The District utilizes multidisciplinary teams at the elementary and secondary levels to ensure that student needs are met with evidence-based interventions using a Multi-Tiered System of Supports (MTSS). This framework is calibrated to ensure that decisions are based on student needs, interventions are evidence-based and measurable, and all students are equitably supported. Every general education teacher is empowered to raise questions and participate in this process, but also duty-bound to identify students whose needs require additional safeguards and attention. These processes involve the continual review of local benchmark assessments; state testing data; classroom pre/post-assessments; behavior data and student, staff and parent surveys, to ensure that students with needs are identified, supported at the appropriate level, and monitored until the need has been addressed. These processes are integrated into continuous improvement models to ensure a systems-based approach sustains this work. These processes and corresponding outcomes, including equity data, are carefully monitored to ensure that staffing levels are appropriate, training is adequate, and deficiencies are addressed. These collective efforts will ensure that impacts from the pandemic will be addressed.

American Rescue Plan 2021

St. Louis Public Schools - 29100

1. 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 are used for mitigation resources like PPE, including masks and gloves and gowns. Funds will also be used for sanitation and cleaning supplies so that we are better able to keep our buildings clean. We will also use funds for any purchasing of instructional supplies that will better help with distancing of students within classrooms.

2. 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:

St. Louis Public Schools will use funds to add staffing for academic and behavioral supports. These supports will help students with academic planning to improve and help offset any learning loss experienced from the pandemic. Academic supports include additional push in/pull out supports for at risk students. After school tutoring will be provided as well as summer school for our K-8 grades and credit recovery for our 9-12 grade students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Through stakeholder input, as we've sent out numerous requests for feedback on a survey that address those allowable areas associated with ESSER III, we will review and have reviewed the needs and requests of major stakeholders that are representing the required groups listed within the section 2001(e)(2) of the ARP Act. Some of areas that will be addressed will include, but is not limited to, reducing the learning gaps with before/after/during school interventions and tutoring and summer school. Technology updates throughout all of our buildings to better facilitate the ease of learning with no restrictions, also providing technology devices and services needed for those students to be able to continue instruction if at home. Infrastructure and connectivity will be reviewed and addressed to see if current needs are being met. Learning loss will be addressed by before/after/during school additional learning time. Summer School programs will be run in the summer of 2022, 2023 and 2024 with ESSER II and ESSER III funding.

4. 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.

Additional staffing will be hired and added to provide students with Success Coordinators who will monitor students that have academically or mentally declined because of the COVID-19 pandemic. These staff members will focus on behavioral and mental health and also on academic success of our students. These staff members will work with identified students that are at risk and identified through systematic reports, including Powerschool, assessments, special education, homeless, neglected, migratory and disabled students.

Standish-Sterling Community Schools - 06050

1. 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:

Standish Sterling Community School Districts goal is to make improvements and upgrades to the buildings that students and staff use. These improvements and repairs such as roof repairs due to water leakage and HVAC units will reduce the risk of the transmission of the virus and support student and staff health needs.

2. 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:

Standish Sterling Community School District is addressing learning loss in all students including the subgroups. The district has a summer credit recovery program for the high school and extended day programs at the elementary. The district has added extra classrooms at the lower elementary to lower teacher ratio numbers. Daily interventions are in place to support reading and math. An ongoing professional learning plan is implemented to support evidence-based strategies for the classroom in reading and math. The district also has a technology upgrade plan implemented for connectivity and devices.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Standish Sterling Community School District works closely with health department through regularly schedule meetings with staff that are identified as the coordinators for Covid. The testing to stay in school protocol is being used in the district to keep students in school to learn. The district has purchased cleaning supplies and personal protective equipment to help virus transmission.

The district has money to support additional student classroom materials and upgrade for assessments.

4. 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.

Standish Sterling Community School District is going to provide professional learning and coaching to all staff for social emotional learning. The district is hiring additional counselors and social workers to support the students' needs through out the district for all students in all subgroups.

American Rescue Plan 2021

Stanton Township Public Schools - 31140

1. 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:

Stanton Township Public School District (STPSD) will use funds to continue supporting cleaning protocols established at the beginning of the pandemic. We will also use funds to improve outdoor learning spaces that benefit the health and social-emotional health of our students.

2. 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:

STPSD will use funds to purchase online intervention programs for all students; intervention and instructional professional development opportunities for staff; increased resources for school and classroom libraries; expanding our summer reading and skill maintenance program, and purchase of resources for improving and promoting STEM.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

STPSD will spend the remaining funds on Teacher Salaries and benefits. We are also assessing our textbook series to determine if they are the best option for our students at this time. We are considering replacing one or more of these series if deemed necessary and beneficial to student learning and alignment to the state standards for those content areas.

4. 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.

STPSD will use formal benchmark assessment tools to identify needs and will target intervention strategies that involve all students of differing demographics; socioeconomic status; physical and intellectual challenges, and experiencing other obstacles to their learning. Our local partners include the Copper Country Intermediate School District and Copper Country Mental Health. Funding will help provide resources that can be used in collaboration with these partners to achieve desired growth.

American Rescue Plan 2021

Star International Academy - 82941

1. 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:

In addition to our layered supports funded by other funds including ESSER (masking, desk shields, vaccination promotions, daily sanitizing), we will further prevent and mitigate COVID-19 transmission by upgrading HVAC systems, filtering, and purification using ESSER III funds.

2. 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:

Utilizing ESSER III funds (20% reserve), the district is investing in significant programs and staff to address the disproportionate impact of COVID-19. This includes but is not limited to reading support staff and programs, supplemental literacy resources, in school accelerations programs, positive behavior support, restorative practices, family engagement and enrichment programs such as robotics and STEM. These programs will work in tandem with the summer school, credit recovery and after-school programs being funded by 23b.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be spent to upgrade HVAC systems, improve filtration and purification of air, additional pay and incentives to proactively address recruitment and retention and to ensure ongoing employment of staff to ensure the smooth continued operation of the academy. All of the aforementioned uses are consistent with section 2001(e)(2) of the ARP act.

4. 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 interventions that will be implemented under the ARP Act will address all student needs. The funds have been allocated to address academics through the use of supplemental literacy resources, digital resources, and reading support staff to help all students read proficiently. Additional funds will be used to provide all students with enrichment programs in robotics and STEM to ensure a well-rounded education. Family community liaisons will be used to share data and resources with families to support student learning. This includes but not limited to providing PD on digital literacy, providing community resources and outlets to support families, providing parents with surveys to gather their feedback and experience, and/or providing parents with both in-person and virtual option for consultations for concerns they may have. Teacher professional development on research based best practices, like Kagan Structures, will be provided to all staff to ensure all students engage in the lesson. A positive behavioral intervention system, like restorative practices, will be used with Deans to help support students and understand their perspective instead of using punitive discipline measures. This will ensure that Deans, and all staff, take the time to help student reflect on actions and provide avenues of growth from their actions.

American Rescue Plan 2021

State Street Academy - 09902

1. 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:

According to the CDC guidelines for the 2021-2022 school year, social distancing is one of the most effective tools to avoid the spread of the Covid-19 virus. In order to facilitate social distancing, the Academy has hired an additional bus driver. This decision facilitated the possibility of having less students on each bus and the ability to create space for the students while being transported to and from school. The academy intends to use funds to acquire and retain highly qualified teachers and staff. The academy plans to use the funds for additional maintenance staff to disinfect and clean the school. Additionally, the academy will invest in new curriculum for the students.

2. 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:

That Academy took action to increase instructional time by hiring additional paraprofessionals To either work with small groups of students or to cover the large class while the most highly qualified personnel, the teacher, worked with students who were demonstrating learning gaps due to loss of instructional time. The loss of instructional time was directly related to quarantine/isolation time as a result of Covid-19.

Some of the deficits noticed during the pandemic were addressed by purchasing curriculum that differentiated instruction for students who were experiencing a loss of learning due to Covid-19 quarantine and isolation. A curriculum with a differentiated component removed barriers for students who were struggling with the missed concepts.

Curriculum included Big Ideas/MobyMax for math instruction, Making Meaning Reading & Writing for ELA instruction, Zaner-Bloser for phonological awareness and spelling as well as Moby Max. All materials are aligned to the standards and include a differentiated learning component. Expeditionary Learning (ELA - grades 3-8) and physical nonfiction and fiction books copies for student use were also purchased. Additional interventions include high quality classroom instructors who receive weekly coaching/instruction and participate in data debrief cycles.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

One of the initiatives the Academy implemented during the Covid-19 pandemic was to hire an additional parapro to serve as the liaison between home and school. While students are out of school, they struggle maintaining the same high level of participation and tracking of assignments. This leads to frustration and shut down which is alleviated by the interactions with the remote intervention specialist.

Targeted student support from the Attendance Committee provided guidance from Attendance Works. The additional support to track attendance and provide intervention support for families who were demonstrating excessive absence due to the Covid-19 factors.

The Academy worked in conjunction with Johnson Controls, a global technology and industrial leader to increase air quality (to support health and safety). Purchase of air purifiers for classrooms and common areas also worked to support increased air quality.

4. 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.

The additional paraprofessionals, along with the evidence-based programs provided additional, targeted instructional time to address the specific academic needs of the students, particularly students with disabilities. As they require additional support while in school, when they are not in person, the academic gap widens. The additional para support helps the special education/intervention department provide the necessary instruction to keep the students with disabilities, those who are homeless, or in foster care and migratory on track to achieve expected growth. As students returned to the classroom, it was clearly evident that several struggled to adapt to the requirements of in person learning. The additional paras served as a support person to help students acclimate back into the classroom and thus alleviate some of the social emotional and mental health needs. The overall goal was to provide equitable access to all students at the Academy before, during, and following the pandemic. Additionally, attendance mitigation factors (staff and transportation) are designed to promote equity and support students who have more barriers in getting to school, such as children with disabilities, EL students, low income students, and students in foster care.

American Rescue Plan 2021

Stephenson Area Public Schools - 55120

1. 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:

Prevention/Mitigation Strategies: *Purchase of cleaning equipment and supplies, *Purchase desks for social distancing in classrooms, *Purchase of lunch tables for social distancing in the lunchroom, *Improve ventilation in the school building, *Provide PPE for staff, students, & visitors. The funding will be used in conjunction with other funding sources to fully implement additional recommended prevention strategies, including enhanced cleaning and disinfection, hand sanitation, contact tracing, etc.

2. 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:

*Provide expanded academic and enrichment Spring Break K-12 At-Risk Students for Spring Break 2022 & 2023, *Provide expanded academic and enrichment Summer School K-12 At-Risk Students for Summer 2022 & 2023, *Provide tutoring, *Hire Math Interventionist for Secondary Students for 2021-2022 school year, *High-Quality Assessments (Fall PSAT) for 2021-2022 & 2022-2023, *Big Ideas Math K-8th grade Curriculum, *Study Island Computer Program for 2021-2022 & 2022-2023, Lexia Computer Program for 2021-2022 & 2022-2023, *New K-8th grade Science Curriculum, *Literacy Footprints Digital Readers K-5th grade for 2021-2022 & 2022-2023

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

*Technology Purchases, *Stipends for Staff, *Technology Infrastructure (Networking), Custodial Equipment, *Social Worker, *Air Filters, *Air Quality Flow System,

4. 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.

*Free Breakfast/Lunch for all students under the Extended Summer Feed Program, *Hire K-12 grade Social Worker - Homeless, Foster Care, Social-Emotional, *K-12th grade SEL 360 Curriculum, *Afterschool tutoring, *Summer School, *Spring Break tutoring

American Rescue Plan 2021

Stockbridge Community Schools - 33200

1. 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:

With these funds, the district is able to hire a part-time school nurse to help with Covid testing and contact tracing district-wide. The school is also able to utilize one of our administrators as a District Covid Coordinator, The District Covid Coordinator is responsible for keeping up to date with CDC guidance as well as work as a liaison between the health department and the school district. The District Covid Director also helps with testing and contact tracing as well training of all staff in testing procedures. In addition to the part-time nurse and District Covid Director, the district will use these funds to provide each building with three building long-term subs. Having dedicated subs for each building helps with transmission from multiple outside sources and provides teachers with a sub so they don't feel the need to come to school when ill.

2. 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:

With these funds, the district will provide a robust K-12 summer program for three years. We will use our NWEA winter and spring test scores to determine eligibility and provide targeted specific instruction for students in their area of need. The summer program will also provide engaging hands-on activities for the students as well as field trips aligned to the summer program theme. This will include a 9-11 credit recovery program

The district will use these funds to provide before and after-school tutoring for at-risk students for the next three years. Students work with certified teachers, using research-based interventions in their area of need.

The district will provide each building with building subs. When the subs are not needed in a classroom, they will provide interventions to students in need and/or push-in to the classroom to support students with their work.

The district will use these funds to purchase IXL, a personalized computer-based math program that prescribes a diagnostic path for the students to close the math gaps created during the pandemic. Our math coach is working with teachers to ensure they are using this tool to its fullest potential.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will use the remaining funds to provide a 7-12 counselor, a K-12 mental health specialist, and a full-time K-2 counselor. We will also use these funds to support 50% of our new AD/Community Ed Director's salary. This is a new position in the district and after surveying our stakeholders, it was revealed that both parents and students would like to see more extracurricular activities for students outside of school. Our community ed and athletic program have been suffering due to stretching our administrative staff too thin. To have the ability to use these funds to retain our current staff and build programming for our students is incredible and the benefit we will see in our staff and students' mental health will be tremendous.

4. 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.

As mentioned above, the district plans to use a large portion of these funds towards a three year summer program and before/after school program. Both of these programs are targeted, meaning we ensure we invite our most at-risk students first. This may include students experiencing homelessness or foster care, our EL students as well as students with socio-economic needs.

We also plan on using these funds to maintain our English Learner teacher for the next three years. We were able to hire this position using ESSER II funds and will now be able to maintain her position with ESSER III funds.

In addition, we ensure that our mental health team connects with our at-risk population on a consistent basis to ensure their mental health needs are being met. We have implemented a mental health screener for all students K-12 to ensure progress is being made in this area.

American Rescue Plan 2021

Sturgis Public Schools - 75010

1. 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:

The district plans to spend the ARP - ESSER III funds in four main categories.

1. Student Learning loss will be ultimately be roughly 27% of the total allocation of funds. In this the district will focus on summer school to help catch students up to their peers. Also, the district is planning on purchasing K-12 math and K-12 social studies curriculum (which was passed on in 19-20 and 20-21 due to the uncertainty of budgets tied to COVID 19).
2. Improved air quality - K-2 buildings backup boiler will allow sustainable heat and will also piggy back with the current boiler. Having a back up boiler will reduce the possibility of loss of instructional if the boiler is not working properly. At the HS, in the athletic wing, we have many educational classes that utilize this space and during the first few months of school and in the spring the temperature is hard to maintain a comfortable environment for learning. K-5 hard surface flooring will replace old carpet. This will increase indoor air quality at these buildings. K-5 Flexible Furniture will improve the proper distancing in each of these classrooms. MS & HS will receive environmental sensors for bathrooms and locker rooms.
3. Safety & Security - The district is going to improve the visitor management system for contactless interactions with visitors and staff, keyless entry points and networked video phones for the front access points to a few of our buildings.
4. Technology - Wireless document cameras in all classrooms.

2. 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:

The district is planning on dedicating ARP ESSER III funds for summer school for 2022, 2023 and 2024. This will include 4 weeks of additional skills being taught to help increase the skills sets of our children in our district. During these summer school sessions the district plans to use experience days to take students on short field trips to local areas where some of these students may never get to experience. Prior to the trip, they will learn about the place they are traveling to, read about it, research it and then when they go they will be able to experience it.

In addition, due to COVID 19, the district was unable to purchase K-12 math and K-12 social studies curriculum. With the opportunity to purchase these new curriculum materials the district will help focus on these subject areas to gain positive results/growth of the students. During the end of 19-20 and during 20-21, students had large drops in proficiency in math, social studies and science. Language Arts did not dip as much, but much of the focus was reading and skills many parents could help with. Math, science and social studies are harder for virtual learners to have help at home with, so they would focus on language arts skills and reading. Making these other subjects a focus to help increase growth will be a large focus of our district.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

K-2 building backup boiler will allow sustainable heat and will also piggy back with the current boiler. Having a back up boiler will reduce the possibility of loss of instructional if the boiler is not working properly.

At the HS, in the athletic wing, we have many educational classes that utilize this space and during the first few months of school and in the spring the temperature is hard to maintain a comfortable environment for learning.

K-5 hard surface flooring will replace old carpet. This will increase indoor air quality at these buildings. as many of our K-5 students spend time on the floor, reading or doing manipulatives, the carpet is fully of allergies and dust which some students maybe allergic too. This hard surface will be easier to clean and will reduce allergies.

K-5 Flexible Furniture will improve the proper distancing in each of these classrooms. These new furniture options will increase the flexibility for teachers to teach and how our students will learn.

MS & HS will receive environmental sensors for bathrooms and locker rooms. This will reduce/eliminate students from vaping in these areas.

The district is going to improve the visitor management system for contactless interactions with visitors and staff, keyless entry points and networked video phones for the front access points to a few of our buildings.

Wireless document cameras in all classrooms. This will allow teachers a better tool to provide clear instructions for students in the classroom.

4. 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.

The district will work on creating a comfortable environment for all staff and students to attend. This is a focus of the district, if the staff and students are comfortable, they will be able to teach and learn better.

The HVAC projects will allow for more comfort in one of our K-2 building (on average we loose about 1 day per year due to boiler issues). This involves bussing these students to another building which interrupts their learning for the day. At the HS, at times these learning environments are almost unbearable for learning and this will allow for increase participation.

The new flooring and flexible furniture will create a better environment for learning, with flooring that is easier to clean and furniture that is more conducive to learning strategies, students should be more focused on learning.

Being safe as a school is the districts main focus, by completing the districts keyless entry system, finalizing the last two networked AIPhones and updating the visitor management system, this will allow touchless visitor access for each of our buildings.

Wireless document cameras in each classroom allows clear instruction for all students. Plus these interactions can be saved and passed along to students who were absent from class.

Vaping Sensors will help limit students from making bad choices in the schools bathrooms and locker rooms. By creating this deterrent, students will hopefully stay in class and focus on their learning instead of making bad choices.

Success Virtual Learning Centers of Michigan - 59900

1. 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:

We will follow the policies set forth in our Safe Return to In-Person Instruction and Continuity of Services Plan including:

1. Universal and Correct wearing of masks;
2. Modifying facilities to allow for physical distancing;
3. Hand Washing and respiratory etiquette;
4. Cleaning and maintaining healthy facilities;
5. Contact tracing and screening
6. Coordination with State and Local Health officials

2. 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:

The top three areas identified by stakeholders in our Stakeholder Survey as being desired for increased investment include the following:

1. Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
2. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors
3. 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

Items we've included on our ESSER III Budget covering each of the above highly desired areas include:

1. Stipend for McKinney-Vento Coordinator (Item 1)
2. Stipend for 504 Coordinator (Item 1)
3. English Language Learner Coordinator for our Waterford Location (Item 1)
4. Social Worker/college Career/504 Coordinators (Item 2)
5. Bus passes for students to attend our centers (Item 1)
6. Weekend and evening for Teachers /relationship Managers to support students after business hours (Item 1)
7. Purchase of the Pulse system for use in tracking and monitoring virtual students (Item 3)

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

See above

4. 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.

Items we've included on our ESSER III Budget covering each of the above highly desired areas include:

1. Stipend for McKinney-Vento Coordinator (Item 1) - This will help address the needs of our homeless students
2. Stipend for 504 Coordinator (Item 1) - This helps address the needs of our children with disabilities
3. English Language Learner Coordinator for our Waterford Location (Item 1) - This helps address the needs of our english Language Learners
4. Social Worker/college Career/504 Coordinators (Item 2) - This helps address the needs the social and emotional needs of a. students.
5. Weekend and evening for Teachers /relationship Managers to support students after business hours (Item 1) - This expands the support we can provide to assist students academically
6. Purchase of the Pulse system for use in tracking and monitoring virtual students (Item 3) - This system helps us closely track staff engagement with students so that the above changes are effectively implemented

American Rescue Plan 2021

Summerfield Schools - 58100

1. 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:

The funds provided to Summerfield Schools will be used to help employees become prepared to teach students during these difficult times. to monitor how students are doing with their academics. We are currently having our desk spaced out the best that we can, and monitoring if classrooms can stay open, or need to move to remote learning.

2. 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:

Summerfield Schools plans to use these funds to help teacher prepare on how to educate students during these difficult times. The summer learning program will be offered to all students for the 2022 summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be spent to make sure that we have enough PPE and custodial supplies to help keep the spread down throughout our buildings.

4. 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.

Summerfield schools will delegate money to make sure no instructional time is lost during the hard times with all students.

American Rescue Plan 2021

Summit Academy North - 82938

1. 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:

Our goal is to continue to create the safest possible learning environment for our staff and students. In an effort to help mitigate the spread of COVID 19, we will use ESSER funds to purchase equipment and furniture to provide additional physical distancing opportunities. We will also continue to purchase cleaning supplies, PPE, etc. to provide the safest possible environment. Based on student needs, we may also use ESSER funds to provide additional staff to reduce class sizes, allow for more supervision, etc. Finally, we will continue to use ESSER funds to improve the air quality of the school by making structural and equipment based upgrades the the facility.

2. 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:

To help mitigate the loss of instructional time, we will use ESSER funds to focus on additional learning opportunities. This includes the use of funds to hire additional school staff to provide small group, differentiated instructional opportunities. We will also use funds to help retain the high quality teachers and staff currently employed with the district. We will also offer Summer Learning opportunities to provide additional learning opportunities to students. We will also purchase curricular resources to help focus and improve our Tier I instruction in our classrooms. We will also invest funds in continuing the develop the educational tools (Base Camp, tutoring platforms, interactive instructional videos, etc.) needed to provide the highest quality instruction for students in remote, virtual, or in-person learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional ESSER funds will be used to address SEL needs of students. This may include additional school staff and new programming and resources to best meet the needs of the students. ESSER funds will also be used to improve the technology products and infrastructure at the school. Funds may also be used to ensure that students and staff who work from home have the appropriate equipment, tools, and programming for high quality online education. Additionally, the district may use funds to improve the safety of the building to ensure that in person learning is a safe option for all students and staff.

4. 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.

In order to ensure that the interventions implemented respond to the academic, social, emotional, and mental health needs of students, we will monitor the impact of the interventions. We will use academic data to determine the success of our academic initiatives. We will use survey data and behavioral data to help determine if the interventions are meeting the social, emotional, and mental health needs of our students. In an effort to ensure that the students most impacted by the pandemic receive the services that meet their needs, we will analyze the students in need before beginning the interventions. By analyzing the needs, we will be able to ensure that the students with the highest needs have the first access to interventions like Summer Learning and additional SEL supports.

American Rescue Plan 2021

Superior Central School District - 02080

1. 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:

Superior Central will use approximately \$30,000 of its ESSER III funds to implement the following:

- Hire additional custodial staff to clean and sanitize the building.
- Improve HVAC in the building.

This funding along with other funding sources will be used to fully implement prevention and mitigation strategies, including enhanced cleaning and disinfection, hand sanitizing, and air exchange.

2. 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:

Superior Central will use approximately \$207,000 of its ESSER III funds to:

- Deliver interventions for struggling students and provide small group instruction.
- Add additional certified teaching staff members to allow for smaller class sizes and more direct support of students.
- Ensure all students receive high quality instructional materials.

While most of our students were in person last year, some chose to learn online or through homeschooling. Many of these students were unsuccessful. This funding along with other funding sources will be used to ensure that students are in smaller class sizes receiving evidenced-based interventions.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All funds will be spent in mitigation strategies, addressing learning loss, and responding to social, emotional, and mental health needs.

4. 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.

Superior Central will use approximately \$13,000 of its ESSER III funds to:

- Continue the employment of our full time School Social Worker.
- Continue implementing K-12 "Second Step" the social emotional learning curriculum.

American Rescue Plan 2021

Suttons Bay Public Schools - 45050

1. 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:

ARP ESSER III funding will be utilized at Suttons Bay Public Schools to hire personnel to address staffing shortages due to illness. Building substitute teachers will be onsite and available to address any staff vacancies on a day-to-day basis. The district will also address the hiring of additional custodial staff through the use of ARP ESSER III funds to implement CDC cleaning protocols.

2. 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:

ARP ESSER III funding will be utilized in district for highly qualified after school support for students in after school programming. Supplemental resources and supplies that will support experiential learning in the classroom and after school programs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Suttons Bay Public Schools will utilize ARP ESSER III funding to address the mental health services and supports of the needs of children from low-income families, children with disabilities, English learners, migratory students and other underserved students by providing additional mental health services and supports including through the implementation through evidence based full service community schools interventions and school counselors.

4. 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.

Suttons Bay Public Schools will ensure the interventions that are implemented are addressing the impacts of the pandemic by measuring student growth data gathered through NWEA testing and/or PSAT, or an equivalent standardized testing. Test results will be monitored in comparison to prior year tests throughout the upcoming testing cycles (for NWEA, which are offered three times per year).

American Rescue Plan 2021

Swan Valley School District - 73255

1. 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:

Enhancements to air quality with implementation and purchase of air purification systems will be completed after extensive research and consideration of all viable options. Appropriate staff will be hired to address mitigation efforts (increased paraprofessionals, lunch aides, health resource advocates, school nurses, mental health professionals etc). COVID protocols are developed based on most recent information from the county health department and CDC guidelines. Social distancing is recommended, therefore we have added staff to reduce/sustain low class sizes.

2. 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:

The majority of funding will be used to hire additional staff and expand programming options. These options include small group and individualized instruction, additional instructional paraprofessionals, credit recovery systems and staffing, before and after school systems and staffing, and enrichment activities to address student mental health and social emotional learning. More specifically, we will commit to the following:

? District implementation of a Multi-tiered System of Supports (MTSS) is in place. Funds are being used toward a Mental health specialist and instructional coaching support. This system of support will address the loss of instructional time through a systemic approach to core instruction and interventions. Supports addressed through MTSS include academic and social-emotional/mental health.

? Assessments at the high school level will be funded to allow for data collection on the loss of learning and student progress.

? Math support will be funded grades 3-12 to ensure standards are mastered by students, allowing curricular and instructional adjustments based on student progress with standards.

? Technology resources for connectivity infrastructure and hotspots will be funded to allow students access to online learning platforms. These platforms will be available to students at school or in their homes as part of the preparedness measures to ensure continuity of learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be used to address technology infrastructure and connectivity issues, provide supplies/equipment/staff to mitigate the spread of Coronavirus, and to address learning loss and social/emotional issues with students and staff.

4. 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.

We have identified all of our students disproportionately impacted by the pandemic and will use formative growth data (NWEA) to track their academic progress during and after the pandemic. Very intentional enhancements to resources during the school day as well as those outside of the school day (before/after school and summer) will allow us to address the academic, social, emotional, and mental health needs of all students.

Assessment measures to review progress of all students, including those disproportionately impacted by COVID-19 and demographics, are a key component to the implementation of a Multi-Tiered System of Supports (MTSS). Disaggregated data from the assessments will allow for progress monitoring of demographic and special groups of students. Academic and social-emotional learning interventions will be part of the implementation of MTSS at all building levels. This district-wide initiative will focus on addressing learning gaps and core instruction for all students. Fidelity and capacity measures will guide the implementation of MTSS.

Swartz Creek Community Schools - 25180

1. 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:

Swartz Creek will use funds to purchase air handling systems, doors, and windows in an effort to improve air flow and air quality for staff and students in our seven buildings. As buildings move closer to being full capacity, the air quality and flow is important to mitigating and preventing the spread of COVID-19. The district will also purchase temporal scanners to help detect fevers and high temperature in staff and students. This will quickly detect possible illness and remove sick individuals from the building structure. In addition to their regular cleaning schedule, we will also be supporting our custodial cleaning service department with more hours and supplies as they continue to sanitize spaces to prevent the spread of disease. Finally, we will invest in having additional PPE supplies for students and staff will ensure we do not have shortages when the need arises.

2. 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:

Swartz Creek will be using funds for both extended day and summer learning opportunities. With extended day opportunities students will be able to get help with academic achievement and the gaps that have created learning loss. Monies will be spent on staff who will be available afterschool to provide those opportunities to our students. The summer learning programs will happen at four levels: K-2, 3-4, 6-8, and 9-12. Monies will provide materials and staff for the programing. The program will run 4-6 weeks during the months of July and August. Classrooms will be filled with 15-20 students. Each classroom will have a certified teacher and a paraprofessional staffed. We will provide transportation, food, and other support services to coincide with the learning enrichment opportunities. We project between 400-500 students to take advantage of the summer opportunities. Lastly, we will invest in significant technology support to ensure that our students maintain their connectivity throughout the year. Our technology department will ensure proper server and hardware infrastructure is adequate for learning in and out of a pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The rest of the funds will be used on literacy curriculum, staff retentions, social emotional programming, and medical servicing. With such learning loss, students have not had access and repetition with reading books on level and of interest to them. Swartz Creek will be purchasing robust libraries for each classroom at the k-2 and 3-5 levels, along with robust libraries for the English and social studies departments at our 6-8 and 9-12 buildings. We have found that staff retention is one of the most difficult problem areas we currently face. Incentive based solutions will be put in place to retain staff. SEL (Social Emotional Learning) programing will be used to help students learn how to regulate through their own emotional responses to the pandemic. These programing best practices will help students with the feelings of isolation and anxiety that the pandemic has intensifies. We will also create and hire nursing positions that can help with the mental, emotional, and physical well being of all our students. Based on the research around flexible seating, we will invest in furniture for classrooms that support learning in classrooms while also being built with materials that respond well in to antimicrobial agents for safety. Finally, we will support our research-based SEL and character education initiative, The Positivity Project, across the entire district.

4. 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.

Swartz Creek has always had a strong and robust MTSS system. Our district team will help facilitate all our interventions: math, reading, mental wellness, behavioral, social, and emotional. We use data to pinpoint groups needing extra support and intervention, and move resources to these students of need. The data also allows us to check in on our commonly disproportionately impacted students: low SES, disabled, ELL, homeless, migratory, foster care, and other minority students. Buildings progress monitor monthly, and the district takes a look at high level data three times a year: fall, winter, and spring. The data from these meetings also drives our MiCiP process, so that our improvement of systems lines up with filling the needs of our greatest concerns.

American Rescue Plan 2021

Tahquamenon Area Schools - 48040

1. 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:

DISTRICT WILL USE FUNDS TO REPAIR AND UPDATE CLASSROOM FURNITURE, LOBBY BATHROOMS, FLOORING AND CHALKBOARDS TO SANITIZABLE SURFACES. SOME ITEMS TO BE REPLACED ARE OVER 45 YEARS OLD. REPLACEMENTS WILL ALLOW FOR IMPROVED AIR QUALITY, SANITIZATION AND CDC RECOMMENDED DISTANCING TO MITIGATE THE RISK OF CROSS CONTAMINATION BETWEEN STUDENTS AND STAFF.

2. 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:

TAS DISTRICT IS MADE UP OF OVER 50% SOCIALLY/ECONOMICALLY DISADVANTAGED STUDENTS. LEARNING LOSS HAS BEEN A REAL CONCERN FOR OUR STAFF AND PARENTS. TAS WILL USE A THREE PRONGED APPROACH: FIRST: HIRING NEW STAFF - TWO K-6 PARAPROFESSIONALS TO BE TRAINED IN MATH RECOVERY TO SUPPORT CLASSROOM TEACHERS AND REDUCE GROUP SIZES DURING INSTRUCTION; SECOND: HIGH SCHOOL PRINCIPAL TO REPLACE HALF TIME POSITION TO IMPROVE ATTENDANCE, DATA ANALYSIS, STRATEGY AND SUPPORT FOR LOWEST PERFORMING 7-12 STUDENTS; AND THIRD: 30-60 MINUTES OF TUTORING/MENTORING/INDIVIDUAL STUDENT TIME EACH DAY AFTER SCHOOL, AS WELL AS TARGETED SUMMER LEARNING OPPORTUNITIES FOR ALL STUDENTS. DISTRICT ASSESSMENTS WILL BE USED TO IDENTIFY AND RECRUIT STUDENTS TO AFTER HOURS AND SUMMER LEARNING OPPORTUNITIES FOR K-6, WITH 7-12 STUDENTS IDENTIFIED FOR CREDIT RECOVERY

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

TAS BUDGET INCLUDES OVER 30% DEDICATED TO ASSESSING AND ADDRESSING LEARNING LOSS. THE REMAINING 70% WILL BE USED TO PROVIDE CONNECTIVITY TO STUDENTS AND CREATE A MORE SAFE AND SECURE ENVIRONMENT FOR STUDENTS. BATHROOM UPGRADES AND IMPROVING AIR QUALITY WHILE RETHINKING AND CREATING AN ATMOSPHERE BOTH CONDUCIVE TO LEARNING, YET MITIGATING THE SPREAD OF INFECTIOUS VIRUSES. CLASSROOM AND BATHROOM SURFACES THAT ARE NOT EASILY SANITIZED WILL BE REPLACED WITH NON-POROUS MATERIALS ALLOWING FOR CDC RECOMMENDED DISTANCING AND SANITATION PROTOCOLS. 30% OF FUNDS HAVE BEEN DEDICATED TO SAFETY AND SECURITY OF OUR BUILDING. OUR K-12 BUILDING CURRENTLY HAS OVER 20 ENTRANCES AND EXITS WITH NO ABILITY TO MONITOR THEM. CAMERAS, FIRE ALARMS, BUZZERS AND DISTRICT COMMUNICATION SYSTEM WILL BE INSTALLED TO SECURE OUR PHYSICAL BUILDING WHILE PROVIDING WAYS TO INFORM AND COMMUNICATE WITH STAFF AND STUDENTS BUILDING WIDE.

4. 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.

TAS DISTRICT IS MADE UP OF OVER 50% SOCIALLY/ECONOMICALLY DISADVANTAGED STUDENTS. TAS PLANS TO HIRE STAFF AND CREATE AFTER HOURS LEARNING OPPORTUNITIES IN PERSON FOR STUDENTS. IN PERSON STUDENT EXCHANGE WILL CREATE THE OPPORTUNITIES FOR SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS OF EACH STUDENT TO BE ASSESSED AND ADDRESSED. ALL STUDENTS MAY BE SERVICED BY TAS ON-SITE SCHOOL-BASED HEALTH CENTER GIVING STUDENTS ACCESS TO MEDICAL AND MENTAL HEALTH SERVICES, OR REFERRED TO OUTSIDE AGENCIES FOR NEEDS ACCESS.

American Rescue Plan 2021

Tawas Area Schools - 35030

1. 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:

Tawas Area School District realizes the benefit of in-person instruction, and have made this a priority. School officials meet with our local health department on a weekly to bi-weekly basis to review recommendations surrounding concepts like masking, vaccinations, spacings, quarantines, testing, etc. Our District promotes the vaccination process and testing events that our local health department sponsors. Signage across our campus supports the strong recommendation to mask and social distancing. Hand sanitizers have been made available throughout buildings with sanitization practices in place before, during, and at the end of every school day. With the support of our local health department, we encourage students and families to keep their sick student home, and seek testing, as well as follow the recommendations to quarantine under a close contact situation, and isolate when a positive case is determined.

Policy supports keeping people home when they are showing signs of a communicable disease. MIOSHA has also helped to guide us when identifying close contacts, quarantines, and isolations. The recommendations from the CDC, MDHHS, MIOSHA, and our local health department offers a prevention layer to students, staff, visitors, and other stakeholders so we can provide the in-person instruction.

2. 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:

At least 20% of funds will be set aside to provide after school tutoring, credit recovery and other extended day learning opportunities year round, tackling learning loss, which almost 50% of our stakeholders believe to be a top priority. Using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. Time for teachers to collaborate across grade levels. After school tutoring provided by certified teachers, four days per week for 60 minutes at a time in small groups. Summer school opportunities provided by certified teachers, engaging the students in using experiential instruction that incorporates hands-on activities, project-based learning, enrichment, credit recovery, and field trips. These extended day learning opportunities will also be designed to meet the social and emotional needs of students and provide them with engaging and enriching experiences and may include work-based learning or community service components.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will be allocated toward technology, maintenance, transportation, staff, and more to support face-to-face learning in a safe, enriching environment while promoting equity across all stakeholders. Funds may focus on building unit ventilators and air purification systems for buildings and buses, sanitizing and cleaning supplies to promote healthy, safe learning environments while increasing sustainability for face-to-face learning during the pandemic. Social and Emotional needs will be higher than before. So, funds will be allocated to support staff positions in this department across all grade levels. Investments in technology advancements and updates will be necessary to sustain the plan to bridge the gaps created during COVID-19 shutdowns, including the consideration of wifi equipped buses to support any future needs for remote learning, increased access to technology devices from home, and classroom upgrades to support learning at a distance. Finally, investments in professional development, literacy coaches, strategic classes, special education supports, and safety projects all aid in the safe return of students to the classroom.

4. 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.

Tawas Area Schools will manage/monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning. Checking student learning through a variety of strategies to monitor, assess, and provide feedback to students about their learning will also be of central focus. Furthermore, making instructional adjustments using formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning will be necessary and ongoing. The staff will engage families through communication about assessment results to inform next steps and the potential for supplemental summer learning, while providing translations as necessary. The district will continue to collect parent feedback through surveys during the school year, including information on how to make information more accessible and user-friendly.

American Rescue Plan 2021

Taylor Exemplar Academy - 82995

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Taylor Preparatory High School - 82756

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Taylor School District - 82150

1. 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:

The Taylor School District will continue to complete the practices as identified the Taylor School District Safe Return to In-Person Instruction and Continuity of Services Plan as posted on our website at www.taylorschools.net

Our practices focus on cleaning and prevention of covid 19, academic plans, plans of how to support students and families and their nutritional, social, emotional, academic needs.

We will also continue meaningful consultation with staff, students, parents, community members through Board of Education meetings, surveys and opportunities for input.

2. 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:

The Taylor School District will use the allocated funds through the American Rescue Plan/ ESSER III to provide our students with the opportunity to help address learning loss as a result of Covid 19. Our district will focus on evidence-based interventions and work to ensure that these interventions and approaches support the social, emotional, and academic needs of students in the Taylor School District. In addition, the Taylor School District will also support the needs of student subgroups including ethnicity, poverty, students with disabilities, English learners, students experiencing homelessness, and children and youth in foster care.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Taylor School District will use the allocated funds through the American Rescue Plan/ ESSER III to provide funding for a portion of the ongoing costs of the LEA to help support our students in Preschool through Grade 12.

4. 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.

The Taylor School District will ensure that the interventions address academics and social, emotional, and mental health needs through our staff and resources. In collaboration with our state and federal grants, will have significant opportunity to focus on students needs, with particular focus of transition years of Kindergarten, Sixth grade and ninth grades. In addition, the Taylor School District will also support the needs of student subgroups including ethnicity, poverty, students with disabilities, English learners, students experiencing homelessness, and children and youth in foster care.

American Rescue Plan 2021

Tecumseh Public Schools - 46140

1. 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:

We plan to use funds to improve air quality by upgrading our HVAC system at both the High School and Middle School to include greater filtration and air ionization. The District continues to follow CDC and local health department guidelines by encouraging masks, vaccination, and social distancing. To emphasize social distancing, the District does not currently utilize lockers, has established co-horting students in grades K-6 and practicing social distancing in grades 7-12. The District is also promoting hand washing and has created sanitizer stations at each entrance. Significant and proper cleaning & disinfecting practices continue to be stressed to all District personnel but particularly District Custodians. Seating Charts are created and implemented in each classroom to help facilitate student and staff exposure and quarantine requirements. The District will purchase instructional materials to ensure all students have access to quality instruction should the District or individual schools or classrooms need to be closed.

2. 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:

Summer School: Our summer school program will include Math, English, and STEAM. Teachers will use spring testing data to design a Project-Based Learning curriculum in Math and ELA. STEAM activities, SEL activities, and community-based activities will be included in the program. All Students will engage in all three classes. Students who are significantly below grade level will receive support from Interventionists.

After School Tutoring: After school tutoring will be provided by highly qualified staff at each building to support students who have gaps in their learning in the areas of reading and math and are struggling to keep up academically with their peers. Staff will use district assessments, teacher input and grades to identify students for this program.

High Quality Learning: Using assessment data to determine gaps in learning and as well as provide intervention and acceleration opportunities through differentiated curricular and intervention resources. celeration opportunities through differentiated curricular and intervention resources.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Staff training in supporting students with education disabilities as well as English Language Learners. Providing curricular, individualized curriculum and support for underserved populations. Purchasing supplies to sanitize and clean the facilities. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students. 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 well-rounded educational opportunities through STEM and the Arts.

4. 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.

Top priorities include:

Creating safe and healthy learning environments, providing summer food service program.

Meeting the social, emotional, and mental health needs of students. A District Resource Officer will be hired and Social workers at the elementary level to address the SEL and Mental Health needs of students. Using our SEL curriculum, Suite 360, we will be able to meet the diverse needs of students wellbeing. SWIS is our behavior data management system which allows us to collect the right data at the right time and use it to intervene accordingly. We meet regularly to collect student data to determine student need and monitor student progress through our MTSS and PBIS framework.

Through our district's MTSS and PBIS frameworks we are able to use data to identify students, including those students disproportionately impacted by the COVID-19 pandemic, who may need academic and/or social and emotional intervention and support. Progress will be monitored and curricular and intervention resources will be allocated to best meet the needs of the students. Staff training will be focused on providing support for students who are disproportionately impacted including supporting students with disabilities as well as students learning English as a second language. Additional adult support for students with large gaps in learning to provide small group interventions and support in classrooms.

American Rescue Plan 2021

Tekonsha Community Schools - 13130

1. 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:

Tekonsha Community Schools is a small, rural, low income school district. Our Community Eligibility Provision (CEP) is over 80%. In our district there needs to be a continuity of services for all our pupils. Tekonsha Community Schools is committed to providing a safe, secure environment that fosters the love of learning in which individuals can realize their full potential.

2. 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:

Tekonsha Community Schools is a small, rural, low income school district. Our Community Eligibility Provision (CEP) is over 80%. In our district there needs to be a continuity of services for all our pupils. Tekonsha Community Schools is committed to providing a safe, secure environment that fosters the love of learning in which individuals can realize their full potential.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Salary and benefits for Behavioral Support Specialist. Mrs. Tew is the school's interventionist . As the interventionist, she is the person that is reviewing the progress of students both virtually and face to face. Mrs. Tew then informs the superintendent of the progress of these students. All students from all categories in the district will have equal access to these resources.

4. 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.

Salary and benefits for Behavioral Support Specialist. Mrs. Tew is the school's interventionist . As the interventionist, she is the person that is reviewing the progress of students both virtually and face to face. Mrs. Tew then informs the superintendent of the progress of these students. All students from all categories in the district will have equal access to these resources.

The Dearborn Academy - 82928

1. 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:

The Dearborn Academy will provide prevention and mitigation strategies consistent with CDC guidance (to the greatest extent possible) on reopening schools, in order to continuously and safely open and operate schools for in-person learning. The Dearborn Academy will provide prevention and mitigation through by purchasing enhanced cleaning equipment and PPE supplies to prevent infections with virus and bacteria.

2. 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:

The Dearborn Academy will pay stipends for hiring staff or third-party tutoring programs to provide instructional support and remediation services to students after-school, evenings, weekends, and summer and give families flexibility by choosing online or in-person options.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Dearborn Academy will use the remaining ARP ESSER funds to help safely reopen and sustain the safe operation of school and address the impact of the coronavirus pandemic on students.

The Dearborn Academy will pay staff members a stipend to encourage staff to remain in the field of education.

The Dearborn Academy will lease additional space to safely maintain a healthy high-quality educational environment, promote social distancing, and reduce virus transmission.

The Dearborn Academy will replace aging classroom furniture to accommodate CDC recommended social distancing guidelines and upgrade classrooms within the modular unit to improve indoor air quality.

The Dearborn Academy will purchase portable new cameras and security system to help maintain a safe and healthy learning environment for in-person learning; monitoring of traffic in/out of the building, potential COV-ID outbreaks, close contacts, monitor universal indoor masking and physical distancing, and additional prevention strategies recommended by CDC to protect the health and safety of students and staff.

The Dearborn Academy will purchase technology to help give students and families improved access to their education, and leverage high quality learning resources as a part of a high quality educational experience. By increasing the reliability of school technology, the academy will be able to prepare students and encourage educational interaction between students and their teachers.

4. 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.

The Dearborn Academy will provide interventions responding to academic, social, emotional, and mental health needs of all students, in particular underserved groups (ELLs, Special Ed., At-risk, etc.), through the following activities:

The Dearborn Academy will pay stipends for staff/hiring third-party tutoring programs to provide instructional support and remediation services to students after-school, weekends, during summer and online.

The Dearborn Academy will pay salaries for student interventionists, including a PBIS coach, to ensure the school continues to create and maintain a positive learning environment and a culture of high expectations, and support a Multi-Tiered System of Supports (MTSS), a continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students while implementing social and emotional wellness.

American Rescue Plan 2021

The Greenspire School - 28904

1. 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:

The school will continue to upgrade infrastructure and furniture to create more learning spaces throughout the school building to increase spacing between students. For example, we plan to purchase new furniture for a large group instruction space that will ensure at least three feet apart between students. Additionally, with our school's outdoor education focus, we are purchasing furniture to create a dedicated outdoor classroom space to help further spread students out and provide them with increased outdoor learning.

2. 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:

The school will create a new position currently titled "Dean of Student Services" who will be responsible for developing, implementing, and evaluating intervention programs that address the needs of at-risk students. This individual will also track attendance and monitor truancy. They will have the duty of creating programs to improve attendance. This position will attend IEP and 504 meetings. Finally, another role of this individual will be to assist teachers with behavior management plans and strategies and coordinate our new social emotional learning curriculum at the middle school.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We plan to utilize more than the required 20% for this newly created position describe in the previous question. We plan to utilize about 50% of our ESSER III funds for this effort as we see it to be paramount to the success of our school community to address any learning gaps or needs of all students due to the pandemic.

4. 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.

The school purchased a social emotional learning/character education curriculum in November 2021. The future "Dean of Student Services" will be responsible for this program at the middle school. While we have current program in place, we feel that this program will benefit the students and overall school culture and that this individual would be the best to implement and further the program. Additionally, this new position will work closely with general education teachers and special education teachers to provide guidance and motivation for student success and collaboratively plan and develop programs for students who struggle or may have experienced learning loss for whatever reason. This includes students with disabilities, working with our homeless coordinator, English learners and students from low-income families. We expect this position to coordinate all of those responsibilities that are currently compartmentalized in our small school.

The James and Grace Lee Boggs School - 82706

1. 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:

We plan to use funds toward safety approaches that are consistent with CDC guidance, primarily in three areas:

- We will spend funds on excess gas utility costs that we have incurred by keeping our school windows open in colder months; the CDC has recommended keeping windows open whenever possible to create fresh airflow that will prevent infection.

We plan to use funds toward safety approaches that are consistent with CDC guidance, primarily in three areas:

- We will spend funds on excess gas utility costs that we have incurred by keeping our school windows open in colder months; the CDC has recommended keeping windows open whenever possible to create fresh airflow that will prevent infection.

- We will perform HVAC upgrades in our school building to promote healthy airflow.*

- We will contract hourly with staff present to cover breaks throughout the day. This is necessary because, to prevent cross-class infections, we have cohorted our classes for the entire day, including lunch, when staff members would normally be getting their breaks.

*Note we understand the regulations concerning building repairs with federal grant funds and are currently revising our lease to be in compliance with these regulations.

2. 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:

To address learning loss, we will implement the following strategies:

- We will employ 1.5 FTE MTSS literacy intervention aides to work under the direction of the MTSS coordinator with students in MTSS Tiers II and III

- We will purchase devices so that students without their own are able to stay on pace with their classmates while in quarantine or during school shutdowns and to replace those damaged in prior shutdowns

- We will contract with the Southeast Michigan Stewardship Initiative (SEMSI) to train our teachers in place-based, community-based education in order to support learning in science and social studies in a way that empowers them to be change-makers in their communities.

- We will purchase books that students may choose and keep at home to support or renew students' love for reading. This will give them the ability to explore literacy through within text-rich households, especially during summer months.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will use the remaining funds in alignment with grant guidelines as follows:

- We will provide retention bonuses to all full-time staff and regular full-time contractors to recognize their work in support of our school's community, often to the detriment of their own safety and life balance.

- We will retain hourly contracted community organizers to recruit new students in our neighborhood, making sure those students, almost all of whom are African American and come from low-income households, are aware that there is a quality school choice in their community; we have learned that many children in our neighborhood are currently not attending any school.

- We will subsidize our Grade 5 Winter Camp trip for those families who have encountered financial challenges due to the pandemic and are unable to pay for the trip and supplies themselves. This trip is a rite of passage and important for the mental health of our students. Sixth graders who missed their fifth grade trip due to COVID-19 shutdowns will also be included.

- We will revive our meditation program to promote student and family mental health and well-being and build self-care into our school culture.

4. 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 of these spending plans are meant to support all students but particularly emphasize support for those students disproportionately affected by COVID-19, including African American children and families, those from low-income households, and those who are in need of extra academic supports and who thus bore a greater brunt by not being able to attend school in person. Our MTSS aides work only with students who meet Title I targeted criteria, which align with the above-stated groups. We are making sure those students are provided with whatever resources they need to access the curriculum and receive the mental and emotional supports they need, regardless of initial barriers, including having access to devices, being able to participate in class activities, and even having an awareness that the school in their neighborhood is prepared to serve them in this way. We are providing professional development to make sure that students from marginalized groups have the excellent teachers they deserve, and we are making sure these students have text-rich households, which we know is an indicator when levels of literacy are measured.

American Rescue Plan 2021

The New Standard Academy - 25912

1. 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, sanitation products and additional sanitation services. We will also be using funds to build a health and wellness facility to allow for greater ease in maintaining social distance during face to face instruction and events. These additional facility 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.

2. 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.

3. 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.

4. 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. 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 in to our master calendar.

The Woodley Leadership Academy - 73901

1. 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:

WL Academy will work with our local health department to ensure we are safely operating for in-person learning. WL Academy will continue to distribute and provide masks throughout the year to all staff and students. Everyone continue to socially distance, utilize good hand hygiene, and stay home if they are ill. Instructional, paraprofessional, tutor staff and custodial staff will regularly disinfect surfaces within the building. Invest in permanent substitute teachers to ensure continued learning when a staff is absent.

2. 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:

WL Academy will offer an extended summer learning program in of 2022. WL Academy will continue and expand the support intervention teachers at the elementary level, utilizing paraprofessional, interventionist, and tutors as needed. As the class size increase, WL Academy will hire additional classroom teachers at the K-2 level as needed to support smaller class sizes. WL Academy will offer At-Risk extended social emotional and academic day program for middle school students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds not utilized specifically for learning loss and safety will be used to: coordinate preparedness and response efforts with the local public health departments to prevent, prepare for, and respond to COVID-19. employ additional custodians to clean and sanitize our buildings. repair and improve school facilities to reduce risk of virus transmission and exposure to environmental health hazards. purchase educational technology to include hardware, software, connectivity, and adaptive equipment for students that services in regular and necessary educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities.

4. 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.

The principal will continue to work with the Instructional Staff to identify gaps in the content standards. Embedded tutors will be utilize for Reading and Math support in the elementary and middle school. The principal will continue to utilize NWEA, I-READY and state level assessment data to identify and address student learning gaps. Funds will be used to ensure device availability and connectivity for all students. Funds will be used for Chromebook repairs and replacements. Embedded Mentors will be used to support students in our middle school.

Thornapple Kellogg School District - 08050

1. 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:

Thornapple Kellogg Schools will be using a large portion of the ESSER III funds to improve the air handling and filtration system at the middle school. This will allow all staff and students to work and learn in an environment that provides filtered and healthy air.

2. 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:

Thornapple Kellogg Schools will use the ESSER III funds to implement evidence-based support for its students to address their learning gaps and needs due to the COVID pandemic.

Some of the funds will support online learning options for students who are health impaired or have other reasons for not being ready to return to in-person learning. These online learning tools will be used for a blended online and in-person learning opportunity for high school students to learn in an alternative high school setting, an afterschool seventh hour setting, and a summer learning opportunity. The funds will pay for the online courses, additional teachers and staff to support these students.

Part of the funds will support early literacy and math intervention supports. Map Accelerator will be used in grades 3-5 and teachers will be running small group interventions to support this tool. Learning A - Z Raz Kids will be used to provide an opportunity for students to read, record, listen to themselves in small group rotations during reading blocks K-5. This tool will allow teachers to work with small groups of student based on their gaps in learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Any additional funds will be used to provide additional instructional staff to keep classes smaller and to provide targeted interventions to students. Reading and math are priority areas of TK Schools K-12.

4. 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.

TK is focused on implementing interventions and supports that are research based and supported by highly qualified staff. Our data shows that we have students who have many gaps in their learning, especially in reading and math. During school, after school, and summer interventions will be targeted to students who need this support, and those students disproportionately impacted by COVID will be the focus. The ESSER III funds will help TK hire additional staff and purchase research based materials.

American Rescue Plan 2021

Three Lakes Academy - 49901

1. 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:

One of the biggest things we need to change is the old carpeting in the classrooms. This carpeting is difficult to clean and disinfect and replacing it with laminate flooring and rugs would allow for much more thorough cleaning. We budgeted \$50,000 to tear out and replace the floors in each of the classrooms with laminate flooring and area rugs.

2. 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:

Three Lakes Academy will implement an after-school tutoring program for students needing additional instruction time for an hour and a half each day, twice a week. Summer school will also be provided with incentives provided for teachers willing to give up their time during the summer. Family engagement events will be broken down by K-2 and 3-6 students and will focus on math and reading strategies to use at home. Teachers will also meet with a math coach quarterly to focus on instructional strategies and with administration monthly to work on analyzing data to individualize instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Three Lakes Academy will pay staff who have additional duties this year, as well as purchase supplies to ensure that students have their own materials and do not have to share.

4. 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.

Three Lakes Academy staff will analyze data to ensure that interventions are provided to all students needing it, paying special attention to those disproportionately impacted by the COVID-19 pandemic. Tutoring will be offered first to those needing it most.

Three Oaks Public School Academy - 61904

1. 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:

As the Academy's building is an old high school built in the 1940's, it was not designed with airflow in mind and is heated by a boiler. It has no air conditioning and has original windows that have only narrow transom windows that neither let much air in nor serve as egress. A building of this age has also seen a great deal of wear and tear and decay. Furthermore, the repairs or renovations done over the years have been piecemeal, leaving some areas insecure and ill-designed for student use and movement. The Academy will use funds to replace the windows with modern windows with screens that will allow fresh air year-round (the boiler hearing does not easily allow for temperature control, so windows will likely be open often even in the winter), and also create egress in case of an emergency that requires students to exit the building via windows instead of the doors. All student bathrooms will also get an upgrade of automatic flushing/no touch toilets, no touch sinks/faucets, and no touch soap dispensers. In addition to cutting down on waste and mess, the touch free materials will reduce the transmission of disease. The Academy will also purchase student desks that allow for easy student movement while maintaining the ability to keep a social distance while engaged in group or partner learning. Finally, the academy will add custodial help as the building is quite larger and to maintain a level of cleanliness that cuts down on disease transmission requires more hours.

2. 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:

The Academy is taking a multifaceted approach to addressing student learning needs. The primary one is making sure that students have well- trained, certified teachers in front of them. More time on task with trained staff is shown to improve student learning; therefore hiring aides to work one-on-one, in small groups or assisting students as they work on-line or independently is a need the Academy intends to fill with ESSER III funds. We need instructional coaches and training. These funds expand the capacity of both teachers and coaches to assess student learning and identify learning targets. The plan also includes the purchase of materials in ELA and Math to support student learning. The Academy is also ordering more technology to enable all students to work with online learning support. The Academy will also offer after-school tutoring, which is In addition to other after-school grant-funded activities at the school. Many are in single-parent households where the efforts of managing children's learning is more than the household has to give. Having students engaged in the school in meaningful ways is of huge importance. To address the needs of students with exceptional learning the Academy is purchasing and providing training in numerous intervention materials that are specifically aligned to our ELA curriculum and Great Minds materials to support our Math curriculum.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will simply extend the funds to maintain staff and programs identified in round one.

4. 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.

Our students have been disproportionately affected by the pandemic. What we know about these results is how important it is for the Academy to provide services that cover all the needs of the student. Therefore, we know we need to have our students in school as often and as long as possible. The Academy's plan, using ARP funds as well as other grant dollars, focuses majorly on staffing as in order to meet this need we have to have qualified adults in the building who are highly skilled. We are addressing the whole child by focusing on extracurricular and enrichment activities, both during the school day and after school. We are also expanding our staff to be able to meet the emotional needs of students and families with social work and student advocates and aides, and have a robust PBIS system as part of the MTSS process. We are purchasing programs and training teachers in interventions based on students' particular needs, we have schoolwide expectations and goals around instruction that include management techniques (narrating the positive, scanning the room, learners position and others that are grounded in elevating the students' self-regard), and in rigor, that is modeled on a gradual release program where the cognitive load gets shifted to students over time. Our attention to this, as well as the time we are providing to staff to learn this instructional approach is expected to not only increase student learning but increase teacher retention as they experience success.

American Rescue Plan 2021

Three Rivers Community Schools - 75080

1. 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:

Three Rivers Community Schools is committed to provide a safe and healthy environment. The CDC recommends a proper ventilation in which we are committed to upgrading all air handling systems at each building. We have also participated in the MI Backpack Program sponsored by MDHHS. Over 1000 kits have been distributed to our students and staff. TRCS has also partnered with our local health department to host three vaccine and booster clinics for all ages. Social distancing, hygiene, mask recommendations all continue to be of importance to our schools as we continue to provide in-person learning. Also, these funds will be used for facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs, specifically our air handling equipment. The continuation of in-person learning also increases the need of substitutes in the event teaching staff is out with positive covid cases. The ESSER funds will be utilized to support the increased needs of subs.

2. 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:

Three Rivers Community Schools is holding a K-12 after school program focusing on core content areas. Our middle and high school program is a 28 week program providing group tutoring and one on one sessions; elementary is an 18 week program with student skill groups and one on one support. TRCS also offers a 5 week summer program for K-8 students focusing on core content skills. These programs are planned based on student needs. For 9-12, we offer a 3 week credit recovery program with teacher support available each day to provide one on one of group tutoring sessions.

3. 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 for facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs, specifically our air handling equipment. The continuation of in-person learning also increases the need of substitutes in the event teaching staff is out with positive covid cases. The ESSER funds will be utilized to support the increased needs of subs. TRCS will purchase educational technology to improve instructional delivery.

4. 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.

As described above, students will be provided additional academic opportunities through our afterschool and summer programs. For social, emotional, and mental health supports we have shifted Community Mental Health supports to focus on elementary students; our middle school has access to a Licensed Master Social Workers with a partnership through our local adolescent health center; and for our high school students are referred to our local adolescent center for counseling services. TRMS and TRHS recently hired two guidance counselors that focus on social, emotional, and mental health needs for all students. Student support groups, one on one supports, and whole class activities are being implemented to support students. Using a SEL Screener, TRCS screens our students three times per and reviewed by our school personnel to monitor the needs of our students. Also, we are in the process of developing a district Student Services position to assist district personnel in provide direct support and interventions to students, consult with teachers, families, and other school-employed mental health professionals to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services. Finally, these funds will be used to provide professional learning in Conscious Discipline, a trauma informed comprehensive classroom management program and social/emotional curriculum.

American Rescue Plan 2021

Timberland Academy - 61902

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Tipton Academy - 82754

1. 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 implement prevention and mitigation strategies that are to the greatest extent practical consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate for in-person learning:

1. Funds will be used to purchase and provide additional cleaning and sanitization, PPE including masks, gloves, desk shields, furniture and facility updates such as entryway systems, contactless equipment, etc. to promote proper cleaning and distancing, cleaning staff, and air system upgrades.
2. Funds will be used to purchase, install, and train on equipment, as well as infrastructure upgrades in electrical and networking to create hybrid learning classrooms to integrate virtual access to in-person classrooms

2. 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:

Funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as:

3. Funds will be used to provide wages and benefits for additional staffing support in areas of need as a result of the pandemic including teacher substitutes, office support, student behavior support, technology support, academic intervention support, and social emotional learning.
4. Funds will be used to support learning loss directly through the purchase and implementation of evidenced based academic intervention resources, including digital access, staffing, and summer programming.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend it's remaining ARP ESSER funds

5. Funds will be used to provide bonus stipends to assist in recruiting and retaining staff during a staffing shortage, as well as for additional challenges and work performed associated with pandemic learning as a direct result of the COVID 19 pandemic.

4. 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.

The LEA ensures that the interventions it implements will address the academic impact of the 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, ELL, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. All students will be provided access through one-to-one devices, fluid access from virtual to in-person as needed by each student's situation, additional compassion, flexibility, and creativity in getting students access including at home wifi, home visits, and scheduling for students with disabilities.

Traverse City Area Public Schools - 28010

1. 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:

TCAPS plan to navigate through COVID includes supporting additional staff and classrooms to reduce class size to support effective instruction. By reducing class size we are able to create additional space and reduce crowding to help mitigate the spread of COVID.

2. 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:

At the elementary level, TCAPS will address the academic impact due to loss of instruction by reducing the number of split classes during the 21-22 school year. Eight additional staff and classrooms will be added to support effective instruction through the reduction of split classrooms. With this effort, core content areas have identified critical content to support increased growth for all levels of learners. During the 21-22 school year, we will also provide virtual courses through UpNorth virtual LIVE programming. This initiative supports our students that would like to be in school but due to COVID impact have elected to participate in an online format. The LIVE instructional format provides synchronous instruction using virtual delivery.

At the secondary level, TCAPS has designated the cost incurred from vendor expenses associated with online learning during the 21-22 school year. A significant number of students and families elected for a fully asynchronous learning option. Based on community feedback we are also directing funds to support accelerated learning and the cost of dual enrollment and early middle college for the 21-24 school years. Cost associated with Advanced Placement (AP) FTE for 10 staff during the 22-24 school years.

Curriculum resources and adoptions are supported with ESSER funds to allow for updated curricular needs in the CORE areas as well as special education and elective areas of need.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

TCAPS will provide additional resource allocation based on our Multi Tiered System of Support (MTSS) for all learners. Funds will be used specifically for learning loss in by supporting effective instruction and curricular resources to support loss of learning. Tier I, II, & III as well as accelerated learning resources and staff will be provided to support learners in growth at all levels.

4. 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.

Addressing the academic impact of lost instructional time among TCAPS students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) 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; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.

TCAPS will provide additional resource allocation based on our Multi Tiered System of Support (MTSS) for all learners. Funds will be used specifically for learning loss in by supporting effective instruction and curricular resources to support loss of learning. Tier I, II, & III as well as accelerated learning resources and staff will be provided to support learners in growth at all levels.

American Rescue Plan 2021

Trenton Public Schools - 82155

1. 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:

In order to provide safe face to face learning, CDC guidance recommends universal mask wearing indoors and Trenton Public Schools(TPS) will follow this guidance along with the recommendation of the Wayne County Health Department (WCHD). In order to maintain mask wearing, TPS will purchase and offer disposable masks for all. In addition, signage will be purchased and maintained to encourage social distancing when possible. Disinfecting high traffic areas will be a continued routine with both CDC approved surface cleaner. (\$30,000 set aside for these supplies.) In addition, TPS has provided time to employees for vaccination. A vaccine clinic was held on site and also in conjunction with the City of Trenton to provide opportunity for vaccination. Communications were created and shared in regards to information on the vaccines. In accordance with WCHD, Trenton will continue to contact trace and inform staff and families as quarantine protocols are necessary. A self screening form has been implemented for all stakeholders who are encouraged to stay home when ill. Maintenance of all HVAC systems is a high priority and will be addressed through the use of general funds due to the constraints of ESSER III funding. In agreement and discussion with all stakeholders, maintenance contracts and work continue to be supported through the general fund as work will be completed outside the timeframe of the grant.

2. 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:

TPS will utilize funds to address the academic impact of COVID-19 in a variety of ways which include: a dedicated teacher for those families unable to return to in person learning at the elementary level. Students will have the opportunity to use a virtual platform, meet with the teacher one on one and have access to additional technology applications. Learning loss funds will also be utilized to support an after school tutoring program for at-risk readers in the elementary and those most at risk in grades 6-12 of academic failure and those disproportionately impacted. Funds will be utilized to purchase materials to support the additional instructional time that are evidence based practices. Small group instruction that is done consistently in an 8 week cycle will accelerate the learning of those students with an impact to their literacy and other academic skills. TPS will also conduct parent and family literacy events to provide the home/school connection to support literacy acceleration. The monthly events will help families grow their support for students to further accelerate their learning. Enrichment programs focused on STEM and maker space areas will continue to build student confidence as we recover from the isolation of the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

TPS will utilize funds to purchase additional technology to support students in face to face, distance learning and quarantined from face to face learning. Access to 1:1 equipment provides less contact by other individuals with materials. Teachers and administrators of TPS will receive extensive training and long range planning on student engagement with technology and following the recovery from distance learning. Materials to assess students and monitor their achievement are also included in the plan. Teacher access to curriculum materials that allow for in person and distance learning will support the needs of all students. Additionally, TPS will utilize funds to prevent layoff and maintain staffing levels that provide opportunity for social distancing when possible as even the reduction of 3-5 students per class allows for additional spacing. While funding for HVAC and ventilation improvements is not specifically set aside in the ESSER III grant, the stakeholders have agreed that this is a general fund priority and work has begun. The grant funds allow for the general fund support and this process provides the district the ability to support the maintenance contract and work outside of the grant requirements and timelines.

4. 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.

TPS will ensure that the plan responds to the needs of lost instructional time in various methods such as: District maintains several district level teams that meet quarterly including the District Improvement Team, District MTSS Team, and District Crisis/Mental Health Team. Each team will meet at least three times during the school year to review and recommend next steps to address critical needs. Data is maintained through assessments, surveys and district student information systems which will be reviewed by teams throughout the year. In addition, each team will gather anecdotal data from their respective building level teams. Specific to mental health and academic needs, each building Student Success Team(SST) analyzes the data from their MTSS & PBIS process to determine necessary supports and tiered interventions. Students who are disproportionately impacted have been identified by these teams and noted in the student information system (MiStar) so access to this information is readily available to teachers and administrators. These students are invited and encouraged to participate in acceleration programs. In addition, the Superintendent has created two separate councils to include parents and students that meet monthly to discuss and represent the needs of our students, staff and community. These councils work brings forward the ideas and concerns to the district administration team and the Board of Education and collaborate towards next steps.

American Rescue Plan 2021

Tri County Area Schools - 59080

1. 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:

As suggested by CDC, students benefit the most from in-person instructions. Tri County has worked diligently to keep school open by following the CDC guidance for reopening school. The district has had in-person instruction since August of 2020. In an effort to mitigate Covid transmission and maintain in-person learning we have kept small class sizes to support social distancing by hiring additional staff, hired a second nurse, added two bus routes and masking on transportation, increased cleaning and sanitation, and followed other recommendations by the local health department and CDC. The district has also used the funds to purchase cleaning supplies and mask for students to use in classes and on the bus.

2. 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:

The district has worked with staff, parents and students to guide understanding of how to support the impact of learning loss. Our first notice and response from our stakeholders is to improve instruction and curriculum within our PK-12 school system. Money will be allocated for a Director of Curriculum and Instruction, Instructional Coaches for staff and a review to purchase and update learning materials and align curriculum.

Our data shows that our At-Risk students need further targeted support for learning. The district plans to offer additional teacher interventionist and para who work under the teacher guidance to provide evidence based intervention reading and math. The district will also offer after school tutoring, tutoring during school breaks, and a robust summer school for learning loss that includes enrichment opportunities for students. In the high school the district will include opportunities for credit recovery to help student stay on track for graduation. The district also wants to support parent learning opportunities so parents can support their children at home in the school year and in extend learning opportunities. Tri County Students also noted opportunity for after school clubs, tutoring and SAT Prep for support. All sub groups (at-risk, economically disadvantaged, special education) are targeted for these intervention opportunities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

TC has expenses for number 7, 8, 13 and 14 in. After each description, we have listed the connection between the allowable use and how we intend to use the funds.

7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Principal and schools leaders know best the support the students and school needs.

8. Activities to address the unique need of low-income students, student with disabilities, racial ethnic minorities, homeless and foster care. The district will work on internal and external supports to ensure these students have both basic necessities and school supports for learning.

13. Purchasing technology (software, hardware and connectivity) the main need will be software such as roadmaps or zoom to support learners not in school. We also may need hotspots for students in our rural area.

14. Provide mental health services and supports- hire of social worker, counselor and nurse to support at home and school. Facilities- Improve air quality through HVAC and control and monitoring. Update furniture that is mobile to better engage learners in small groups and easier to keep clean. New carpet that is more sanitary and easier to keep clean.

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4. 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.

Tri County has consulted with local educational researchers and consultants along with resources like the ED COVID-19 Handbook to address the social emotional and academic needs of the district.

TC frequently examines the social, emotional and academic progress of students. At the elementary and secondary level, teams of teachers, psychologists, social workers, EL teachers, special educators, interventionists and administrators meet regularly to review this data and match interventions to student needs (TAT teams). At the secondary level, students in need are provided interventions during advisory sessions. Additional intervention staff will be hired to ensure supports are in place for those students disproportionately impacted by the pandemic.

TC has adopted diagnostic assessments to inform instruction. TC has shared the results of these benchmark assessments with pertinent staff and parents to help understand a student's progress and shares information on student opportunities to learn. TC's district improvement team has examined state and local data to help subgroups of students at risk with ongoing active and specific outreach for learning. TC staff review absenteeism, discipline rates, suspension and student, staff and family surveys.

TC added additional social work and is posting for counseling staff to support new needs across the district.

American Rescue Plan 2021

Trillium Academy - 82973

1. 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:

We are requesting to replace windows, expand and improve outside physical space to make it usable for instructional spaces. We are also requesting additional furniture to improve social distancing in all rooms and have additional furniture to utilize additional spaces. We are requesting funds to repair/replace doors/locks/security systems to take advantage of all areas of the school. New digital curriculum will allow us to promote increased use of technology for distance learning and reducing sharing of supplies and materials across all content areas and subject areas.

2. 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:

We will be addressing the academic impact of lost instructional through the purchasing of curriculum in all four core content areas: math, english language arts, science and social studies. These new curricula will allow us to take advantage of better online resources for our virtual academy students, when it is necessary for us to move to virtual learning due to pandemic reasons and in our day to day face to face instruction now that we have 1-1 technology. These curricula are all evidence-based, vetted through our school improvement team and process. Summer school, after school programs are already in place with other funding sources. In addition, we are requesting funds to support additional staffing to provide direct intervention for identified students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will be purchasing additional student desks and chairs and teacher desk and chairs to better promote social distancing. We will also be utilizing these funds to purchase smart boards for better virtual /online instruction. In addition, we will be providing an online virtual academy that allows those families and students that wish to remain virtual an online platform to learn virtually through Trillium Academy. We will be improving our security through locks/doors/security to take advantage of all our spaces to use for instructional purposes. We are improving outdoor spaces to use for instruction as well. We will be installing a new marquee to better communicate with our community.

4. 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 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 and are included in the curriculum. Our ELL and MTSS 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.

American Rescue Plan 2021

Triumph Academy - 58902

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Troy School District - 63150

1. 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:

The LEA knows the benefit of in-person learning, and safe in-person instruction.

We:

- promote vaccination as a way our schools can safely return to in-person and offer vaccination clinics,
- universal indoor masking by all, regardless of vaccination status,
- provide masks using COVID II funds, donations, and general funds,
- reduced the isolation and quarantine periods to five days,
- offer a testing program that allows students to remain in school,
- align to the CDC recommendation and maintain at least 3 feet of physical distance between students within classrooms,
- updated ventilation where needed,
- implemented handwashing and sanitizing procedures,
- require students & staff to stay home when sick,
- signed letters of agreement with unions to provide staff with COVID leave days,
- implemented cleaning and disinfection protocol as a layer of prevention,
- maintain our custodial staff with COVID II funds.

Although we have followed the CDC guidance that emphasizes implementing layered prevention strategies to protect students, teachers, staff, visitors, and other members of their households and support in-person learning, we have been able to do so without ESSER III funds. We continue to work with the OCHD to monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide our decisions on the level of layered prevention strategies (e.g., physical distancing, screening, testing) we need to implement.

2. 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:

To address the academic impact of lost instructional time during the pandemic, the LEA has reviewed benchmark data, along with other student data, and has prioritized math. To address the needs of our students, the LEA will hire certified teachers endorsed in the area of math as math coaches in all of our K-12 schools to support classroom teachers as they adjust their curriculum and implement instructional strategies that address the needs of students impacted by lost instructional time. Our teaching staff, coaches, and administration will collaborate throughout the school year to review our current curriculum resources, pacing guides, and State and National guidelines to ensure accurate identification of the priority standards for each course. This work will be informed by the work that our teaching staff continuously does in identifying priority standards, alignment of curriculum, and review of best practice in teaching. The expectation for each course will be to identify appropriate supports and 'just in time' learning practices to ensure all students will be able to access grade and age-appropriate learning. Coaches will receive Math Recovery training and will use Math Recovery as a way to implement evidence-based small group and one-on-one interventions to the most in need students identified by data.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The LEA will spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act to increase the math curricular resources available to both students and staff. The additional resources include electronic versions of all materials for students to access from anywhere on their district issued devices. The resources also include tools for classroom teachers to differentiate instruction and provide interventions within the classroom.

4. 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.

Benchmark assessments and other data will be reviewed district wide in the fall, winter and spring, to ensure that progress is being made by students. Necessary adjustments or missing supports identified by the data reviews, will be implemented. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support. Targeted supports will be provided to identified students through the district's MTSS process and buildings team meetings. The LEA is committed to supporting the social and emotional wellbeing of our staff and students. This priority has been identified in our strategic plan. To provide additional support, we have increased the number of social workers and counselors available in our buildings. We have also implemented SSRS as universal screener to provide additional information about students' social skills, problem behaviors, and academic competencies. The LEA has also partnered with the Celebrate Hope Foundation to provide additional supports for staff members.

American Rescue Plan 2021

Ubly Community Schools - 32170

1. 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:

Ubly School recognizes that students benefit most from in-person learning and the importance of having them safely return to in-person instruction. While we promote vaccinations to help students safely return to in-person learning and extracurricular activities and sports, we do not require vaccination to do so. Ubly Schools does its best to maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk in all school district areas. Ubly Schools maintains proper ventilation, handwashing, respiratory etiquette, staying home when sick and getting tested, and contact tracing combined with quarantine and isolation. Ubly Schools custodian staff cleans and disinfects to keep schools safe. Students, teachers, and staff are encouraged to stay home when they have signs of infectious illness and be referred to their healthcare provider for testing and care. All proper guidelines issued by the health department for positive students and contact tracing are followed.

2. 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:

Ubly Community Schools implemented multiple programs for students to help with potential learning lost due to Covid. This past summer had summer school programs for both elementary and high school students to attend. We used resources that included teachers and para-professionals and some online programs to help students catch up academically. Once the school began, we increased our para-professional supports and offered reading, math, and online science programs. They provided extra support in areas students might be deficient in, especially in core subject areas. In 2022, Ubly Schools will again offer summer programs at elementary and high schools to help students behind. We will use diagnostic testing in our elementary and junior high to pinpoint what students are behind and need additional support. The student at the high school level will have the opportunity in the summer to make credits and have academic enrichment support.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

All of our staff have been trained in the proper techniques to sanitation to minimize the spread of Covid through our Safe Schools program. Monies have been allocated for hand sanitizer, disinfectant cleaning supplies.

4. 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.

Ubly Schools has been fortunate to have an in-house clinical social worker for the past three years, thanks to our agreement with Harbor Beach hospital. Students with social and emotional needs have had the opportunity to meet with our social worker. Students for social and emotional support can also be recommended for service by our staff. Students that have lost instructional time due to the Covid pandemic have had the opportunity to enroll in summer school, in-school academic enrichment.

Union City Community Schools - 13135

1. 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:

In order to continue to follow CDC and local health department mandates and safely provide face-to-face instruction for our students, we must address critical needs in our building infrastructure as it relates to air quality. Improvement of air quality is recommended and will require us to upgrade buildings to provide better air movement through improved heating, ventilation and HVAC systems. The primary focus of these improvements will be our building with the worst ventilation and heating, our middle school. We have returned to in person learning this past fall and plan to continue to do so. It is essential that we use a portion of ESSER III funds to make these improvements to these systems.

2. 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:

Addressing the impact of lost instructional time through the course of the pandemic is vital. The Union City Community School district will use a variety of evidence-based interventions to target the needs of our students. Conducting a review of our benchmark data as well as student end of term assessments and course completion data will help us identify those students in need of extra assistance. A variety of programs will be put in place including after school programs with certified teachers working with students on recovering lost learning enabling them to earn credits that were lost. We will also collaborate with local agencies such as Community Unlimited which will provide after school programs. We will provide assistance through transportation and instructional materials in order to maximize resources of both organizations. Summer programs will be offered for students to help students accelerate their learning especially in the areas of Reading and Mathematics. Funds will be used to pay for staff for our after school and summer programs, as well as to provide an alternative instruction program for students who have fallen dramatically behind during the past 20 months. Students in this program who have fallen behind in graduation progress will be able to catch up with their peers and graduate.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will continue to pay for leased devices that provide access for all of our students to updated curriculum and software. If necessary, we will hire additional staff in order to reduce class sizes and provide a lower student to teacher ratio.

4. 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.

Social and Emotional learning are critical components of the educational process, especially in light of the trauma experienced by many through this pandemic. Our counselors have been trained to address these needs and provided with tools to help them identify students that require assistance.

A social emotional screening tool will be provided which will help with identification of individual students as well as groups of students who are in particular need of intervention.

A thorough review of benchmark assessment data will be conducted in the fall, winter and spring to ensure that progress is being made by students. As the data is disaggregated we will make adjustments as needed to ensure that all subgroups are being targeted with supports necessary.

American Rescue Plan 2021

Unionville-Sebewaing Area S.D. - 79145

1. 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:

Hygiene habits will be supported. Students will be taught how to and be encouraged to use hand sanitizer and will be taught to wash with soap and water for at least 20 seconds. Students will also be educated on the importance of vaccinations and not spreading germs through the use of masking and social-distancing when necessary. Sharing of materials and supplies will be limited. Each student will have their own supply box and a location for keeping it. Specific cleaning regimens will be utilized throughout the District that follows CDC guidelines.

The District will work directly with the Health Departments to maintain proper screening/testing and quarantine/isolation techniques for students and staff. Staff will be advised to monitor and judge when they should remain home. The District will work to maintain equity providing meals and equipment to students and staff that is needed for distance learning during times when remote learning is in session due to high transmission. The district will also contract to hire a nurse.

2. 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:

The district recognizes how important good quality core instruction and having adequate ratios of classroom teachers to students is on student success. To support the District's goal of both student and staff well-being and to increase our staff's ability to adequately and effectively address the social and emotional needs of students, assess for learning loss and plan for delivering individualized instruction to close the achievement gaps due to the pandemic. The district will use funding from the ESSER III grant for staff in order to lower class sizes and increase individual instructional time with students. Grant funds will also be used to support stipends/benefits for teachers to provide after school targeted remediation and/or extension and enrichment opportunities for students, as well as to provide teaching stipends for a summer school program/camp focused on the recovery of learning loss during COVID. Additional wages will be used to transport students to and from these enrichment activities. Additionally, funds will be used for any materials needed to test students. The quality testing and use of Early Warning Indicators will directly help with the placement of students into needed interventions. Progress monitoring will be completed on a continual basis to demonstrate if there is a higher area of need and a change of interventions or programming needed. Stipends, staff salaries/benefits would be paid through the ESSER III funding sources.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Unionville Sebewaing Area Schools strongly believes the best educational opportunity is provided to our students through an in-person environment. We know and understand that at times districts may need to offer a virtual option for quarantine/isolations situations. The district will use grant funds to get virtual seats if needed and/or secure programming in online classes. Staff salaries/benefits/stipends may be offered when instructing above the "normal" expectations. The District will continue to secure the necessary technology and all equipment for students needed throughout the learning process. The district will also look into purchasing a new instructional curriculum that incorporates evidence-based activities to address learning loss.

4. 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.

To support and increase our teachers' ability to effectively address the social and emotional needs of students , additional programming and training will be offered to staff. This will allow staff to not only learn about the social-emotional needs of students, but also to adequately select the proper program to address the needs on a whole and individualized basis. Assessing for learning loss and planning for the delivery of individualized instruction to close achievement gaps, Unionville Sebawaing Area Schools will use ESSER III grant funds to hire additional staff when necessary and to lead discussions/interventions/direct instruction to lower class sizes, or students outside of the school day.

Through the use of the these funds, the school will support students and families, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care by locating community resources for the purpose of promoting parent effectiveness and student achievement. They will assist with the organization and implementation of events and activities for the purpose of enhancing parent engagement. The District will promote community partnerships, home visits when able, and ways to collect supporting information from parents in an effort to meet the educational objectives, and collaborate with other personnel to identify issues and concerns and work towards solutions.

American Rescue Plan 2021

Universal Academy - 82950

1. 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:

In addition to our layered supports funded by other funds including ESSER (masking, desk shields, vaccination promotions, daily sanitizing), we will further prevent and mitigate COVID-19 transmission by upgrading HVAC systems, filtering, and purification using ESSER III funds.

2. 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:

Utilizing ESSER III funds (20% reserve), the district is investing in significant programs and staff to address the disproportionate impact of COVID-19. This includes but is not limited to reading support staff and programs, supplemental literacy resources, in school accelerations programs, positive behavior support, restorative practices, family engagement and enrichment programs such as robotics and STEM. These programs will work in tandem with the summer school, credit recovery and after-school programs being funded by 23b.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be spent to upgrade HVAC systems, improve filtration and purification of air, additional pay and incentives to proactively address recruitment and retention and to ensure ongoing employment of staff to ensure the smooth continued operation of the academy. All of the aforementioned uses are consistent with section 2001(e)(2) of the ARP act.

4. 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 interventions that will be implemented under the ARP Act will address all student needs. The funds have been allocated to address academics through the use of supplemental literacy resources, digital resources, and reading support staff to help all students read proficiently. Additional funds will be used to provide all students with enrichment programs in robotics and STEM to ensure a well-rounded education. Family community liaisons will be used to share data and resources with families to support student learning. This includes but not limited to providing PD on digital literacy, providing community resources and outlets to support families, providing parents with surveys to gather their feedback and experience, and/or providing parents with both in-person and virtual option for consultations for concerns they may have. Teacher professional development on research based best practices, like Kagan Structures, will be provided to all staff to ensure all students engage in the lesson. A positive behavioral intervention system, like restorative practices, will be used with Deans to help support students and understand their perspective instead of using punitive discipline measures. This will ensure that Deans, and all staff, take the time to help student reflect on actions and provide avenues of growth from their actions.

Universal Learning Academy - 82982

1. 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:

In addition to our layered supports funded by other funds including ESSER (masking, desk shields, vaccination promotions, daily sanitizing), we will further prevent and mitigate COVID-19 transmission by upgrading HVAC systems, filtering, and purification using ESSER III funds.

2. 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:

Utilizing ESSER III funds (20% reserve), the district is investing in significant programs and staff to address the disproportionate impact of COVID-19. This includes but is not limited to reading support staff and programs, supplemental literacy resources, in school accelerations programs, positive behavior support, restorative practices, family engagement and enrichment programs such as robotics and STEM. These programs will work in tandem with the summer school, credit recovery and after-school programs being funded by 23b.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remaining funds will be spent to upgrade HVAC systems, improve filtration and purification of air, additional pay and incentives to proactively address recruitment and retention and to ensure ongoing employment of staff to ensure the smooth continued operation of the academy. All of the aforementioned uses are consistent with section 2001(e)(2) of the ARP act.

4. 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 interventions that will be implemented under the ARP Act will address all student needs. The funds have been allocated to address academics through the use of supplemental literacy resources, digital resources, and reading support staff to help all students read proficiently. Additional funds will be used to provide all students with enrichment programs in robotics and STEM to ensure a well-rounded education. Family community liaisons will be used to share data and resources with families to support student learning. This includes but not limited to providing PD on digital literacy, providing community resources and outlets to support families, providing parents with surveys to gather their feedback and experience, and/or providing parents with both in-person and virtual option for consultations for concerns they may have. Teacher professional development on research based best practices, like Kagan Structures, will be provided to all staff to ensure all students engage in the lesson. A positive behavioral intervention system, like restorative practices, will be used with Deans to help support students and understand their perspective instead of using punitive discipline measures. This will ensure that Deans, and all staff, take the time to help student reflect on actions and provide avenues of growth from their actions.

American Rescue Plan 2021

University Preparatory Academy (PSAD) - 82702

1. 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:

. ESSER III funds will be used to provide essential services for our teachers, parents and students in order to ensure that schools reopen and stay open safely. ESSER funds will be used to continue to provide 1:1 laptops for our students so that they have access to our curriculum and instruction should they need to be quarantined. Additionally, Swivls will continue to be purchased for each classroom to ensure that teachers are able to deliver instruction to students who are quarantined in a synchronous manner.

2. 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 to help support students from an SEL perspective via our Restorative Practice initiatives and our partnership with J & Associates that help support our Educator Wellness and Social Emotional Learning initiatives. We are also planning on temporarily moving our summer school program into this budget so that we can better serve our students to make up for lost instructional time (Edgenuity Licenses).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our LEA will use the funds for tech infrastructure as well as academic and SEL minded supports for teachers and students.

Tech Infrastructure: The tech infrastructure upgrades will help support our students in ensuring that they have access to our curriculum at all times. Since we service a lot of Economically Disadvantaged students, the purchase of Swivls for teachers and Chromebooks for students is essential in making sure they are not disproportionately impacted by the Covid-19 pandemic.

SEL and RP Support: The SEL interventions will help our students deal with the Anxiety of the Covid-19 pandemic. Our SEL and RP initiatives will help students cope with their anxiety so that it doesn't manifest behaviorally, physically or emotionally in them.

4. 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.

SEL and RP Support: The SEL interventions will help our students deal with the Anxiety of the Covid-19 pandemic. Our SEL and RP initiatives will help students cope with their anxiety so that it doesn't manifest behaviorally, physically or emotionally in them.

University Preparatory Art & Design - 82703

1. 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:

ESSER III funds will be used to provide essential services for our teachers, parents and students in order to ensure that schools reopen and stay open safely. ESSER funds will be used to continue to provide 1:1 laptops for our students so that they have access to our curriculum and instruction should they need to be quarantined. Additionally, Swivls will continue to be purchased for each classroom to ensure that teachers are able to deliver instruction to students who are quarantined in a synchronous manner

2. 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 to help support students from an SEL perspective via our Restorative Practice initiatives and our partnership with J & Associates that help support our Educator Wellness and Social Emotional Learning initiatives. We are also planning on temporarily moving our summer school program into this budget so that we can better serve our students to make up for lost instructional time (Edgenuity Licenses).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our LEA will use the funds for tech infrastructure as well as academic and SEL minded supports for teachers and students.

Tech Infrastructure: The tech infrastructure upgrades will help support our students in ensuring that they have access to our curriculum at all times. Since we service a lot of Economically Disadvantaged students, the purchase of Swivls for teachers and Chromebooks for students is essential in making sure they are not disproportionately impacted by the Covid-19 pandemic.

SEL and RP Support: The SEL interventions will help our students deal with the Anxiety of the Covid-19 pandemic. Our SEL and RP initiatives will help students cope with their anxiety so that it doesn't manifest behaviorally, physically or emotionally in them.

4. 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.

SEL and RP Support: The SEL interventions will help our students deal with the Anxiety of the Covid-19 pandemic. Our SEL and RP initiatives will help students cope with their anxiety so that it doesn't manifest behaviorally, physically or emotionally in them.

University Preparatory Science and Math (PSAD) - 82701

1. 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:

ESSER III funds will be used to provide essential services for our teachers, parents and students in order to ensure that schools reopen and stay open safely. ESSER funds will be used to continue to provide 1:1 laptops for our students so that they have access to our curriculum and instruction should they need to be quarantined. Additionally, Swivls will continue to be purchased for each classroom to ensure that teachers are able to deliver instruction to students who are quarantined in a synchronous manner.

2. 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 to help support students from an SEL perspective via our Restorative Practice initiatives and our partnership with J & Associates that help support our Educator Wellness and Social Emotional Learning initiatives. We are also planning on temporarily moving our summer school program into this budget so that we can better serve our students to make up for lost instructional time (Edgenuity Licenses).

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our LEA will use the funds for tech infrastructure as well as academic and SEL minded supports for teachers and students.

Tech Infrastructure: The tech infrastructure upgrades will help support our students in ensuring that they have access to our curriculum at all times. Since we service a lot of Economically Disadvantaged students, the purchase of Swivls for teachers and Chromebooks for students is essential in making sure they are not disproportionately impacted by the Covid-19 pandemic.

SEL and RP Support: The SEL interventions will help our students deal with the Anxiety of the Covid-19 pandemic. Our SEL and RP initiatives will help students cope with their anxiety so that it doesn't manifest behaviorally, physically or emotionally in them.

4. 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.

SEL and RP Support: The SEL interventions will help our students deal with the Anxiety of the Covid-19 pandemic. Our SEL and RP initiatives will help students cope with their anxiety so that it doesn't manifest behaviorally, physically or emotionally in them.

University Yes Academy - 82724

1. 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:

The District's implementation and mitigation strategies to use the ESSER III funds will be centered around building improvements, safety, student enrichment opportunities, services to address learning loss, PPE supplies and social emotional growth to ensure a safe return to school for student while taking as many steps as possible to prevent the spread of Covid-19. The ESSER funding will also be utilized for Covid-19 testing kits, providing and educating our school community about vaccinations, PPE and other supplies such as masks, sanitizer, and sanitizer stations throughout the school campuses to support the implementation of public health protocols. This will also include the continued education and training of district staff to minimize the spread of infectious disease and maximize preventative care and safety in each school

2. 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:

The District plans to use the funds reserved under section 2001(e)(1) of the ARP Act by implementing daily classroom interventions to address instructional gaps using Exact Path, small group instruction and student workstations with learning resources. There will also be after school tutoring programs for students performing in the 20th-49th percentile on state/local assessments. The District also plans to offer a Summer Enrichment Academy focused on transitional grades (2nd - 3rd grade), (5th - 6th grade), and (8th - 9th grade) with the intent of supporting students in performing on grade level before the start of the new school year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The District will use the remaining funds consistent with section to purchase research-based and evidence-based digital curriculum programs to support intervention and compliment our standard-aligned curriculum. This would also include the implementation of training for school staff to support effective instruction of our curricular programming, such as Success For All, Eureka Mathematics, Step Up to Writing, StemScopes, and MC3 Social Studies. Purchasing voice amplifiers for each teacher will ensure that students can clearly hear all teacher instructions through their PPE masks.

Literacy and Mathematic intervention will be developed to address learning loss through during and after school tutoring, along with a summer academy developed to focus on specific learning loss in both subject areas. Planning and implementation of summer learning and supplemental after school programs include hiring instructional staff, purchasing evidence-based curriculum and digital platforms, as well as transportation to and from school.

Professional development for staff will be provided to support culturally responsive practices and support trauma informed education and practices. Additional training will focus on intervention to reduce/eliminate the learning loss. Training will include leveraging data, curriculum implementation, SEL, Solutions, and goal focused planning.

4. 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.

Social Emotional Supports, along with, Parent and Student Engagement, will be leveraged to address student mental health and wellbeing. Social-Emotional Learning will be integrated into the daily schedule utilizing evidence-based programming and activities. The response to intervention strategies will be facilitated by the school leader as well as the hiring of a Student Support Specialist.

The district will implement a Solutions Program that assesses and analyzes factors standing in the way of student achievement and then plans and implements appropriate customized intervention strategies. Within the Solutions Program are five subcommittees; each one addresses a different component of intervention. Dividing interventions into smaller chunks ensures the intervention strategies are targeted in a specific, systematic way to achieve maximum results and address the academic, social, emotional, and mental health needs of all students. The five committees are: Attendance, Intervention, Parent and Family Involvement, Community Connections, and Cooperative Culture. Each committee will develop interventions at multiple levels (from school-wide to individual) to address the academic impact of lost instructional time and respond to the additional needs of our students. Additional social work/counseling services will be provided, and the implementation of student mentoring programs such as Pretty Brown Girls will support student mental health needs.

American Rescue Plan 2021

Uplift Michigan Academy - 55900

1. 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:

Uplift is a cyber charter and can't complete a return to in-person learning plan. However, Uplift's use of the ESSER funds focuses on retaining high-quality/certified staff, providing additional materials/resources to students to aid their learning, and a majority to grow Uplift's intervention staffing and supports to address the academic impact of lost instruction time. In-person events and testing with Uplift will include CDC recommended guidelines including social-distancing, masking for all parties, and sanitization stations.

2. 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:

The majority of ESSER funds are being utilized by Uplift to: provide a more robust MTSS program and increase the number of learning specialist/intervention staff that pull-out small groups for remedial support and intervention instruction. Additionally, an intervention curriculum for math and reading will be purchased to support staff in properly aligning the intervention instruction with student learning levels. A comprehensive elementary and middle school summer program will also be provided that will include an intervention focus on math and reading growth.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional technology will be purchased to support students, families, and staff in distance learning.

4. 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.

The LEA will hire additional mental health support staff (school social worker and additional guidance counselor), as well as, provide social-emotional learning using Suite360. The additional intervention staffing/supports, MTSS program, and summer programming will support the academic needs of all students.

American Rescue Plan 2021

Utica Community Schools - 50210

1. 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:

UCS implemented a multi-layered approach to mitigate the spread of COVID-19 using guidance consistent with the recommendations of the CDC to maintain in-person learning. Input from the public about using ESSER III funds to purchase protective equipment indicated that this should be a medium to high priority for the district. UCS has purchased and will maintain a supply of personal protective equipment that will be accessible at each site including, masks, face shields, gloves, hand sanitizer, and alcohol wipes. The district recommends masks be worn by students and adults while indoors. UCS has purchased and will maintain a supply of KN95 masks for distribution to students and staff who do not have one. The district has purchased and installed plexiglass dividers for instructional personnel and in offices.

To support distancing, UCS has hired additional teachers to increase the number of classes and reduce average class size, resulting in greater distance between students within classrooms. Further, UCS has purchased and will maintain a computer for each student and teacher to support continuity of learning while in-person and when necessary for students to move into remote learning. The HVAC system at each site has been upgraded to include a bipolar ionization system and the use of MERV 11 filters. UCS is committed to supporting the health and safety of all students, staff, and families and is grateful to be receiving ESSER III funds to continue this important work.

2. 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:

To address lost instructional time, before/after school evidence-based tutoring programs will be offered at elementary and secondary levels. The district will provide 6-weeks of summer programs with in-person and online options. Highly qualified teachers, paraprofessionals and substitutes will use evidenced-based strategies and interventions to target student learning needs. Student assessments and benchmark data will be used to plan for instruction and accelerate students learning. School social workers, speech pathologists, and health aids will provide services to students with IEPs. Instruction will focus on reading and math. Read 180 and Math 180 will be used in grades 6-11. Credit recovery will be offered for students in grades 9-12 using district approved curriculum, Odysseyware, Michigan Virtual and EdReady. STEM enrichment programs will be offered in person and credit forward will be offered in-person and online. Students will also have options for SAT Prep and Testing Out to earn high school credit. Funds will be used for supplies and materials, software licenses, professional development for staff and building administrators and clerical to support buildings.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will continue to purchase resources, that were identified at the beginning of the pandemic, to aide families in participating virtually while enhancing in-person learning to ensure a similar educational experience for all students. Maintaining current staff is key in supporting virtual learning for families who choose that option while also implementing numerous COVID prevention strategies for students participating in-person. The district will purchase technology, hot spots and software to continue the 1:1 initiative which allows access to updated curriculum, research-based programs/interventions and advanced coursework options. The ClassLink LaunchPad will be used to provide equal opportunities for students and families to access online curriculum and technology tools for instruction. The district will continue using PowerSchool Key Data Systems and NWEA for progress monitoring and to inform the continuous improvement process.

4. 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.

Acknowledging the pandemic impacted families disproportionately in numerous ways; a partnership with CARES of Southeast Michigan will provide services to educate, prevent and address a variety of mental health concerns for those most in need. Guidance Counselors to further support the social emotional and academic needs of students impacted the most by COVID 19. The district will hire additional School Social Workers to support a comprehensive mental health system of support for families. These positions will support the district's social emotional learning goal in the continuous improvement process. The district will continue to purchase Imagine Learning for our English Learner program to provide supplemental instruction and monitoring student progress towards goals.

American Rescue Plan 2021

Van Buren Public Schools - 82430

1. 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:

Our district is also upgrading the HVAC systems throughout the district to improve ventilation systems to prevent the spread of COVID-19. Indoor air quality improvements will be made to create healthier learning environments. Through the upgrade of our HVAC systems and adding air purification filtration materials, our aim is to improve the ventilation systems to prevent the spread of COVID-19.

Additional custodial staff has been added to ensure appropriate cleaning and disinfecting is taking place to meet the state's cleaning requirements as a result of COVID-19.

Additionally, our district is utilizing these funds to hire additional teachers. With the extra teachers, class sizes are reduced allowing for easier implementation of maintaining physical distance between students within classrooms to reduce transmission risk.

Lastly, our district has provided students the opportunity to learn in a virtual setting this year if there are family concerns in regard to coming to school. VBPS is utilizing some of these funds to purchase software, Edgenuity and Michigan Virtual, to support students with our virtual school, Belleville Online School.

2. 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:

Van Buren Public Schools intends to use the funds in a variety of ways to address the impact of lost instructional time. Most importantly, the district has hired additional teachers to help offset the impact of learning loss as a result of the pandemic. Staff sizes have been reduced not only to provide smaller class sizes, but to also provide additional intervention support inside and outside of the classroom. T

Additionally, Van Buren Public Schools is using the funds to ensure that all groups disproportionately impacted by COVID-19 are being addressed. Research-based interventions, including MTSS and early warning systems, are being implemented to address learning loss by these impacted groups. Furthermore, additional hardware is being purchased to ensure that all students have access to technology.

Also, summer school and credit recovery will take place for all students who need it. Similar to last year, we will provide a model that allows students to engage in learning remotely and/or in-person. Summer school will not only support loss of academic skills, but will address the social and emotional impact of the pandemic.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Van Buren Public Schools will spend its remaining ARP ESSER funds for the purchase of additional technology devices that will be used to ensure all students have access. Through the use of these devices, all students have ongoing opportunities to have ongoing and relevant interaction with their peers and teachers beyond the classroom doors. Additionally, students are able to take advantage of software from their devices that provide scaffolded instruction (eSpark) and assistive technology (Read & Write) designed to help engage in reading and writing that is appropriate to his/her abilities and learning styles.

4. 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.

Over the course of the past year and a half, the district has made a concerted effort to ensure that all students, especially those disproportionately impacted by the pandemic are supported. Our district is implementing early warning systems throughout the district to not only measure these groups, but to provide research-based interventions to support students.

Van Buren Public Schools is using the funds to ensure that all groups disproportionately impacted by COVID-19 are being addressed. Research-based interventions, including MTSS and early warning systems, are being implemented to address learning loss by these impacted groups. These indicators not only include academic, but also, social, emotional and health needs of all students, in particular groups of students who have been disproportionately impacted as a result of COVID-19.

American Rescue Plan 2021

Van Dyke Public Schools - 50220

1. 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:

As a district, we have used previous ESSER funds to update HVAC and add ionization devices on each unit that help to kill mold, bacteria, and viruses. With ESSER III, we continued this work at our Early Childhood Center by updating the HVAC and adding ionization devices. In an effort to follow social distancing protocols, we have lowered class sizes in grades K-5 to 20 students, 6-12 to 25, and hired additional staff for the new classrooms. We have purchased additional learning materials (including teacher materials/licensed programs) to outfit the new classrooms. PPE is provided for all classrooms, students, and teachers. These items include hand sanitizer, wipes, masks, shields, and in plexi-glass shields where necessary.

2. 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:

We are going to run an intensive Summer School program from early July through mid-August. This program is designated for all students in grades TK-12 and functions as an intensive support to address learning loss during the covid-19 school closures. Students have access to full day programming that addresses academic and socio-emotional needs in a face-to-face, full day setting. We will use additional funds to purchase books and materials for the Summer programs. The materials include academic and enrichment items such as math manipulatives, science consumables, phonological manipulatives, crafts, alphabet learning games, matching letter games as well as pencils, paper, crayons, highlighters, scissors and other general supplies. Additionally we will use the Edmentum PLATO software for credit recovery for secondary students, and the Exact Path learning program for targeted interventions to address learning gaps. With our youngest students, we will purchase additional Heggerty reading materials to remediate gaps in phonological awareness. We will offer enrichment programming for all students so that they have exposure to a well-rounded experience. Enrichment opportunities include hands-on science and STEM courses, physical education, visual and creative arts sessions, and plenty of outdoor learning experiences.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our recent local testing data has revealed a substantial vocabulary deficit in our elementary students. Additionally, there is evidence that our students need a more direct approach to the teaching of phonological awareness. To address these needs, we ran a pilot reading program with materials that were based firmly in the science of reading. Preliminary test results and feedback are positive and promising, so we will be moving forward with the purchase of new ELA instructional materials by CKLA based in the science of reading and the Heggerty phonological and vocabulary program. The addition of new teachers to our staff also made it necessary to procure initial and refresher training in our district wide SEL program, Responsive Classroom. Teachers will attend PD throughout the summer of 2022 and will be trained by program specialists. The training will also include follow up coaching sessions facilitated by the Responsive Classroom coaches. Elementary Computer labs will be refreshed with new devices for student use, and replacement laptops will be purchased for K-12 students as needed. Finally, updated smart panels will be purchased for all classrooms PK-12 in order to facilitate enhanced instruction in all subject areas.

4. 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.

Van Dyke Public Schools serves a community that is located in a high-poverty area containing the largest population of students experiencing homelessness in the county. Additionally, we are the home to several county-wide categorical programs for students with special needs. Our three elementary buildings, as well as our middle school are labeled as School-wide Title One buildings, and we are the recipients of universal free breakfast and lunch for the entire district. The majority of our students have been disproportionately impacted by the pandemic, and as such, we provide strong tier II and III interventions within the school day, after school, and in the summer free of charge for all students. High quality meals are provided throughout breaks and through the summer, and transportation is provided for students as needed. Each school within the district employs a Social Worker, Behavior Specialist, and a DHHS worker to assist students and families with social and emotional needs. We are also a host school for a Henry Ford Health Care medical clinic, which provides mental and physical health support to all students in the district. Our large special education population is also served by an additional summer program that is designated for students with active IEPs and intended as an intensive support to address learning loss during the covid-19 school closures.

American Rescue Plan 2021

Vanderbilt Area Schools - 69040

1. 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:

Vanderbilt Area School has always been committed to remaining open for in-person learning and will use the funds to increase the health and safety of the students that attend in-person instruction. The LEA will use the funds to increase the air quality, sustain the use of electrostatic cleaners and the use of UV air filters.

2. 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:

Vanderbilt Area School will use the funds it reserves to increase interventions for students by adding instructional aides, adding time before and after school for individualized instruction, adding credit recovery during the summer as well as adding advanced classes for those students that need to be challenged. The LEA will also ensure that all students have high-quality materials to learn from and seamless technology between school and home.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Vanderbilt Area School will use the remaining funds to improve the health, safety, and comfort of the students by ensuring that all students are in an inviting comfortable learning environment where they can thrive.

4. 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.

As a school with 100% of its students living in poverty, all of the interventions implemented will be geared towards disadvantaged students and will address the impact of lost in-person instruction. Interventions will be monitored through formative assessments and reviewed during quarterly data review meetings.

American Rescue Plan 2021

Vanderbilt Charter Academy - 70905

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Vandercook Lake Public Schools - 38020

1. 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:

We intended to use approximately 70% of the currently allocated ESSER III funds for implementing mitigation strategies based on CDC recommendations for a safe return to school. We will focus on improved air quality by replacing our HVAC units at our elementary building and high school to improve air circulation and quality.

2. 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:

We plan to offer summer learning opportunities for our K-6 students for years 2020-2021, 2021-2022 and 2022-2023 school year. We will offer a winter and summer credit recovery option for our 7-12 students, in addition to after school tutoring throughout the school years 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years. After reviewing our assesment data from 20-21 and the beginning of the 21-22, we determined that reading and math were the subject areas most impacted by the loss of instruction time. We plan to support our middle school students by providing access to a reading and math software program that allows for remediation and acceleration when appropriate. The program offers student the opportunity to read relevant and engaging text at their individual level. After reading the text, the students can monitor comprehension through answering a variety of questions. The math program provides opportunities for acceleration and remediation based on the students learning level. An increase in staffing will also be used to reduce targeted class sizes. An online learning platform provided to students who have been academically impacted by the pandemic will also be utilized.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Beyond providing interventions, we believe that improving tier one instruction and the overall learning experience for our K-12 students is crucial in assisting our students make up for lost learning time. Maximizing efficient and effective tier one instruction increases the likelihood that students will show more than a year's worth of academic growth. The overall learning experience including the integrations of social-emotional teaching and support makes school a place where students want to be, which also helps make high-quality and effective learning more likely. With the remaining ESSER III funds, we would place supports into the learning environment. We would move to hire a 7-12 assistant principal so students and teachers are provided with additional support and structure each day. This will also allow current administration the ability to provide timely instructional feedback focused on improving the overall learning experience. In order to improve the K-12 learning experience, we are setting aside a portion of the funds to improve tier one instruction through the use of focused professional development and the updating of learning resources in the areas of Science, Social Studies, Math and phonics.

4. 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.

Through providing interventions, improving tier one instruction, and improving the overall learning experience for our students, we are addressing the impact of lost instructional time both academically, socially, emotionally, and mentally. By targeting tier one instruction and the overall learning experience we are reaching all students. The supports and interventions we will put in place will ensure that all of our students are making growth in all areas. Vandercook Lake Public Schools does not discriminate against any student, on any basis. We will do everything in our power to overcome unforeseen obstacles. When students are identified for needing additional supports and intervention services, it is based on achievement criteria and those individuals that are furthest away from reaching the state standards are provided services as needed.

American Rescue Plan 2021

Vanguard Charter Academy - 41910

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Vassar Public Schools - 79150

1. 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:

VPS adopted an updated COVID-19, contact tracing, BINAX testing, quarantine, and isolation policy on Nov. 9, 2021. The testing portion was reduced from 7 days to 3 days of testing. PPE supplies (masks, gloves, hand sanitizer, fogging disinfectant, wipes, gowns) have been purchased with general funds and supplied by the State. All campus buildings have a no visitor policy to reduce chances of exposure. We continue to take temperatures of all students and adults at entry and on every bus. Air purifiers have been installed, and we continue to follow a disinfecting fogging regiment, every four hours "touchpoint" wipe down daily, as well as health forms completed by staff daily. VPS ordered masks with plastic windows specifically for students four years through 1st grade. VPS has three health rooms that allow privacy and a place for sick students or exposed students a place to be until a parent is available for pick up. There is fifteen trained BINAX testing staff who have received two additional pieces of training and have completed the required assessments. These health room staffs have been funded through the general fund for the past two years.

2. 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:

VPS ran a successful summer program for grades K-12 last summer. The program started immediately at the end of last school year and ran for ten weeks. The students engaged in STEAM activities, SEL lessons, and academic support. The Blue Water Thumb Youth for Christ ran an afterschool program immediately after summer programming that provided activities and educational support for middle school-aged students. VPS just applied for the before and after school grant with the Blue Water Thumb Youth for Christ organization to provide Classroom Champions and academic support for grades K-5 for fifty students. This program will be implemented in Jan. 2022 through grant funds or ESSER III if needed. The 6-12 building has data that shows our middle school students have fallen behind in reading and math, so an additional instruction intervention period will be integrated into the second semester for target students to receive further instruction time in specific content areas.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

VPS conducted a community survey to gather input on the use of ESSER III funds. The highest percentage (60.3%) of votes were for air conditioning of all instructional spaces. The next item to receive votes (52.1%) was in technology, and we plan to update all existing computer labs and continue to replace outdated Chromebooks and instructional technology as well as infrastructure to handle the increased use of bandwidth and daily maintenance of equipment. The next area that received votes (43.3%) was developing an outdoor pavilion and classroom. Finally, the areas of summer learning, tutoring before and after school, and improving instructional materials all received approximately (30%) of the votes. VPS is purchasing educational materials to fulfill the curriculum adoption cycle and reviewing science materials for the elementary program. Subscriptions to IXL and Illuminated have also been purchased to support academics. In addition, VPS has adopted an e-sports pilot program to buy gaming computers and training for the second semester.

4. 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.

VPS conducted a community survey to gather input on the use of ESSER III funds that included stakeholders with students from low incomes, of color, English learners, disabilities, homelessness, foster care, and students of neglect. VPS utilized the 310 grant to hire a registered nurse and a student support supervisor to ensure that social, emotional, and mental health needs were addressed. To continue to offer before and after school activities, VPS with the Blue Water Thumb Youth for Christ organization wrote the MDE PA87, section 1001 grant to service fifty students grades K-5. The 6-12 building is also providing after-school tutoring second semester. The data has shown the 6-12 students are struggling in math and reading, so an additional instruction intervention period will be integrated into the second semester for target students to receive further instruction time in specific content areas.

American Rescue Plan 2021

Vestaburg Community Schools - 59150

1. 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:

The funds will be used to ensure staffing levels and student to teacher ratios are smaller and appropriate. This will allow us to help mitigate the number of students and persons in a classroom/area thus, helping to limit exposure and allowing for better social distancing while, as well as, working to limit the spread. The extra staffing will also allow us to maintain smaller groups and execute plans to limit the number of students in common areas such as the lunchroom and recess. The funds will allow us to continue to add extra custodial support throughout the day to support the extra cleaning and disinfecting of the common areas. The district will continue to purchase air purification systems for the classrooms and common areas, as well as, invest in HVAC and air quality improvements.

2. 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:

Stakeholder input has been identified key areas of interest such as reading and writing instruction/curriculum, afterschool and summer school programs. These funds will allow us to hire extra staff, provide transportation, and purchase materials and programs for afterschool and summer school programs targeted towards the identified content areas of reading and writing. During the pandemic, many of our secondary students fell behind or missed credits towards graduation. Thus, the prior mentioned programs can focus on credit recovery for those students as well.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

During the stakeholder input, the top priority identified for these funds was HVAC improvements, primarily, air conditioning. The purpose of this was to allow for a more suitable learning environment for students during the summer and during the afterschool programs in the fall and spring. This will improve the classroom environment both during the day, tier1 first good instruction, as well as, the targeted tier 2 and 3 afterschool programs. Another area of focus will be upgrading the reading and writing curriculum and practices throughout the entire district. The district plans to utilize these funds for salaries and benefits, thus, freeing up general fund dollars to HVAC capital improvements.

4. 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.

In our district, we primarily see students from low-income families, as well as, students with disabilities. For example, our at-risk population represents 60-70% of our student enrollment. Thus, using our at-risk identification procedures and logs we will be identifying those students for our targeted interventions and programs. As part of our programs, we will be providing additional food opportunities, transportation, day-care or reducing the need for daycare, extra one on one supports for students with special needs, healthcare supports through a school nurse, and adaptive technologies as needed for students with disabilities.

American Rescue Plan 2021

Vicksburg Community Schools - 39170

1. 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 supplement existing inventories of PPE and cleaning/sanitizing supplies, in order to continue operating schools safely for in-person instruction. Funds may also be used to ensure HVAC systems are providing optimal ventilation and filtration.

2. 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:

Summer school will be provided to students in grades K-8 in the area of reading and mathematics for a minimum of four weeks and for students in grades 9-12 for credit recovery. We will use software, in addition to in-person access to highly qualified teachers, to provide students with evidence-based interventions that target their learning needs. Learning needs will be determined on the review of common assessments and benchmark data. After school evidence-based programs incorporating project-based learning may be funded in the 2022-2023 school year. Funds will be allocated to staff our summer school initiative, school year intervention, and after school programs, as well as needed summer curriculum materials, software licenses, intervention and instructional materials.

Throughout the school year, intervention services will be provided by highly qualified personnel at all building levels. Intervention and instructional materials will be purchased to address the learning needs of all students.

To support the social emotional learning needs of our students, counselors and behavior specialists will be hired to implement restorative justice practices, PBIS, trauma-informed practices, and explicit social emotional learning instruction.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

For the 2021-2022 school year, funds will be used to provide full time substitute teachers in each building to prevent disruption of in-person learning. Additionally, the stipend provided to professional staff covering classes during planning time will be increased. The rate of pay for contracted substitute teachers will be increased for full and half day sub positions.

Additional instructional staff will be employed to ensure manageable class sizes at the elementary and middle school levels. Specifically, .366 at Vicksburg Middle School and 3.0 FTE at the elementary level.

The district will provide additional compensation to employees in the form of hazard duty stipends for the 2021-2022. These one-time stipends are designed to address the additional work duties and emotional strain that have resulted from the COVID-19 pandemic and to improve staff retention.

4. 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.

Benchmark Assessment data will be reviewed in the fall, winter and spring , to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented without delay. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support.

The social and emotional needs of both staff and students is a focus of our district during 2021/2022 and will remain so in the coming years. An additional elementary counselor has been added as well as an increase of 0.5 FTE for an elementary behavior specialist. A full-time behavior specialist has been added to the middle school. These positions are assisting us with meeting the social, emotional, and academic needs of all students. A social-emotional screening tool will be developed and implemented as part of our ongoing MTSS work. This screening tool will provide data to help staff address needs of individual students as well as groups in need of intervention.

Intervention services will be implemented to support the academic needs of all students at Sunset Lake Elementary and Tobey Elementary through the addition of a 1.0 FTE at Sunset Lake and a 0.5 FTE at Tobey. The addition of this staff will ensure timely and targeted intervention for all students.

Virtual Learning Academy of St. Clair County - 74912

1. 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:

As we continue to offer in-person learning where students have greater structure and academic support, we must continue efforts to prevent and mitigate the spread of COVID-19 to keep students and staff safe and healthy. This will require continued use of Personal Protective Equipment (PPE) including but not limited to disposable and reusable masks, disposable vinyl gloves, flex disinfectant wipes, hand sanitizer and hand sanitizer pumps, PathoSans cleaner and sanitizer. We are planning to purchase and use air purifiers in all classrooms, as well as in the front office and the student lounge. We also plan to continue using high end HVAC air filters which we know to be more effective.

2. 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:

The COVID-19 pandemic has clearly exacerbated the learning gaps and academic needs of our students. While VLA has always offered extended day and year hours, we are looking at modifying existing hours and offering additional hours to provide students with targeted academic support, specifically in the areas of math, science, reading and writing. In addition, we are looking at modifying existing hours and offering additional hours to provide students with targeted career support and guidance including career exploration, planning, resume building and more. This one-on-one and group tutoring would be made available to students in the evenings, on the weekends, during building closures, through the summer and of course during the regular school day. The support would be offered in-person, via Google Meet or Zoom, as well as the use of our Google Classrooms and Google Chat.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

VLA is down two staff members, which is significant given the small staff we have employed. We would like to pursue retention of staff bonuses. These one-time bonuses would help VLA demonstrate appreciation for staff's hard work, faithfulness and willingness to do this job despite the many obstacles and challenges we have faced as a result of the COVID-19 pandemic. The pandemic has greatly increased the many mental health issues our students encounter. Many of these issues are above and beyond the support we can offer in-house. Solution is two fold: We would like to offer targeted staff training around the areas of mental health and social emotional learning. We would also like to bring on a social worker to support these profound needs. This position may be full-time or part-time as determined necessary.

4. 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.

VLA serves at at-risk population of students. Between 60-65% of VLA students are eligible for free and reduced lunch. 10% of VLA students are homeless. 10% of VLA students are teen parents. 20% of VLA students have either an IEP (special education) or 504 plan. An estimated 25% of VLA students deal with anxiety. An estimated 25% deal with depression. Many VLA students lack parental support. Many VLA students have to work part-time or full-time jobs to make ends meet. The COVID-19 pandemic has only exacerbated the barriers in the way of these students' academic and life success. ALL students have access to academic, social emotional and mental health support from VLA staff. VLA staff are currently available to students 55 hours a week including evening and weekend hours. We only hope to see this increase.

American Rescue Plan 2021

Vista Charter Academy - 41909

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies, and improved air filters).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before and after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;
- PPE, health services, and facility sanitation (improved air quality and sanitization services)
- Bonuses for retaining and recruiting educators and support personnel;
- Educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hotspots, Wi-Fi, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;
- Providing instructional resources (non-digital) for staff and students;
- Printing and mailing costs for remote learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;
- Creating and implementing a parent and family engagement platform;
- Creating and implementing a professional learning communities platform;
- Creating and implementing an out of school time learning platform;
- Improving virtual curriculum and digital content;
- Developing and implementing additional resources and training for new and novice teachers;
- Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Vista Meadows Academy - 82716

1. 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:

Our safe return to in-person instruction plan directly incorporates CDC recommended mitigation strategies for the safe reopening & operation of our schools. This includes the proper use of masks, supporting our student, teacher, school leader & family community to engage in hygiene practices such as frequent handwashing & more. Some examples of specific, CDC-recommended strategies outlined in our in-person instruction plan include: Consistent with MDHHS, CDC and WCHD recommendations, universal indoor masking will be required for all teachers, staff, students & visitors to K-12 schools regardless of vaccination status. VMA will continue to make face masks available to students in need of a mask. Wearing masks outdoors is not required. All athletic programs will continue to follow MHSAA guidelines. Masks are required on school buses for any field trips. Closing off all public water fountains to reduce the risk of transmission. Cleaning frequently used surfaces (such as door handles, handrails & bathrooms) & deepcleaning each classroom every night. Daily Symptom Checking. Families will continue to perform at-home self-monitoring reporting using the COVID-19 Screening Tool for Families. This continues to be a critical component of mitigating the spread of COVID-19. 3' Distancing Where possible, we will try to maximize distance between student stationary seating without impacting instruction in the event this continues to be a need to distance for both transmission and quarantine purposes.

2. 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:

Working with key stakeholder groups & guided by our educational priorities we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based instruction & programming. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II small-group interventions. Vista Meadows Academy, is an alternative high school that serves an at-risk population. We are currently at 100% free & reduced lunch, 94% African American population & we currently have only 2 students that are identified as English Language Learners. We also have students from 15 zip codes whose families have chosen to attend our school. We are proud to serve such a diverse population and are passionate about providing equitable access to a high-quality education. We knew there was little doubt that the disruption caused by COVID-19, marked by an unheard-of shift from face to face to remote learning, left many students struggling academically. Most of our instruction for reading and math is small group or individualized. Teachers form their skill groups based on assessment data such as NWEA MAP assessments. The vast data and information that we glean from this assessment and others is imperative to our Montessori approach, as it helps us to target and differentiate our instruction. VMA teachers will work with students to determine growth rates needed to catch up & set learning goals for the year.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. 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.

We recognize that the pandemic has disproportionately impacted our students from traditionally underserved communities, leading to significant learning loss and increasing the need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each student throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support students who are underserved or disparately impacted by COVID-related learning loss: maximized learning time on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of students with deficits (Catch Up) and those that need challenged beyond on-grade level (Move Up) including additional, Tier II, small-group tutoring; research-based and standards aligned curricula; and instructional tasks with higher-order, complex thinking.

American Rescue Plan 2021

Voyageur Academy - 82940

1. 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.

2. 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.

3. 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.

4. 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 in to our master calendar.

American Rescue Plan 2021

W-A-Y Academy - 82746

1. 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:

WAY Academy plans to use the allotted funds to ensure a clean and safe environment for staff, students, and all stakeholders. In order to ensure this, the CDC recommends that educational institutions work to ensure proper ventilation, rigorous cleaning and disinfecting routines, and proper use of space to ensure social distancing.

The Academy plans to purchase new equipment that will assist with improving the overall quality of air flow throughout the facility and works as a high functioning filtration system throughout.

In addition, the Academy will also use funds to purchase industrial cleaning supplies and equipment that will be used to ensure regular and proper cleaning and disinfecting of the facility. With the purchasing of these materials, a rigorous schedule will also be established and implemented to ensure that the facility remains safe and clean throughout the school day and all while stakeholders are present.

Finally, the Academy plans to use funds to creatively use space to ensure social distancing. This includes purchasing new furniture, repurposing existing spaces for educational use, and creating building flow throughout to minimize overexposure and contact.

2. 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:

Learning loss, as a result of the COVID-19 Pandemic, is one of the largest factors needing to be addressed. The Academy has identified as its method to mitigate learning loss the research-based strategy and system of Multi-tiered Systems of Supports (MTSS). This includes identifying and tiering students based on performance data and providing interventions that are targeted for each student.

In order to implement this rigorous system and strategy, the Academy plans to use funds to purchase additional instructional resources (i.e. Exact Path licenses, Newsela, etc), additional technology for students, and digital resources to ensure access for students beyond the school day.

In addition, the Academy will allocate funds to provide individualized tutoring for each student based on their continuum of learning and needed areas of improvement. This will allow the Academy to work to mitigate learning loss while also accelerating overall improvement for students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will use funds to purchase industrial cleaning supplies and equipment that will be used to ensure regular and proper cleaning and disinfecting of the facility. With the purchasing of these materials, a rigorous schedule will also be established and implemented to ensure that the facility remains safe and clean throughout the school day and all while stakeholders are present. Along with establishing this schedule, staff will be trained on systems throughout the building to ensure proper sanitation. A comprehensive training will occur each year during Staff Professional Development upon the initial return to school, and then additional refresher training will be provided throughout the school year. In addition, all staff will take the Blood Born Pathogen training and provide documentation of completion.

4. 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.

The Academy plans to use allocated funds to provide a wholistic approach to meeting the needs of all students. This includes their academic, social, emotional, mental, and health needs. The Academy will undergo a comprehensive needs assessment and a program evaluation process each year to determine the effectiveness and efficiency of its strategies and its implementation of the plan.

In addition, data will be collected throughout the year including academic data, perception data, health and mental wellness data, to be able to assess the effectiveness of the plan, as well as the needs that students might have in those areas. The plan increases the amount of resources available to meet the very diverse needs of all students while providing a means to target the specific areas of concerns for specialized demographics (i.e. low-income families, students experiencing homelessness, etc.).

Also, in an effort to ensure that the Academy maintains a healthy and consistent staff to support the needs to students, the Academy plans to allocate funds to retain highly qualified staff members as well as to further recruit highly effective individuals to join the team to assist in providing for the needs of all students.

Wakefield-Marenisco School District - 27070

1. 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:

The Wakefield-Marenisco School will utilize the funds to improve the air quality of its building and to invest in new textbooks with strong virtual learning components. Neither of these investments would likely be possible without the use of the ESSER allocations. With the exception of a couple of short-term shutdowns, the Wakefield-Marenisco School District has been open for in-person learning since the start of the 2020-2021 school year. These enhancements will increase our likelihood of continuing to operate for in-person learning.

2. 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:

Twenty percent of our funding from ESSER III will be used to address learning loss. We will invest in all new core curriculum for grades 7-12, as well as new math and reading curriculum for grades K-6. The new textbooks will consist of evidence-based interventions and strategies which will help to address the impact of loss instructional time. All of the new curriculum will have strong virtual aspects to it so that education can continue even if schools were shut down for health reasons.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Wakefield-Marenisco School is a 100 year old school building. Due to its age, many of the windows throughout the campus are inoperable or have been caulked shut. This has a negative impact on the overall air quality within the school building. The Wakefield-Marenisco School District plans to use 80% of its total ESSER III allocations to replace as many windows in the school as possible. The primary focus will be the main academic portion of the school. By installing new windows in our building, we will be able to open the windows as needed to allow for better airflow, creating healthier air and a healthier learning environment. This will benefit our staff and students not only during the time of COVID, but will also improve air quality for many years to come.

4. 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.

The investment into new core curriculum will put our students on target for closing any gaps they may have from our shutdown periods. Our district has an additional school social worker on staff to assist with the social, emotional, and mental health needs of our students. This social worker is funded through the Gogebic-Ontonagon Intermediate School District. All students, regardless of race, sex, age, ethnicity, or socioeconomic levels will benefit from the investments into curriculum as well as window replacement.

American Rescue Plan 2021

Walden Green Montessori - 70901

1. 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:

The funds will be used to implement various prevention and mitigation strategies that are consistent with the most recent CDC guidance on reopening schools so that Walden Green Montessori can provide in-person learning. For example:

Personal Protective Equipment: We will utilize funds to purchase additional PPE (such as face masks and cough boxes/tabletop dividers)

Ventilation: We will utilize funds to improve indoor air quality through providing HEPA air purifiers in every classroom.

Physical Distancing: We will utilize funds to supplement our Outdoor Education program so that students can be in small cohorts and distanced - both inside and outside.

Staying Home When Sick: We will utilize funds to acquire additional substitute teachers so symptomatic staff members can stay home when sick and get tested.

Cleaning and disinfection: We will utilize funds to purchase additional cleaning services and supplies.

2. 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:

Walden Green Montessori intends to use the funds to address the academic impact of lost instructional time through the following initiatives:

Implementation of after-school tutoring. This evidenced-based approach will be provided 2x per week for students who demonstrate the need for additional intervention. Students will receive in-person instruction, targeting their growth areas, with a highly qualified teacher.

Provide instructional technology software such as MAP Accelerator (a personalized learning program that includes recommended practice problems, instant feedback, scaffolded help, personalized spiral review, and instructional videos).

Provide F.A.S.T. Reading Intervention Training and Orton Gillingham Training to close achievement gaps and promote early literacy skills.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Walden Green Montessori will will spend other ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act on:

Activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs.

Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment.

Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction.

4. 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.

Section 2001(e)(1) of the ARP Act requires each school division to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. Walden Green Montessori use funds on the following items to address learning loss as well as the social/emotional and mental health needs of all students:

K-8 Benchmark Assessment data will be reviewed in the fall, winter and spring, to ensure that progress is being made by students. Adjustments deemed necessary by data reviews will be implemented without delay.
Staff Professional Development (math and reading interventions/strategies, Montessori education, de-escalation techniques, classroom management, recognizing stress and burn out, self-care strategies)
Curriculum (content area resources, materials, online learning platforms)
Student Mental Health (mindfulness and social emotional learning)
Substitute Teachers (acquire additional subs and long-term subs to provide consistency)
Educational Technology
Nutrition Intervention/Support

American Rescue Plan 2021

Waldron Area Schools - 30080

1. 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:

Waldron Area Schools will use the funds from the ARP Act to increase learning opportunities for all students by providing for in-person instruction from highly qualified teachers in an environment that is the most conducive to learning.

Waldron Area Schools will install air conditioning mini-split units in each of the classrooms. This ventilation will increase airflow through each room to mitigate the effects of viruses. This will allow Waldron Area Schools to operate an in-person learning mode rather than virtual.

2. 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:

Waldron Area Schools will use the reserved funds under section 2001(e)(1) of the ARP Act to implement intense, evidence-based literacy teaching across all grade levels. Students will be taught these skills directly from all staff as they are trained to implement the strategies.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Waldron Area Schools will use the remaining funds to increase in person learning efficacy through the implementation of air conditioning. This will allow our students to engage in learning no matter how warm and/or humid the weather becomes throughout the entire calendar year.

4. 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.

Waldron Area Schools is a rural school district near the small village of Waldron. Students who attend our district are primarily from homes of poverty and strife. All of our efforts whether ARP Act or any other funding are directed to assist our students in making choices in their lives which will help them break the cycle of poverty.

American Rescue Plan 2021

Walker Charter Academy - 41915

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies, and improved air filters).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

- Before and after school tutoring
- Summer learning programming
- Virtual learning
- Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;
- PPE, health services, and facility sanitation (improved air quality, sanitization services)
- Bonuses for retaining and recruiting educators and support personnel;
- Educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hotspots, Wi-Fi, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;
- Providing instructional resources (non-digital) for staff and students;
- Printing and mailing costs for remote learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Walkerville Public Schools - 64090

1. 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:

In an effort to reduce COVID-19 transmission so that we may remain open for in-person learning we are implementing current CDC guidance and recommending the correct usage of masks. We will continue to use ESSER III funds for the purchase of masks, cleaning supplies, testing kits, and replacement filters. Replacement and upgrades to the HVAC system to include UV filters and HEPA filters, classroom unit ventilators.

2. 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:

We will utilize reserved funds to offer summer credit recovery for the secondary students who are behind on credits due to circumstances created by the pandemic. We will implement a summer learning enrichment program for grades K-8 to give those students struggling academically additional time, support and assistance needed to get them closer to grade level expectations. We are also utilizing funds to provide additional instructional support and interventions with teacher assistants under the direction of our Title I coordinator and classroom teachers. Additional after school instruction and support will be offered to students one on one and small groups with transportation provided.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

To continue our efforts to reduce COVID-19 transmission so that we may remain open for in-person learning, we will continue to use ESSER III funds to address possible learning loss by providing additional educational supports, materials and resources. Funds will continue to be used to address social emotional issues that students may experience due to the pandemic.

4. 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 needing extra academic and/or social and emotional support will be determined by a combination of criteria including, but not limited to their NWEA growth scores, local classroom assessment & data, teacher & parent observations and recommendations and SEL student surveys.

Walled Lake Consolidated Schools - 63290

1. 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:

Over 22% of the funds made available under ARP ESSER III will be used by Walled Lake Consolidated Schools to lower class sizes at the elementary level. Twenty-two sections were added or retained, that in the absence of these funds, would not have been possible. Lower class sizes, in part, allow for better social distancing as suggested by the latest CDC guidance.

Other items to be covered by this grant include personal protective equipment and the cost to regularly disinfect our buses. In addition, Walled Lake Schools has followed the Oakland County Health Division mask mandate and has hosted numerous school and community vaccine clinics, both as additional strategies to prevent and mitigate further infection.

Together, the efforts above have assisted with the continued ability to provide in-person learning for our students.

2. 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 II State discretionary funds will be used for summer learning programs that promote academic and social emotional support. Data will be used to provide targeted instruction in literacy and math. Credit Recovery programs will also support our secondary students to ensure successful completion of courses.

Sections of Math and English Language Arts will be added at all three high schools, to provide struggling students with another level of support. The ARP ESSER funding will also allow us to provide district teachers to support a continued virtual option for those families that choose it.

Teachers will be better equipped to meet the ever-changing needs of every student by leveraging technology to provide embedded assessments and differentiated instruction. This will be possible through the purchase of necessary software licenses with advanced features, providing teachers with expanded information and resources. Professional development will be provided to ensure all teachers can fully benefit from the added features.

Professional development and specialized literacy training will be provided to district Instructional Specialists and English Language Arts teachers. Literacy intervention kits will be purchased at the elementary level to ensure best-practice supports are implemented in classroom settings.

Literacy libraries will be expanded in all elementary classrooms that need them, and Chromebooks will be purchased to ensure all students have access to technology.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Class sizes have been reduced at all elementary buildings by adding or retaining twenty- two sections that otherwise would not have been possible.

Middle school and high school counselors will be funded through ARP ESSER, ensuring a continued emphasis on the social and emotional needs of our students and staff.

This grant will also provide the funding necessary for ongoing personal protective equipment (PPE) needs and the added cost of disinfecting our buses on a daily basis.

4. 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.

Benchmark Assessment data will be reviewed in the fall, winter and spring , to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented without delay. iReady, the diagnostic assessment tool used for grades K-8, provides resources specific to the needs of every child and adapts to their individual changing progress. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support.

The social and emotional needs of both staff and students is a focus of our district during 2021/2022 and will remain so in the coming years. Our middle school and high schools will be staffed with highly qualified counselors. Four new social workers have been added based on anticipated additional grant funding. These positions are also assisting us with meeting the social, emotional, and academic needs of all students. Funding will also support the development of a social-emotional screening tool to be implemented as part of our ongoing MTSS work. This screening tool will provide data to help staff address needs of individual students as well as groups in need of intervention.

American Rescue Plan 2021

Walton Charter Academy - 63913

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

Warren Consolidated Schools - 50230

1. 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:

The Coronavirus pandemic presented new challenges related to mitigating virus transmission within our facilities. Maintaining safe facilities, stocked with necessary sanitization and protective equipment in the age of Coronavirus continues to be a top priority. In alignment with CDC guidance, WCS is practicing a layered approach to prevention and mitigation strategies, many of which will be ESSER funded.

The use of personal protective equipment (PPE), especially universal masking, will be a key component to successfully opening schools and reducing virus transmission, as identified by the CDC. Staff, students and visitors will be provided a mask, should they be without. We can continue signage supporting and teaching handwashing, respiratory etiquette, and staying home when sick as well. Finally, ventilation systems will be upgraded using ESSER funding. Each of these layers of protection has been outlined by the CDC.

The Coronavirus pandemic presented personnel and staffing challenges that also directly connect to prevention and mitigation strategies. Labor shortages continue while needs rise. We will continue to have dedicated staff cleaning, contact tracing, monitoring quarantine and isolation orders and will need to stabilize our workforce, particularly in light of CDC guidance to stay home when sick. This further reduces available staffing daily. Finally, ESSER funding can be used to ease class sizes, adding distance in needed areas.

2. 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:

The Coronavirus pandemic caused disruption to regular systems of instruction and assessment, as well as activities designed to provide multiple tiers of support for students. It slowed the pace of instruction and support for teachers and students. It created "learning gaps" within the normal continuum of learning. Our focus will be on accelerating learning over the next several years, again, with a layered approach.

Making sure teachers have the support to address a variety of needs in the classroom will be foundational. Professional learning around evidence-based practices, and support of that learning by Instructional Specialists can accelerate learning. Professional learning, tools and supplies to implement these practices can be supported with ESSER funding. Additional interventionists, summer programs, before/after school programs and additional PreK opportunities can also be funded, and accelerate learning.

The Coronavirus pandemic presented social and emotional challenges for our children. These challenges can continue to impede learning progress if they are left unchecked. To meet challenges presented by Coronavirus, counselors; SEL committee, recommendations and resources; Trauma Informed and Resilient Schools; Equity Coalition, audits and planning; as well as Restorative Practices work can also be funded and support the acceleration of student learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Coronavirus pandemic accelerated the need for standardized platforms, hardware and other technology in unprecedented ways. Without the ability to approach school in a 100% brick-and-mortar fashion, technology became, and continues to be, the conduit for continuing learning activities outside of "the norm." To meet technology challenges and new opportunities presented by Coronavirus, WCS will continue supporting the following through ESSER funding: student laptops; hotspots; bandwidth upgrades; firewall/VPN upgrades; Cybersecurity/antivirus upgrades; fiber optic upgrades; and staff laptops.

The Coronavirus pandemic presented major budget and financial challenges. School finance continues to be fluid. Student enrollments, state aid calculations, and additional pandemic costs continue to be areas requiring responsive budget planning and solutions. To meet challenges presented by Coronavirus, ESSER funding can be used to address these challenges by allowing responsible budgeting for instructional opportunities beyond core curriculum to be supported with ESSER funds. Maintaining operation and continuity, as well as also contributing to staffing stability, media centers and specials will be funded. In order to maintain enrollment, WCS will offer both an in-person and a virtual option for students. The virtual option will be funded by ESSER, cost neutral to WCS and retain students until they are ready to return to our in-person instructional experience.

4. 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.

Several of these programs are already included and evaluated as part of our District Improvement Plan (DIP) both in whole group and sub-group analysis. Our MTSS processes and practices allow for continuous review of student progress, and instructional challenges. Under this umbrella, student needs are reviewed and addressed on an on-going basis. Additional ESSER III funded programs within these areas, if not part of the DIP already, will be subsumed under that improvement process and evaluated accordingly along whole-group and sub-group analysis. Additionally, as many of these items impact the district as a whole, our overall data for 2019-2020, 2020-2021 (where available), 2021-2022 and beyond (in aggregate and disaggregate) will be compared and looked at in terms of increasing and decreasing trends as applicable/desirable. This work will be the responsibility of the district improvement team and other relevant stakeholders.

American Rescue Plan 2021

Warren Woods Public Schools - 50240

1. 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:

We recognize that the most supportive environment we can provide our students is through in-person instruction. We are proud to have offered in-person instruction since September of 2020. To support our students during this challenging time, especially those students that were disproportionately impacted, we aim to keep our elementary classes smaller which allows teachers the time and energy to provide personalized support. We recognize that many within our community do not have consistent access to technology. These funds allow us the opportunity to offer one-to-one computer access for all of our high school students. This would provide equitable access to valuable learning tools and resources, such as Schoology, PowerSchool, and Microsoft Office. Additionally, this technology would provide access to tutoring and support.

2. 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:

Cooperative Learning PD will be offered to engage students and foster community as students' transition. High school students will access before and/or afterschool tutoring to help remediate gaps in learning. Also, we will provide HS students access to on-demand virtual tutoring. We will continue our partnership with our ISD to provide students with support during summer & provide programming for students (K-12) the summer of 2022-23 & 2023-2024. Assessments are used to identify learning gaps in math & literacy; this data will be used to provide targeted support to students. Funds will also provide district transportation to our summer program to help alleviate barriers to participation. As a district, we will continue to collaborate to review our current curriculum resources, pacing guides, and State guidelines to ensure accurate identification of the essential learning standards at each grade level content area and/or course. This work will be influenced by the work of our teaching staff and guidance will be provided by instructional coaches. These funds will support a Secondary Math Coach to assist our secondary math teams in review & confirmation of essential learning standards, alignment of curriculum, & share best practices within content area teams. The Secondary Math Coach will support teams in their use of supports & learning practices to ensure all students can access grade level learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In partnership with our local Health Department, we've implemented a robust "Test to Stay" program, which provides Covid-19 testing for students if they exhibit symptoms or have been identified as a close contact. This allows students to remain in school when they otherwise would be faced with quarantine.

4. 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.

WWPS will use research-based resources & technology to support/enhance instruction. Funds will be used to acquire & implement new curriculum & intervention resources for MS Science. Funds will be used to purchase technology to ensure equitable access to learning tools. Resources will build upon/expand current use, or will be newly added materials/resources selected to address learning gaps & intervention needs. To support universal access to curricular resources & instructional tools (PowerSchool, Schoology, & Microsoft Office) we will provide 1:1 technology. We will provide improved access to tech K-5 fostering access to software to meet individual needs. We will maintain access to our digital Literacy Footprints Guided Reading Subscription to provide digital access for students & teachers to a research-based, comprehensive, small-group literacy framework that provides explicit & systematic reading instruction. Lessons provide instruction in phonemic awareness, alphabets, phonics, decoding, fluency, vocabulary, comprehension & writing. Funds will be used to hire Instructional Coach to support 6-12 staff to provide ongoing support & mentoring for teachers encouraging best practice strategies for student engagement. Coach will work with teachers to embed Kagan strategies & other research-based strategies into lessons. An Instructional Tech Coach will support the implementation of addtl hardware & the consistent use of software in our learning community, including parents.

American Rescue Plan 2021

Warrendale Charter Academy - 82970

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies, and improved air filters).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before and after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;
- PPE, health services, and facility sanitation (improved air quality and sanitization services)
- Bonuses for retaining and recruiting educators and support personnel;
- Educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hotspots, Wi-Fi, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;
- Providing instructional resources (non-digital) for staff and students;
- Printing and mailing costs for remote learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;
- Creating and implementing a parent and family engagement platform;
- Creating and implementing a professional learning communities platform;
- Creating and implementing an out of school time learning platform;
- Improving virtual curriculum and digital content;
- Developing and implementing additional resources and training for new and novice teachers;
- Integration of data systems to standardize digital tools and organize student achievement data;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Washington-Parks Academy - 82719

1. 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:

The district will hire hallway/lunch room monitors to assist with ensuring and maintaining a healthy, safe, sanitized environment by monitoring how social distancing recommendations, masking requirements for students, staff and guests, and other measures that would allow in-person instruction to occur without interruptions are followed. We will also hire an Improving Students Outcomes Coordinator, to lead the design and implementation of mitigation and prevention strategies, policies and procedures in order to continuously and safely maintain in-person learning for our students. Funds will be also used to purchase cleaning materials and sanitation equipment in order to maintain a high level of cleanliness throughout the building.

2. 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:

To address the academic impact of lost instructional time due to the pandemic, we will offer additional instructional time to help students in grades K-8 improve to meet the challenging State academic standards. The summer school program that will be offered focuses on lost learning in the areas of Phonemic Awareness, Phonics, Comprehension, and Math for elementary students. Middle school teachers focus instruction on essential standards in ELA and Math identified by the district. All students interested in accelerating their learning will benefit from a year long after school tutoring program. We will also offer an intensive early literacy program by hiring a Literacy Advocate and purchasing additional library materials to support the literacy program. A Robotics Club will also offer additional opportunities for students who need to accelerate their learning.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

As Washington Parks Academy struggles with hiring staff, plans on maintaining current, consistent staffing that will help the district deliver the in-person instruction so many of our stakeholders opted for, consequently we will hire building substitutes to ensure continuity of instruction, and we will continue to employ an Academic Dean and a Principal for instructional leadership needs. In order to maintain daily office operations and very importantly, timely communication with our families regarding aspects of daily operations in a pandemic environment, we will hire two secretaries. Maintaining the current staffing will also help the district implement multiple CDC layered prevention strategies needed to protect all stakeholders. We will purchase additional technology needed to ensure continuity of instruction and to also address learning loss for all k-8 students, both in-person and/or remotely as may be necessary, such as Chromebooks(to reach 1:1 ratio thus reducing risk of contamination and increasing preparedness in case of an outbreak) and scientific calculators.

4. 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.

The district will use strategies to address learning loss, and socio-emotional loss in student subgroups as follows:

-Ensure technology is provided on a 1:1 basis to our students to ensure equitable access to education; Hire additional teachers and also to provide additional research-based interventions; Hire a Dean of Students to support students, staff in their daily activities, to encourage improved class engagement and increase the efficiency of our ISSN(Intensive Student Support Network) and to improve climate and culture and communication with families; Provide summer interventions and remediation to the students who have been disproportionately impacted by learning loss, including special education students; Provide research-based interventions for all qualified students during the school day such as purchasing a new science curriculum; Provide staff training on classroom success strategies; Purchasing materials for a sensory/calming room; Utilize the Monthly data analysis meetings model to provide data to monitor the academic impact on student subgroup performance and to provide data to drive and individualized instruction to address learning loss and promote academic achievement by training staff on macro-curriculum development.

American Rescue Plan 2021

Washtenaw Technical Middle College - 81903

1. 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:

WTMC will be purchasing new HVAC units for the buildings for air flow and mitigation purposes. WTMC will also be paying substitute teachers to cover for sick and quarantining teachers.

2. 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:

Washtenaw Technical Middle College uses evidence based interventions in remedial reading, writing, and math courses and has created an evidence based professional development program to meet student mental health needs (Safe Talk TASC Protocol). Academic advisors work with a small number of students; every student at WTMC has one adult dedicated to working as their advisor for their time as a student at our school. WTMC prioritizes small class sizes, block scheduling, instructional coaching for teacher support, and common planning time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Washtenaw Technical Middle College plans to use the funds generated from the ARP ESSER III by purchasing new HVAC units for the WTMC building, acquiring and maintaining school-provided laptops for students, creating a new Academic Success Coach to work with at-risk students, creating a new Communications Director position to facilitate student and parent access to vital school information, and compensating current staff for extra COVID related duties.

4. 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.

Instructors and administrators at Washtenaw Technical Middle College have identified multiple ways to ensure that specific COVID-19 related interventions are successfully implemented. First, administrators will work with classroom instructors to analyze end of semester data (attendance data, student success rates, and failure rates) and reflect on those analyses. Second, administrators will form professional development goals based on the data collected to best serve students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. We have already implemented some interventions; these include: determining the needs specific to closing the digital divide by having BASE advisors reach out to their advisees and determine if they had adequate technological resources and having classroom teachers informally assess their students' progress and any challenges that they were facing in regards to technology; requiring BASE advisors to have frequent, regular contact with each of their advisees and their parents; assessing students' overall mental health through two surveys created by WTMC's social worker.

Waterford Montessori Academy - 63929

1. 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:

The Academy's two campuses have vastly different HVAC systems. Elizabeth Lake campus has a forced air HVAC system installed in 2018 and 2021 that meets current code requirements relating to fresh air ventilation. Midland Ave campus's 1960s radiant heat boiler-based system does not provide fresh air ventilation during the coldest winter months. To compensate, Midland Ave campus staff open windows and run humidifiers during the winter, which introduces considerable cold, dry air into the building. The CDC recommends reducing stagnant air by increasing fresh air ventilation as a leading risk mitigation strategy.

The Academy has allocated \$236,034 in grant funds to install an energy recovery ventilation ("ERV") system to work alongside the existing heating system. Grant funds will be used to create architectural and engineering plans for the project; increasing electrical service to the building to provide adequate power (this includes a new transformer, panels, switchgear, circuits, etc.); acquiring and installing rooftop-mounted ERVs; rooftop penetrations throughout the building; room- and building-wide control systems; etc. The project will be bid in compliance with Academy policies, MCL 380.1267, and other applicable state and federal law.

The Academy has also allocated \$4,100 to install fire bottle filling stations, replacing unsanitary drinking fountains.

2. 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:

The Academy has allocated \$230,665 to address the academic impact of lost instructional time and implement evidence-based interventions. The Academy's past experience with extended day and summer programs informs our present view that participation in such programs can be limited but are nonetheless necessary. The Academy will implement the following:

- for those with the greatest needs, supplemental instruction delivered for up to one hour after school to small groups by the students' classroom teacher or other certified replacement if that teacher is not available; the hourly rate will be between \$35 - \$45/hour;
- for those requiring less assistance, tutoring in small groups for up to one hour after school by highly qualified assistants; the hourly rate will be \$17 - \$21/hour;
- for any student at risk of not meeting standards, intensive small group or individualized summer learning by a certified teacher or highly qualified assistant under the direction of a teacher or implementing a prescribed program assigned by a teacher; hourly rates will be commensurate with those described above.
- summer learning program operating four days per week, four hours daily for seven weeks. Three core instruction days and one field trip/summer fun day weekly, with the latter earned by student engagement. Transportation available to ensure low-income families can participate.
- Given pandemic effects. Resilient Schools training to better equip staff to identify and respond to trauma.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Many of our students' learning gaps can be closed with attentive time on task. These students' learning can be accelerated with moderate staff support pushing into classrooms during the school day and pulling out when appropriate. Our students have an individualized workplan and daily minimum expectations; to accelerate, they need higher expectations and staff support to meet them. Remaining funds will therefore be allocated for newly created Academic Tutor positions to encourage, engage with, motivate, and instruct teacher-identified students during the school day. Example: an Academic Tutor might be assigned to classroom 101 each day from 8:15 a.m. to 9:30 a.m. to work with five teacher-identified students at a table or rotate between them if working independently in the Montessori classroom. The Academy has allocated \$88,665 to fund these positions at \$15 - \$21 per hour plus taxes, 3% 401k match, health at variable rate (\$350/month average). The Academy also proposes to expend \$118,933 on increased staff compensation. Staff will be paid an amount equal to one typical pay period. The compensation's purposes are to (1) maintain/improve morale and (2) improve teacher and staff retention during COVID. Incentivizing/retaining highly qualified staff was identified as the #1 priority in our ESSER III parent and staff surveys. Salary or hourly rate*typical work period hours plus taxes.

4. 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.

The Academy has taken care to ensure that its interventions to address the pandemic's academic impact respond to all students' social, emotional, and mental health needs, including but not limited to the following steps:

- Added a second school social worker (SSW) and seeking two additional SSWs for its 400 students
- Provide bus/other vehicle transportation available for summer programs as needed
- Provide Chromebooks for student use at home, including 1:1 for all MS students
- Assist families to resolve internet connectivity
- Discussion of student needs identified by teachers, including at regular staff meetings
- Added a third special education teacher and seeking a fourth
- Contracting with Starr Commonwealth for intensive trauma-informed learning training for a team at each campus
- Added time in all classrooms for normalization and learning "how to do school"

Waterford School District - 63300

1. 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 permit Waterford Schools to safely open for in-person learning by creating safe and healthy learning environments; meeting the social, emotional and mental health needs of students; and providing access to safe and inclusive learning. We follow the mandates from the CDC and the Oakland County Health and Human Services Department to safely maintain instruction and provide services in the classroom setting. This includes supporting educator and staff stability and well-being. Specifically, staff trained in mental health and well-being, and behavior strategies, will be added using research-based practices grounded in student and family engagement. Software will be purchased to ensure effective communication with students and families. Materials will be purchased to provide equitable access to both software and learning resources to avoid sharing of items, especially consumable laboratory materials in science and calculators for use in science and mathematics.

2. 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:

Funds will permit Waterford Schools to address the impact of lost instructional time through the implementation of teaming at the middle schools: adding staff, materials, and professional learning. This will reduce the caseloads of teachers which will permit the opportunity to support the SEL needs of learners, while enhancing the incorporation of best practices of instruction in Tier I and Tier II, including the use of evidence-based materials to be used after school. The extension to the after school model addresses learning loss in both math and language arts. A summer enrichment program will be offered to all elementary and middle school students in math and language arts using Lexia and Successmaker, accelerating learning. Staff will continue to monitor growth and progress in the software. Teaching staff and administration will collaborate throughout the year to review our curricular resources, pacing guides, and State and National guidelines to ensure accurate identification of the key standards of each course as well as appropriate alignment between courses within and between content areas as our stakeholder feedback demonstrates the need for additional materials and alignment of courses. Staff are identifying key achievement targets per semester to adequately assess student progress to ensure students can access grade and age-appropriate learning. Additional time will be spent assessing common assessment alignment with the standards assessed on state assessments.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Maintaining and adding staff and engaging them in professional learning as noted, in addition to training on new technology, will afford our district the opportunity to meet the needs of learners and supplement our in-person instruction. Stakeholder feedback stated that families are concerned about class sizes. Adding staff can reduce those numbers, including more individualized instruction in JK-5 classrooms. A robust retention program will address the staff turnover rate preserving the opportunity for students to maintain supportive, stable relationships with trusted adults using research-based best practices of SEL interventions and support, another need voiced from stakeholders. In addition, the purchase of technology software will allow the option to connect with families for virtual events, including registration, enrollment, and conferences. The purchase of science and math resources and curricular materials will address learning loss and ensure that teachers have materials to provide students with meaningful, research-based lessons that are meeting the state standards.

4. 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.

Waterford Schools will review Benchmark Assessment data in the fall, winter, and spring to ensure that progress is being made by students. Adjustments will be made as necessary based upon the data, especially based upon the needs of our population and those who may need targeted support. We will continue our work with SEL lessons and DEI topics of equity and inclusion, adding programming to support teachers using research-based programs, and to ensure equal access to all curricular materials. DEI work will target administrative training, consultant fees, and the Student Six training and program materials, based upon the needs identified in our stakeholder feedback. In addition, staff trained in mental health and well-being and behavior strategies will be added using research-based practices grounded in student and family engagement. This includes adding instructional staff to reduce class sizes and increase the staff who will establish supportive relationships with students using the CASEL model. Curricular materials targeting this research-based SEL model will be purchased. Funding will support continued work with the MTSS Framework and supports for students in Tier II. This may include additional research-based materials and/or software for these supports to be implemented with full fidelity, including those in math and language arts.

Watersmeet Township School District - 27080

1. 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:

WTSD is a remote district with limited resources. It consists of 78% Native Amer. & low income students. The district must continue to employ a nurse, counselor, tech director, central office coordinator for COVID procedure/protocol; to continue summer school while tracking and monitoring student attendance/progress throughout any COVID mandated distant learning. The district provides/maintains laptop computers for students' use for distant learning and summer school. We believe these supports are necessary to maintain student engagement in the event of COVID-distant learning/summer programs. Services provide students, parents, tribal community, educational staff & stakeholders coordination of programs/services for assistance that may be necessary for in-person learning/distant learning. It allows for accurate tracking/attendance of students and is necessary to provide consistent record of student academic gains allowing teachers to identify students who need more assistance. Staff are trained in the use of technology to meet the needs of students. Summer school programs allow continuation of academic stability. We use multiple resources to measure student progress. The native population has been especially affected by the pandemic. By utilizing the aforementioned supports the district offers in-person/distance learning and monitors identified areas of concern. Coordination with entities ensures smooth transitions from distant to in-person learning for student success.

2. 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:

We will continue addressing the academic impact of lost instructional time by continuing summer school learning incorporated with summer enrichment as well as daily tutorial services offered to all students. Tutoring is a minimum of 90 minutes at the end of each school day. These programs enhance basic services offered in classrooms to support daily classroom activities and functions. Summer school programs included, not only, basic classroom instruction but also incorporates field trips and special presentations for all students. Busing and meals are provided whenever necessary. All materials and computers are provided by the district. Incentives for good attendance for summer school are awarded weekly to all students. We have seen marked improvement in attendance from previous years because of this. Central office are available daily to address and support concerns/needs of students and families. Staff continually monitors student progress through attendance and NWEA scores.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In the event of any remaining ESSER funds we will use those funds to replenish PPE supplies and possible janitorial services to maintain a safe school environment. Additional sanitation and cleaning supplies will also be purchased.

4. 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.

We will maintain throughout the school year and summer months our school nurse, school counselor (10 months and as needed during summer school), tech director, and central office coordinator. These individuals will assist students, staff, parents, tribal community, and stakeholders with academic needs, social supports, health concerns, as well as the emotional/psychological and mental health needs, which will be a benefit to all students and their parents/guardians. With all of these supports in place we will best be able to address all issues/needs of our students with disabilities, low income and our Native American population.

American Rescue Plan 2021

Watervliet School District - 11320

1. 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:

Watervliet Schools intends to use 68% of our ESSER III funds to improve air quality, air purification, and air conditioning. We have used previous ESSER funds and CRF funds toward physical mitigation strategies such as masks, individual classroom air filtration units, and testing. We will continue to allocate ESSER II and other funds to those CDC-supported strategies. Combining these strategies gives us the best opportunity to provide instructional supports that will help us close the achievement gaps and learning loss due to the pandemic.

2. 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:

We have been face-to-face since the Fall of 2020 and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. Resources were dedicated at the beginning of the pandemic to bring the District K-12 fully to one-to-one device ratio as well as providing internet hot spots access points to those students who did not have internet access.

We will use ESSER III funds to address lost instructional time through the following means:

- 1) Provide extended-day learning opportunities through a partnership with YDC/PAL, small-group tutoring, and other after-school programming
- 2) Provide extended-year learning opportunities through summer programming and credit recovery opportunities targeted to individual learning needs.
- 3) We will provide a Learning-Loss Specialist at the elementary school level for students with extraordinary high needs who had the most substantial amount of missed learning time due to the COVID-19 crisis. This will be in a resource room setting using High-Impact Tutoring practices.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

- 1) Assist students with their social-emotional needs through the implementation of Restorative Practices district-wide and through the implementation of the Second Step curriculum in our elementary schools.
- 2) Provide an instructional support person, focusing on the mathematics needs, for students in our alternative high school.
- 3) We will upgrade our HVAC systems to include air-particle filtration and air-conditioning, where not already present. This upgrade will allow us to offer instructional programming throughout the school year in a safe and conducive environment for learning.
- 4) Upgrade library collections at the elementary schools (K-5) to provide a more diversified collection that is appropriately leveled for individual students' needs.
- 5) Providing enhanced security for all buildings.
- 6) Upgrading cleaning equipment to support cleaning and mitigation improvements.

4. 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.

We will assure these interventions make a difference for all of our students, and particularly our disadvantaged students, by implementing all programs effectively and with fidelity, utilizing scientific implementation and evaluation. Additionally, we will measure their effectiveness through the use of surveys, achievement and growth assessments, and observations.

American Rescue Plan 2021

Waverly Community Schools - 33215

1. 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:

Based on CDC and local health department guidance, Waverly Community Schools will use funding to procure both supplies and staff to carry out the following COVID prevention and mitigation strategies:

- consistent and correct mask use
- additional cleaning and disinfection measures
- hand-washing/sanitation stations
- antigen testing
- contact tracing
- building ventilation
- restricted student movement
- signage to promote all safety measures

2. 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:

Waverly community schools will address the academic impact of lost instructional time by increasing instructional coaching and intervention staff. The in-school interventions implemented are research-based and focused on responding to students' academic and social, emotional, mental health needs by accelerating learning among subgroups demonstrating an achievement gap.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Waverly Community Schools will spend a portion of the remaining ARP ESSER funds consistent with section 2001(e)(1) to address learning loss among at-risk students, by using high quality assessments to measure and respond to students' academic progress. Using those assessment results, WCS will use instructional coaches, beyond those required by the set-aside, to identify at-risk students and work with the instructional interventionists to target specific strategies to accelerate their learning with respect to their specific deficiencies. WCS will also use funds for other activities that are necessary to maintain employment of existing staff of the local educational agency. Specifically, WCS will continue to employ the existing level of custodial staffing to ensure proper sanitization and cleanliness of our schools.

4. 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.

Benchmark assessment is conducted at each district building to determine students' mastery of academic skills and standards. A social-emotional screener is also used to gather data on the well-being of students' mental health. Waverly Community Schools will employ Interventionists who will use the data to apply targeted supports to students below grade level and progress-monitor their growth toward those goals.

American Rescue Plan 2021

WAY Academy - Flint - 25915

1. 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:

WAY Academy Flint plans to use the allotted funds to ensure a clean and safe environment for staff, students, and all stakeholders. In order to ensure this, the CDC recommends that educational institutions work to ensure proper ventilation, rigorous cleaning and disinfecting routines, and proper use of space to ensure social distancing.

The Academy plans to purchase new equipment that will assist with improving the overall quality of air flow throughout the facility and works as a high functioning filtration system throughout. The Academy will also use allotted funds to improve the overall quality of lighting to ensure safety throughout the building.

In addition, the Academy will also use funds to purchase industrial cleaning supplies and equipment that will be used to ensure regular and proper cleaning and disinfecting of the facility. With the purchasing of these materials, a rigorous schedule will also be established and implemented to ensure that the facility remains safe and clean throughout the school day and all while stakeholders are present.

Finally, the Academy plans to use funds to creatively use space to ensure social distancing. This includes purchasing new furniture, repurposing existing spaces for educational use, and creating building flow throughout to minimize overexposure and contact.

2. 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:

Learning loss, as a result of the COVID-19 Pandemic, is one of the largest factors needing to be addressed. The Academy has identified as its method to mitigate learning loss the research-based strategy and system of Multi-tiered Systems of Supports (MTSS). This includes identifying and tiering students based on performance data and providing interventions that are targeted for each student.

In order to implement this rigorous system and strategy, the Academy plans to use funds to purchase additional instructional resources (i.e. Exact Path licenses, Newsela, etc), additional technology for students, additional technology for staff, and digital resources to ensure access for students beyond the school day. Along with increasing instructional and technological resources, the Academy plans to use funds to offset use of a "Highly Qualified" paraprofessional that will work to assist in providing supplemental support to students throughout the school day.

In addition, the Academy will allocate funds to provide individualized tutoring for each student based on their continuum of learning and needed areas of improvement. This will allow the Academy to work to mitigate learning loss while also accelerating overall improvement for students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will use funds to purchase industrial cleaning supplies and equipment that will be used to ensure regular and proper cleaning and disinfecting of the facility. With the purchasing of these materials, a rigorous schedule will also be established and implemented to ensure that the facility remains safe and clean throughout the school day and all while stakeholders are present. Along with establishing this schedule, staff will be trained on systems throughout the building to ensure proper sanitation. A comprehensive training will occur each year during Staff Professional Development upon the initial return to school, and then additional refresher training will be provided throughout the school year. In addition, all staff will take the Blood Born Pathogen training and provide documentation of completion.

4. 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.

The Academy plans to use allocated funds to provide a wholistic approach to meeting the needs of all students. This includes their academic, social, emotional, mental, and health needs. The Academy will undergo a comprehensive needs assessment and a program evaluation process each year to determine the effectiveness and efficiency of its strategies and its implementation of the plan.

In addition, data will be collected throughout the year including academic data, perception data, health and mental wellness data, to be able to assess the effectiveness of the plan, as well as the needs that students might have in those areas. The plan increases the amount of resources available to meet the very diverse needs of all students while providing a means to target the specific areas of concerns for specialized demographics (i.e. low-income families, students experiencing homelessness, etc.).

Also, in an effort to ensure that the Academy maintains a healthy and consistent staff to support the needs to students, the Academy plans to allocate funds to retain highly qualified staff members as well as to further recruit highly effective individuals to join the team to assist in providing for the needs of all students.

American Rescue Plan 2021

WAY Michigan - 82710

1. 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:

WAY Michigan plans to use the allotted funds to ensure a clean and safe environment for staff, students, and all stakeholders. In order to ensure this, the CDC recommends that educational institutions work to ensure proper ventilation, rigorous cleaning and disinfecting routines, and proper use of space to ensure social distancing. However, WAY Michigan is a 100% Cyber Academy.

With this in mind, creating a clean and safe environment means providing students ample access to technology and curriculum, ensuring rapport and relationship with staff, and maintaining constant and consistent communication with students, families, and staff to ensure that while virtual everyone remains safe and well prepared to engage in learning.

2. 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:

Learning loss, as a result of the COVID-19 Pandemic, is one of the largest factors needing to be addressed. The Academy has identified as its method to mitigate learning loss the research-based strategy and system of Multi-tiered Systems of Supports (MTSS). This includes identifying and tiering students based on performance data and providing interventions that are targeted for each student.

In order to implement this rigorous system and strategy, the Academy plans to use funds to purchase additional instructional resources (i.e. student supply kits, Gizmo Science, Online Book Subscriptions, etc.), additional technology for students and staff, and digital resources to ensure access for students beyond the school day. Along with increasing instructional and technological resources, the Academy plans to use funds pay staff throughout the summer to provide College and Career Readiness support for students, as well as parent engagement activities throughout the summer to increase parent participation in student learning. The Academy also plans to use funds to hire a "highly qualified" paraprofessional to provide supplemental support to students in need.

In addition, the Academy will allocate funds to provide individualized tutoring for each student based on their continuum of learning and needed areas of improvement. This will allow the Academy to work to mitigate learning loss while also accelerating overall improvement for students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The Academy will use funds to purchase industrial cleaning supplies and equipment that will be used to ensure regular and proper cleaning and disinfecting of the facility. With the purchasing of these materials, a rigorous schedule will also be established and implemented to ensure that the facility remains safe and clean throughout the school day and all while stakeholders are present. Along with establishing this schedule, staff will be trained on systems throughout the building to ensure proper sanitation. A comprehensive training will occur each year during Staff Professional Development upon the initial return to school, and then additional refresher training will be provided throughout the school year. In addition, all staff will take the Blood Born Pathogen training and provide documentation of completion. Staff will also be given CPR, First Aid, and AED training and certification.

4. 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.

The Academy plans to use allocated funds to provide a wholistic approach to meeting the needs of all students. This includes their academic, social, emotional, mental, and health needs. The Academy will undergo a comprehensive needs assessment and a program evaluation process each year to determine the effectiveness and efficiency of its strategies and its implementation of the plan.

In addition, data will be collected throughout the year including academic data, perception data, health and mental wellness data, to be able to assess the effectiveness of the plan, as well as the needs that students might have in those areas. The plan increases the amount of resources available to meet the very diverse needs of all students while providing a means to target the specific areas of concerns for specialized demographics (i.e. low-income families, students experiencing homelessness, students with disabilities, etc.).

Also, in an effort to ensure that the Academy maintains a healthy and consistent staff to support the needs to students, the Academy plans to allocate funds to retain highly qualified staff members as well as to further recruit highly effective individuals to join the team to assist in providing for the needs of all students.

American Rescue Plan 2021

Wayland Union Schools - 03040

1. 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 keep class sizes small and decrease the number of students in each classroom. Keeping small class sizes requires the district to maintain current staffing (teacher and aides) levels even though enrollment has dropped significantly. Funds will also be used to enhance air handling systems at the high school. Most other buildings have been modernized with the last two Bond projects. The high school is still a work in progress and our second to the oldest building.

2. 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:

Funds are being used to fund secondary interventionists to provide support for students in core academic areas and academic skills. Funds are also being used for academic programs that are personalized to each student and focus on areas of strength and weakness for each student.

3. 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 purchase additional security cameras to monitor and proactively address increased student behavior issues and provide for a safe return of students to classrooms.

4. 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.

Funds are being used to contract with Opportunity Thrive to provide professional development to staff on addressing the social, emotional, and mental health needs of staff and students. Interventionists and staff work with students based on their area of need with special attention to at-risk students, and students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Wayne-Westland Community School District - 82160

1. 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:

WWCSD will use ESSER III funds to continue implementing layered prevention and mitigation strategies including but not limited to; appropriate use of PPE, physical distancing, cleaning and disinfection. The CDC recommends the repairing and improving of school facilities to reduce risk of virus transmission, exposure to environmental health hazards, and to support student health needs. WWCSD will allocate funds to improve indoor air quality which will include the installation of advanced filtration systems and upgrading the HVAC systems.

Wayne Westland Community School District will allocate funds to achieve health equity by appropriately addressing the needs of all populations, according to specific cultural, linguistic, and environmental factors. Tailoring strategies for the specific populations will require an allocation of funds to increase physical space through modifying classrooms, furnishings, safety measures and communal indoor/outdoor and mobile spaces.

2. 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:

WWCSD will use ESSER III funds to mitigate pandemic learning gaps and emotional health concerns through an accelerated learning system that includes a focus on high-quality academics, supportive learning environments, healthy system conditions, and a MTSS system of scaffolded supports. Funds will be allocated to specialized summer and afterschool programs, curriculum, staffing, training, instructional materials, technology, acceleration and enrichment experiences, credit recovery, and college and career readiness.

The District will also address interrupted learning through allocating funds to support strengthening community partnerships and relationships with parents and families in order to increase communication and access to wrap-around services. Staff will be supported through job embedded professional development on the acceleration of learning and implementation targeted instructional strategies to meet the needs of all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

WWCSD will allocate remaining funds to the purchase of educational technology, mental health supports, school wide innovative instructional improvements, resources and curriculum (including hardware, software, and connectivity) for all students. Particular attention will be paid to how staff can leverage technology to expand access to high quality instruction, innovative and new learning experiences.

WWCSD is committed to providing teachers and principals with the resources, materials and training necessary to address the unique needs of individual schools and its special populations. Funds will be allocated to implement flexible and creative opportunities to support students while providing more planning and collaboration time for teachers. Funds will also be allocated to support staff stability and well-being as well as student SEL needs and college/career readiness.

4. 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.

The District will include ESSER funding initiatives into the continuous District improvement process(DCIP) . This process includes the review and assessment of the Central Office structure and SIP processes to enhance workflow, and direct targeted support to special populations. The district will develop organizational models that enhance participation and effectiveness of ESSER funded initiatives. The district will establish accountability measures, including but not limited to determining data to be collected, reviewed, and analyzed to appropriately set goals for key staff. The WWCSD will create and conduct a professional learning series to support special population cultural awareness and training throughout the school year and use the DCIP process to evaluate the effectiveness of these programs.

Also, WWCSD will use locally collected data to determine whether different subgroups of students who have been historically underserved have access and are participating in the district improvement initiatives. If gaps are identified the district will conduct enhanced, ongoing, active and specific outreach. Efficacy criteria will include longitudinal outcomes of data-driven decisions from Pre -K to postsecondary success.

American Rescue Plan 2021

Webberville Community Schools - 33220

1. 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:

Masks will be made available and hand sanitizer for all students. Increased sanitation and cleaning will happen by custodial/cleaning staff members. Additional staff members will be utilized to allow for contact tracing, COVID testing, and vaccination clinics. Finally, one to one technology will be accessible to all students in order to mitigate and support distancing during in person instruction.

2. 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:

Research and evidence based interventions will be utilized to support students who are at risk academically and socially emotionally. An increase in student support services will allow for these interventions to occur. Finally, summer school and after school educational support programs will be offered for students who are at risk academically or need credit recovery. Implementation of supplemental and intervention curriculum during the school day will also occur.

3. 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 spent on supporting the following areas:

- Delivering Interventions for struggling students and provide small group instruction
- Providing Social Emotional Learning opportunities such as counseling, mental health & wellness resources for students,, staff, and families
- Improving Facilities (air, quality and safety)
- Ensuring all students receive high quality instructional materials

4. 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.

Screener data (for academics and SEL) will be used to determine at risk students. Increased staffing for social emotional support and mental health will provide a multi-layered system of support, specifically focused on supporting students at risk, identified from screener data and classroom observation data.

Wellspring Preparatory High School - 41923

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

West Bloomfield School District - 63160

1. 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:

Our prevention and mitigation strategies (wearing masks, social distancing, disinfecting of school buildings, etc.) have been funded using other COVID relief resources. We successfully reopened our schools for full-day in-person learning at the start of the 21-22 school year. We also offer an online option for families who felt more comfortable keeping their children at home during the pandemic. We continually communicate with our families regarding prevention and mitigation strategies to practice while at school and at home.

2. 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:

The WBSD LEA will implement summer enrichment programs and extra learning opportunities for students. Both of these learning opportunities will be offered to students K-12, and we will target students with the greatest needs according to academic data and teacher input.

Summer enrichment opportunities will be offered to 200 students in grades K-4, 120 students in 5-8, and 300 students at the high school level. We have established a budget to help fund high quality instruction for these students over the next two summers.

Meanwhile, we will provide extended learning opportunities for students to ensure that we can provide targeted instruction and address unfinished learning due to interruptions created by COVID-19. For example, at the elementary and middle school level, high quality WBSD teachers will facilitate small group guided reading instruction that targets balanced literacy skills AND small group guided math instruction that targets specific skills that are identified as gaps in the child's math competencies. There will also be opportunities to grow emotional intelligence through social-emotional learning opportunities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Beyond summer enrichment opportunities and extra learning opportunities, we will respond to the academic, social, and emotional needs of our students, specifically those disproportionately impacted by COVID-19 by investing in a robust K-12 online learning academy, Lakers Online. We have 354 students (126 elementary students, 95 middle school students, and 133 students) within the LEA that expressed a strong desire for online learning due to a variety of reasons, including a strong fear of the spread of Coronavirus in an in-person learning environment. In order to appropriately support our families and seek a creative solution to guarantee consistent attendance so that we prevent additional unfinished learning, we offer the Lakers Online Academy. Staffing Lakers Online with high quality teachers that can provide synchronous and asynchronous learning experiences is essential to the success of this program. Thus, we will utilize remaining ARP ESSER funds to help fund this online academy.

4. 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.

We have groups of students with large academic, social, & emotional needs. We will promote equity by targeting specific students at each school to attend our summer enrichment program. These students will be targeted by examining grades and results from NWEA Map, local assessments, attendance data, behavioral data, & Social-Emotional Learning indicators (measured by student surveys). We will pay staff to provide summer instruction for those students that have the greatest need based on these assessments.

In addition to using results from various assessment data, to target specific students w/the greatest need for summer sch, we will examine whether or not these targeted students represent the populations described above. We will conduct a comprehensive analysis to ensure that all of these populations are included in our summer sch program. During summer school, we will implement evidence-based interventions like guided reading & guided math groups that are led by highly qualified instructors.

We will also be implementing Extended Learning opportunities at every level so that our students with the greatest need and most impacted by COVID will be able to receive evidence based intervention and support from our instructional staff before or after school. This will address the academic needs of our learners and help close the achievement gap that exists.

American Rescue Plan 2021

West Branch-Rose City Area Schools - 65045

1. 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:

We have returned to face-to-face learning this fall and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. We follow the mandates from the CDC and our local health department to safely maintain instruction in the classroom setting. Our build and the aging infrastructure is a concern. Improving air quality is a recommended mitigation strategy that requires upgrading building air handler systems to include better ventilation and air filtration. A portion of the ESSER III funds will be used to replace the heating, ventilation, and air conditioning (HVAC) system in our oldest building in the district to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration.

2. 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:

With the reservation to address the academic impact of lost instructional time, we will implement several evidence-based interventions. We will offer intervention during the school day. Interventions will be offered by the general education teacher during small group work after the general Tier I lesson has been presented and students are working independently or with partners. Interventions may also include time spent with a designated reading and math interventionist or a trained paraprofessional. Tutoring before and after school is available for students and delivered by teaching staff. Summer school will be planned to attract students needing more skill work after the school year is complete. Those programs will also work to address the social-emotional needs of the students. All interventions will be of high-quality direct instruction and flexibly grouped to meet the individual needs of the students.

We will also use some of the funds to address our curriculum materials to meet the rigorous state standards, upgrading to materials that include digital access, in the event students need to access the materials remotely. Those materials will also include print copies for students without connectivity and increase the equity of educational opportunities.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We also need to focus efforts on staff retention. We have had a large turnover of teaching and support staff. We will offer retention bonuses to entice staff to remain in the district. We will look to offer training in mental health and emotional support, that will affect our staff's personal needs and give them tools to better address the needs of their students. We will form professional learning communities and pay staff to attend to focus on the most important standards for each grade level.

4. 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.

We have a large population of students living in poverty. Their needs must be met within the school day to assure equitable services. Many of these students would be unable to attend out-of-school intervention sessions due to the long distance of travel and lack of transportation. Keeping students in school will benefit the many students without connectivity. We have purchased Chromebooks for times of remote teaching, but connectivity remains a concern. The more we are able to plan our school day schedule to accommodate the instructional needs of our students, the more equitable our educational system will be.

West Iron County Public Schools - 36025

1. 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:

WICS will use these funds to improve air quality with fresh air exchangers and the latest technology/devices for daily cleaning and disinfecting services. We will continue to work with our local health department to develop safe and effective processes for keeping students and staff in-person learning, extracurricular activities, and transportation. The West Iron County Public Schools would accept these funds if awarded only if there is no federal mandate or executive order requiring our school district make its employees obtain a covid vaccination so long as our district employs less than 100 individuals and repayment of the funds is not subject to future restrictions regarding the requirement to obtain covid vaccinations and or boosters.

2. 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:

WICS will address learning loss by offering;
Innovative Summer school for K-8 to address learning loss,
Summer School for 9-12 for credit recovery, to ensure students graduate on time,
After school Homework Club provided for MS students,
6-11 ELA and 6-8 will use IXL as an intervention for learning loss.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

WICS is striving to help students who are struggling. We will provide additional instruction time for small group interventions and tutoring opportunities for students demonstrating the need. Additional technologies will be purchased to help enhance teaching and learning opportunities for all students. Despite radon abatement efforts, the District's Administrative Office has unacceptable radon levels and no ADA accessibility. So, we intend to use the remaining ESSER funds to build a new Administrative building on our school campus. It will be a basic one story (no basement) building with a reception area, 5 offices, small conference room, restrooms, work room and storage area around 3,500 sq. ft. with improved air quality and ADA accessibility. We also plan to purchase new entrance doors for both the elementary and middle/high school buildings, along with equipping our new school nurses office with necessary supplies. We also plan to put some of the unused funds to offset payroll expenses.

4. 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.

WICS will rely on data provided by NWEA benchmark assessments and classroom/staff observations to identify struggling students. We focus on both academics and social-emotional, mental health and general health. We will utilize our Social Workers & Nurses observations and referrals, including our Panorama surveys. The data provided will ensure that interventions being implemented address academic instructional time loss and all around health needs of all students, especially those disproportionately impacted by the Covid-19 pandemic.

West MI Academy of Arts and Academics - 70902

1. 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:

We have returned to face-to-face learning this fall and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. We follow the mandates from the CDC and our local health department to safely maintain instruction in the classroom setting.

Our building and the aging infrastructure is a concern. Student distancing and separation is a recommended mitigation strategy that requires upgrading classroom space and furniture. A portion of the ESSER III funds will be used to replace aging classrooms and furniture to further distance students in the classrooms.

2. 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:

Our teaching staff and administration will collaborate throughout the school year to review our current curriculum resources, pacing guides, and State and National guidelines to ensure accurate identification of the key standards of each course as well as appropriate alignment between courses within and between content areas.

This work will be significantly influenced and informed by the work that our teaching staff continuously does in identifying 'power' standards, alignment of curriculum, and review of best practice in teaching.

The expectation for each course will be to identify approximately five key grade level targets for each course and to identify appropriate supports and 'just in time' learning practices to ensure all students will be able to access grade and age-appropriate learning.

Additionally, we will implement interventions for each grade level to ensure students learn the power standards for each grade level. The intervention could be additional learning supplies, additional staff members or a specific pull out program with curriculum or a summer enrichment program. A leadership team in the building will identify which students and needs to prioritize after every assessment cycle.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will utilize all funds in accordance with section 2001(e)(2) and should be able to utilize all funds in the above plan.

4. 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.

The LEA will perform evaluations approximately every 6 months with stakeholders to maintain a proper use of funds as determined by a group of reviewers.

West MI Academy of Environmental Science - 41904

1. 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:

Funding for Crisis Go to continue automated daily screening online form for COVID symptoms - Creation of additional outdoor learning spaces that allow for increased time outdoors for students -Continued funding for health ambassador position that manages COVID-related tasks including student screening, contact tracing, communication with families, and communication with local health department -Expanded outdoor eating areas to allow for increased student distancing during lunch.

2. 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:

Continued funding for instructional aides to provide literacy interventions for students identified by assessment data - Continued funding for instructional aides to provide math interventions for students identified by assessment data -Addition of after school coordinator position to expand after school program offerings -Creation of additional learning spaces within existing facilities for providing individualized instruction and intervention.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Purchase of Chromebooks to ensure continued access to technology devices for all students -Purchase of Schoology learning management system and Schoology assessment management platform to support effective use of technology devices in curriculum, instruction, and assessment.

4. 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.

Continued funding for additional instructional aides to provide literacy interventions for students identified by assessment data -Continued funding for additional instructional aides to provide math interventions for students identified by assessment data -Fund Dreambox access for all students to provide an adaptive online learning platform to support math instruction - Fund Amplify Reading access for all elementary students to provide an adaptive online reading platform to support literacy instruction -Purchase of reading intervention curriculum to be delivered by instructional aides -Addition of .5FTE social worker to expand mental health support available to students and support social-emotional learning -Continued funding for student advocate to support mental health and social-emotional learning needs and serve as liaison for families of at-risk students - Creation of additional learning spaces within existing facilities for providing individualized instruction and intervention.

West Michigan Aviation Academy - 41924

1. 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:

During the 2019-20 school year, the West Michigan Aviation Academy developed a Return to Learn Plan that followed the CDC, MDHHS, and Kent County Health Department COVID-19 safety protocols. We met all of the required safety protocols and many of the recommendations as well.

For the 2020-21 school year, COVID-19 mitigation measures have been consistently implemented with ESSER I and II funds. WMAA is continuing daily sanitization protocols, including sanitization of surfaces between each class period as well as thorough sanitization each night by the facilities team. WMAA also continues to encourage personal hygiene protocols that have been shown to reduce the spread of COVID-19 for staff and students, like frequent hand-washing, and WMAA provides rapid COVID-19 tests to staff through MISaferSchools. We continue to employ a full staff in order to reduce the number of students in each classroom. WMAA continues to adhere to the Kent County contact tracing protocols and share information with our families regarding access to vaccinations, testing and the Kent County School Toolkit.

WMAA Board of Directors and Leadership Team recognize that in-person learning far exceeds virtual learning for the families it serves. An annual parent/guardian survey was sent out in the spring of 2021 and fall of 2021 and data confirms that families firmly support the steps WMAA has taken to serve students.

2. 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:

While serving students in a 100% virtual setting alongside serving students in a 100% in-person environment, the team identified inequities in the quality of the instruction and the success rates of students. This data, coupled with high rates of mental health concerns discovered through our Universal Wellness Screener, led to implementation of an intervention course taught by highly certified/qualified teachers who have also received professional development on Social Emotional Learning and MTSS. In this class, students are connected with a caring adult focused on relationship and community building. Students receive small group instruction, mentoring, goal setting, and peer tutoring.

The Student Services works with at-risk students to access learning and to provide individualized support. The MTSS team reviews student data bi-weekly and our entire staff reviews course failure rates, NWEA MAP assessment results, and College Board exam results quarterly.

In addition, students have optional Saturday school opportunities where they receive tutoring by core content certified staff. Intentional efforts to encourage EL students to utilize this resource are done by the EL Coordinator. As an added intervention/extension, WMAA offers an onsite summer school for both enrichment and credit recovery. Students have access to our school social worker, special education coordinator, and highly certified/qualified teachers. Free meals are also provided to all students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Unfortunately, WMAA is not immune to the added stress of the pandemic, and after the 20-21 school year, WMAA experienced a higher than typical staff turnover rate, particularly with certified teachers, retaining just 83%. We are currently operating with just under full capacity with approximately 15 new staff for the 2021-22 school year. National shortages for teachers and specialty positions have made hiring quality staff more difficult. For a school of 600 students, this has a significant impact on our ability to deliver an aligned curriculum, provide a consistent school culture, and maintain relationships with students and their families.

Each year, WMAA administers a Parent/Guardian survey that includes a request for feedback on what we are doing well as a school and what areas we should focus on for improvement. For three years in a row, Parents also report that one of our points of pride are our talented and passionate staff. However, families have also noticed the rapid turnover of staff at WMAA and have directly requested that the school focus an intentional effort on staff retention. For these reasons, WMAA requests to use the ESSER III funds to retain highly qualified staff in order to provide a comprehensive educational experience for all students.

4. 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.

WMAA's foundation was built upon providing students with both high expectations and high levels of responsive support. We have demonstrated a strong commitment to partnering with our families in order to understand how to best serve them. In the pandemic environment, WMAA has seen a significant need to provide students access to content remediation, credit recovery, and academic intervention, and these same needs are observed within the subpopulations WMAA serves. With the prioritization of ESSER III funds towards staffing costs, WMAA has completely re-evaluated how it structures .FTE for certified teaching staff with intervention in mind. For the 2021-2022 school year, WMAA created a school-wide intervention course titled L.I.F.T., which is available to all students and is designed to provide them with customized support based on their needs and goals. The creation of this course with the intention to reach all students added roughly 25 course sections to WMAA's master schedule.

In order to address student needs for credit recovery, WMAA will use ESSER III funds to make summer school available at no cost to all students, and the school will provide additional supports, including EL and Special Education support.

West Ottawa Public School District - 70070

1. 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:

As suggested by the CDC, students benefit the most from in-person instruction. As such, we have added additional mental wellness professionals, PBIS specialists, and EL coaches in order to better orchestrate in-person instruction. In an effort to mitigate Covid transmission and maintain face-to-face learning, WOPS has designated significant funding from a variety of sources to implement more frequent cleaning, COVID contact tracing, masking during transportation and in school, and other mitigation strategies recommended by our local health department and the CDC. This funding was also utilized to hire additional daytime custodians at each building who will have full-time staff for cleaning and disinfecting during the school day. This allows custodial staff more time to clean between classes, after lunch, and in the evenings. The district has also created a virtual academy (West Ottawa Virtual Academy) in order to provide a virtual option for students who are not yet ready to return to face-to-face instruction.

2. 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:

To assist students by providing mental health services and behavior supports, WOPS invested significant funds into Summer School programming in 2020. This included targeted summer school for over 500 students K-12. The summer learning program consisted of 8 weeks of intensive learning loss recovery for grades K-8, middle school preparation academies for grade 5 students, high school preparation academies for grade 8 students, and credit recovery for grades 9-12.

WOPS also hired 5 PBIS specialists K-5, 1 counselor in grades 6-8, 1 additional counselor in grades 9-12, 2 academic interventionists 6-8, and 2 academic interventionists 9-12.

The effects of the pandemic on academic growth and achievement remain a concern, particularly for our students who are learning English as a second language. The ELA and Math interventionists at grades 6-8 and 9-12, under the supervision of building principals, deliver research-supported Tier 2 interventions to students based on benchmark assessments (Acadience & FastBridge - a nationally recognized normed assessment that identifies gaps in learning and targeted intervention). Intervention teams closely monitor student progress and increase communication with families to strengthen home/school collaboration around academics.

The Academic Interventionists and Core Support teachers will also provide after-school, high-impact, small group tutoring to targeted groups of students. High Impact tutoring is being provided 4 days per week.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our application has elements from a few of the allowable use of ESSER funds. More specifically, WOPS has expenses for numbers 1, 6, and 10. After each description, we have listed the connection between the allowable use and how we intend to use the funds.

1. WOPS has added additional custodial staff at all buildings so that each building can have full-time staff dedicated to disinfecting and cleaning based on CDC guidance.

6. Activities to address the unique needs of low-income children or students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population. WOPS has added 3 additional EL coaches to assist with EL students below a 3 on WIDA, PBIS specialists K-5 to address behavioral and social-emotional needs of students. Each of these positions will work with targeted students based on need. Most notably, this additional staffing will provide targeted support for EL Students and at-risk students across WOPS.

10. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. -Five additional PBIS specialists K-5 and 2 additional counselors 6-12 were funded to provide mental health services to students, as well as Tier 2 behavior interventions based on social/emotional data observed & collected by teachers.

4. 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.

Operating under the Professional Learning Communities Model, WOPS has created a leadership structure that frequently examines the SEL and academic progress of students. At the elementary level, teams of teachers, psychologists, social workers, EL teachers, special educators, interventionists, and administrators meet regularly to review this data and match interventions to student needs. Additional intervention staff has been hired to ensure supports are in place for those students disproportionately impacted by the pandemic.

To assist in identifying at-risk students, WOPS has adopted high-quality diagnostic assessments to inform instruction (Acadience & FastBridge) . Additionally, WOPS has shared the results of these benchmark assessments with pertinent staff and parents to help understand a students' progress by sharing information on student progress. On top of this, WOPS' district improvement team has examined state and local data to help determine whether different subgroups of students who have been historically underserved are participating in in-person instruction proportionate to their enrollment in the school and, if they are not, conduct enhanced, ongoing active and specific outreach and engagement.

WOPS has also engaged the broader school community in strategic planning meetings and forums, as well as a community-wide strategic planning survey that included ESSER-related financial decision making.

American Rescue Plan 2021

West Village Academy - 82959

1. 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:

1. Covid related Safety and prevention supplies such as but not limited to; Cleaning, sanitizing, mask, Covid test, etc. will be purchased.
2. additional cleaning and sanitizing services with a cleaning company.
3. staff will receive Hazard pay to the additional safety and cleaning procedures they will be required to adhere to.
4. Nurse to assist with Covid testing of staff, students and parents.

2. 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:

1. Chromebooks to make sure all students have a device at home for virtual learning.
2. Task force members staff will be employed under these funds to assist in removing barriers, etc. helping with attendance and wellness checks, proctoring if teaches has to teach virtually while students are still in eh building.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

1. To attract and retain staff; Retention Bonuses Signing Bonuses
2. Parent Communication Coordinator, to make sure all stakeholders receive communications and updates. Also, help with survey development, disruption, collection, and data analysis.

4. 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.

1. Learning Coordinator: will identify the risk factor of the students, develop IDLP, and will also be responsible for monitoring student learning, academic interventions and mentoring
2. Task force members will be employed under these funds to assist in removing barriers, etc. helping with attendance and wellness checks, proctoring if teaches has to teach virtually while students are still in eh building.
3. Student incentives: to support PBIS and academic achievement
4. Virtual instructions/interventions: Stipend for staff to provide instruction/services in a virtual setting in additional to in-person.

American Rescue Plan 2021

Western School District - 38010

1. 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:

Western School District continues to work closely with the local health department to identify mitigation and prevention strategies. All strategies determined to be mandated are adhered to across the district. Funds will be used in the following manner:

- provide masks to students/staff as requested
- provide hand sanitizer in all classrooms and common spaces
- disinfect classrooms and common spaces in addition to routine cleaning of the spaces
- provide guidance to staff and students on proper hygiene practices
- contract consistent long-term floating subs to limit the amount of external contact with our students and staff

2. 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:

Western School District is using a multi-tiered support system to identify students in need of additional academic support. As students are identified through screening and benchmark assessments, priorities are placed on teaching the most essential standards at each grade level and interventions are provided. Through the support of classroom teachers, the online learning coordinator, student intervention specialists, instructional coaches, etc., students in need are given additional and targeted individual or small group instruction on the essential standards.

Western School District intends to build on the summer learning program that was established during the summer of 2021 at all levels. The program targets students identified as at-risk including the results of the district's benchmark assessments but also leaves limited spots available for students not identified as at-risk. Surveys were administered at the conclusion of last year's program and the results will be used to make improvements for the summer of 2022.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Western School District will use the remaining ARP ESSER funds to continue our plan of using a multi-tiered support system to support the academic, social, and emotional needs of our students. The main areas of focus are based on an effective multi-tiered support system (MTSS), staffing, and technological needs.

MTSS: Along with educational program updates at the Tier 1 level (universal for all students), it is important to provide our staff and students with Tier 2 and Tier 3 programs that are prescriptive based on each student's academic needs. Programs such as Illuminate, Edgenuity, Delta Math, MobyMax, Fountas and Pinell, Richardson Phonics, and others allow our students to learn how and where they need it most. Funds will also be used to provide professional development for staff members.

Staffing: Funds will be used to employ an instructional literacy coach, student intervention specialists, an online learning coordinator, and other staff members necessary to support students with academic, social, and emotional needs.

Technology: Funds will be used to provide digital programs to help identify the needs of the students and teaching and learning opportunities. Funds will also be used to ensure students and staff have devices at school and offsite (hotspots, additional devices, deployment, etc), as needed, to access the digital programs. Funds will be used for continuity of services through the Jackson County Intermediate School District's Technology Consortium.

4. 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.

Continuing to use the best practices of a Professional Learning Community (PLC) is vital during the pandemic and beyond. PLCs run on results-driven strategies that rely on identifying essential standards and building interventions to ensure all students master those standards. Along with academic standards, students are also supported emotionally and socially through many programs implemented by principals, social workers, counselors, teachers, and other staff members. Data points such as attendance, grades, homeless, socio-economics, etc. are consistent with traditional at-risk indicators and are used to identify students who may need support. Frequent check-ins with the students help determine specific supports on an individual basis. Student intervention specialists and other staff members communicate on a weekly basis to identify ongoing evidence of progress and regularly offering each other support and advice.

American Rescue Plan 2021

Westfield Charter Academy - 82766

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Weston Preparatory Academy - 82943

1. 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:

Please see attached

2. 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:

Please see attached

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments

4. 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.

Statistics show the pandemic has had a disparate impact in the community in which we serve, leading to significant learning loss all while increasing the need for support in areas such as socio-emotional, and behavior management. Our approach to addressing learning loss is by utilizing data as it is gathered from our frequent assessments. The data collected then helps make informed decisions as it pertains to implementing small individualized group instruction for those students who need targeted instruction, and accruing additional resources that aid in providing differentiated instruction that addresses the different learning styles of all students as a means to successfully address any learning gaps. Additional use of the funds will include a comprehensive after school tutoring program that will run 8 out of the 10 months of the academic year and summer enrichment opportunities.

Westwood Community School District - 82240

1. 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:

We will return to the pre-pandemic schedule of in-person learning Monday-Friday. The safety and wellbeing of the Westwood Community School District (WCSD) students, teachers, and staff have always been our first priority. The key strategies to be implemented by the WCSD to keep schools safer are as follows: Consistent and correct mask use. Universal indoor masking for all regardless of vaccination status is required. All persons regardless of vaccination status to wear masks on school buses. Physical distancing: The school district will require schools to maintain at least three feet of physical distance between students within classrooms, combined with indoor mask wearing by everyone regardless of vaccination status. Ventilation: The school district will improve ventilation by opening multiple doors and windows, using child-safe fans to increase the effectiveness of open windows, purchase air purifiers and making improvements to the air filtration systems. The school district will promote proper hand washing methods and teach proper coughing and sneezing etiquette. Hand sanitizer will be made available to students and staff. Contact tracing. The school district will continue to implement enhanced cleaning and disinfection practices. We will employ additional custodial staff to ensure that common areas and high touch points are properly disinfected daily. Also, we will provide disinfectant wipes to each school building for every classroom.

2. 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:

To address lost instructional time, the key approaches will include: ensuring educators have time to learn new instructional strategies for acceleration; Use high quality diagnostic and formative assessments to provide timely information; identify priority standards to focus on; time for collaboration across grade levels; provide additional instruction time after school; enhanced college advising and summer bridge programs; support dual enrollment and expanded CTE access; high dosage tutoring; aligning after school and summer programs with in-school material; full day summer learning with math and ELA focus; summer enrichment activities and experiences; and enrichment opportunities that support social, emotional and academic development. There will be frequent program assessment and evaluation of the programs to ensure the students are engaging and improving. Extensive professional development for educators to support improvement in instructional design and empower them to effectively use technology to support student learning as a part of a comprehensive student-centered digital learning plan. We will also build and maintain high quality teachers, principals and substitutes through mentoring and classroom support.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

LEA will spend remaining funds on allowable COVID-19 prevention strategies to safely keep school open and maximize in-person instruction that align with public health guidance including upgrading school facilities for healthy learning environments; staff stipends for duties related to covid-19 responsibilities; addressing mental health needs of students including funding social workers, and other staff. Stabilize and diversify the educator workforce and rebuild the educator pipeline. Provide integrated student and staff supports services that leverage resources to improve SEL outcomes.

4. 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.

Underserved students are experiencing a disproportionate burden, which will require additional provided support so that they can achieve at higher levels. Research shows social, emotional, identity, cognitive, and academic development are all interconnected. Improving academic outcomes requires nurturing in these areas. We will create a framework that meets student social, emotional and academic needs by: building strong trusting relationships, establishing safe, positive and stable environments; explicitly teaching critical social, emotional, and academic skills; Actively engaging students in meaningful and culturally relevant learning experiences rooted in high academic expectations for all students; providing supportive and specific feedback to encourage skill growth; providing access to counselors and other trusted staff; establishing building SEL teams.

American Rescue Plan 2021

Westwood Heights Schools - 25210

1. 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:

The Westwood Heights School District serves a diverse population of 1859 students, with 91% of the students identified as at-risk. Our students and families have experienced challenging situations over the past few years beginning with the Flint water crisis, which many students have been affected by, turbulent economic experiences, and most recently the COVID-19 pandemic, which has impacted every aspect of our student's daily lives. The district plans to use ESSER III funding to support additional costs attributed to the COVID pandemic in ensuring safe reopening practices for an optimal learning experience in supporting all student's individual needs. The plans to reopen buildings for face2face learning included the opening of an additional school building (Hamady Elementary) which serves all Kindergarten students in the district. In the upcoming 2022-2023 school year, the building will house K-1st grade to allow for additional space, lower class sizes, and continue to follow the CDC guidance regulations. Lower class sizes at the middle and high schools have required a need for additional teachers and staff to maintain distancing regulations. Student support staff, attendance support, social workers, and health support teams have been placed in all buildings for extra supports for students and families. The additional custodial staff and security, district-wide, are necessary to maintain safe and clean learning environments conducive to learning

2. 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:

NWEA Fall 2021 data demonstrates a significant impact affecting student performance due to the loss of instructional time and learning gaps. Please see the list below for a plan for evidence-based interventions:

In-School Acceleration grade-level planning time and data review to drive instruction and identify students needing supports. All teachers will be provided common grade level/content area planning time daily.

Extended Learning Day for all students K-12 to include an additional 30 minutes of asynchronous learning in content areas through a technology platform that is student-centered. Such extended learning experiences will provide students with remediation and mastery of core content in subject areas.

Homework Helpline for all buildings to provide supports to students and families with schoolwork after hours. The helpline will be open every Sunday – Thursday 4:00 – 8:00 pm throughout the school year.

Before and After School Programs and tutoring will be offered to students in K-12th grades four days a week. The programs will provide appropriate interventions for mastery of skills and concepts in core subject areas, and enrichment activities.

Summer Enrichment and Learning Programs K-12 will be offered to all students. The summer programs will focus on enrichment, intervention, remediation, and credit recovery for students in grades 9-12th. Programs will take place for eight consecutive weeks beginning in late June 2022, 2023, and 2024.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Enrollment at Westwood Heights has increased over the past three years due to many families choosing to bring their students from other districts. With the addition of the elementary building housing our kindergarten students this year, additional teachers and staff are also needed in order to maintain a safe learning environment for all students in attendance. District-wide supports and additional staffing are also necessary to service the increasing numbers of students in the district. Additional funding will be utilized in retaining additional teachers and staff that are necessary for supporting the impact of learning loss and maintaining a learning environment that is consistent with the CDC guidelines. Teachers, paraprofessionals, health assistants, social workers, custodians, and security staff will be continuously funded to ensure the district is prepared to provide students with a learning environment focused on academic achievement as the district moves forward for in-person learning. These additional staff members will help to maintain smaller class sizes for social distancing and a safe and healthy learning environment focused on academic achievement within every building at the Westwood Heights School District.

4. 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.

The WWH school district ensures universal access to all implemented interventions to all students, including low-income, children with disabilities, English learners, homeless, and foster care students, in addressing the academic impact of lost instructional time caused by the pandemic. All students will be assessed and progress monitored throughout the school year for academic progress and identifying needs for additional supports. Students will also be provided additional supports focusing on social-emotional and mental health needs. Additional staffing has been employed to provide supports with social-emotional learning, physical and mental health, attendance, and all other needs to ensure a successful return to school and continuous learning experience. Progress monitoring and intentional bi-weekly reviews will take place in monitoring successes of intervention programming and provide evidence to adjust interventions and supports where deemed necessary.

American Rescue Plan 2021

White Cloud Public Schools - 62090

1. 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:

White Cloud Public Schools priority uses of the funds provided is to safely return students and staff to in-person learning and continue to implement programs and personnel to close the learning gaps created by the pandemic.

As stated, the focus of those funds will be directed towards air quality and circulation, building(s) sanitations and ease of cleaning, outdoor classrooms/ gathering areas to allow for mitigation, personal protection equipment, teaching personnel for credit recovery and tutoring, educational and office software programs/curriculum to reduce transmission, modification of building entrances to reduce exposure, and updating controls systems.

2. 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:

The funds will be used to hire teaching staff in order to offer credit recovery classes as well as provide virtual classes for students not willing to return to inclass instruction. We be hiring a staff member to work with students with social and emotional issues. Funds have also been earmarked for after school tutoring K-12. We also look forward to offering summer programming K-12.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ESSER III monies are allocated to the cleaning and sanitation of the school buildings and vehicles. ESSER III monies have been added to support the heating and cooling and clean air circulation throughout the classrooms. Funds have been allocated to the removal of bacteria-germ infected carpet that could house the spread of sickness such as COVID. ESSER III monies are allocated to prevent infected community members by limiting access into our school buildings. ESSER III monies are allocated to separate and social distance some of our more severe student population. (Those medically unable to wear masks or face shields.)

4. 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.

New staff devices will allow for more effective communication with students that are quarantined or if and when our school is forced to go 100% virtual. The new devices will have the proper CPU speeds for video conferencing and presentations.

Promote equity: ESSER 3 monies allow all students to have the same access to materials if and when the school is forced to go 100% virtual. ESSER 3 monies allow WCPS to provide extra support for students that are credit deficient to catch up at their own pace.

ESSER 3 monies will allow all students, regardless of background the same opportunities and access to materials. All students will have access to proper hand sanitizer, meals, and educational materials with the use of ESSER 3 monies. With the prevention of and removal of areas of the building that can house sickness, all students will have a clean and safe learning environment.

Evaluation of the evidence based programs will be based on learning gap testing data, grade retention, graduation rate, IEP goals, disciplinary referrals. SWISS data, social emotional strength for students.

Returning students to the classroom will have a safer, cleaner, healthier learning environment to be successful in. ESSER 3 will provide for student supports in remediation to close learning gaps created by COVID-19.

American Rescue Plan 2021

White Pigeon Community Schools - 75070

1. 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:

White Pigeon Community Schools plan to use these funds to establish better air quality in both the elementary and secondary school buildings. The elementary school was built in the 1950's and the secondary building was built in the mid 1960's, both buildings have air quality issues. The plan is to install air conditioning to help with circulation and air temperature. The staff, students and community are in agreement this is the best way to use these funds. During the fall of 2021, school was dismissed early on three different days due to the heat index. In an effort to keep students safe, temperature is a huge factor in learning and safety. We will work with the architect and construction manager we use in our sinking fund to make sure the project is done correctly. This will impact both student attendance and learning.

2. 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:

White Pigeon Community Schools will use these funds to update curriculum in the areas of Science, Social Studies, and Language Arts by purchasing curriculum our staff can use not only in person, but also online should the need arise. Our students will have updated curriculum that can be used via Zoom, or Google Classroom. These programs will then also carry over into our summer school program, which will be held in June at the conclusion of the regular school year. We will use Houghton Mifflin Science for the high school and will explore all curriculums for the elementary and high school social studies. We will also update our student information system to Power School to better track students academic achievements, and better able to intervene with areas of difficulty. This will be especially important for the students in grades K-2 who have had such a great impact on their learning due to COVID 19.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The district will spend \$10,000 to continue cleaning efforts, mask purchases and gloves to keep students safe in the buildings.

4. 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.

The spending plan for the district is for all students, as all students will be impacted by air conditioning, and the curriculum updates will as well be for all students. When the new curriculum is purchased, teachers will have new materials that will help them in the instructional delivery for students with additional needs as mentioned above. Principals and teachers will make sure all students in the district are impacted by these purchases.

American Rescue Plan 2021

White Pine Academy - 33906

1. 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:

White Pine Academy will purchase cleaning supplies such as wipes and disinfectant spray to prevent the spread of covid. Disposable masks will also be purchased to provide to any student, staff member or visitor who does not have a mask.

2. 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:

White Pine Academy is offering after school tutoring by teachers to at-risk students based on NWEA scores. Students who are offered tutoring will be re-evaluated after each NWEA assessment is given (fall, winter spring). White Pine Academy will purchase appropriate intervention programs to ensure the success of students in tutoring.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

White Pine Academy will purchase a second HVAC unit to improve air quality.
White Pine Academy will purchase sanitation supplies to prevent and mitigate the spread of covid.
White Pine Academy will use funds to retain highly qualified staff.
White Pine Academy will purchase and provide technology support for students.

4. 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.

White Pine Academy determines interventions based on each individual student's needs. Intervention programs are used with students for 6-8 weeks before evaluating the intervention program effectiveness. After 6-8 weeks, if the program is determined to be ineffective, a new intervention will be started. The intervention supports are provided in small groups or one-on-one settings, depending on the needs of the individual student.

Whitefish Township Schools - 17160

1. 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:

One of the biggest prevention measures that our school has implemented is hiring an additional teacher at the elementary level and the high school level. In years past, Whitefish Township Community Schools has only had a K-3 teacher and a 4-6 teacher. In order to help limit the number of students in each of these classrooms we have added another elementary teacher for the 2021-2022 and 2022-2023 school years. The cost of this teacher with benefits will be \$78,000 and \$80,000 per school year respectively. We also added another teacher at the high school level to ensure that our 32 students at the high school level (grades 7-12) can be broke up into pods of 8. This gives the students a chance to only stay in their pods as they move throughout the day and also allows for us to keep the classroom numbers lower (less than 10 per class) The cost of this teacher is going to cost roughly \$91,000 for the 2021-2022 school year and we are evaluating where we are going to be at in terms of funding at the end of the school year. This was also one of the major concerns shared by our stakeholders from survey data. They wanted to see us limit the number of students per classroom and hire additional certified teachers if we could find any that would help with this initiative.

2. 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:

In order to help with the learning loss that has occurred due to the pandemic, Whitefish Township Community Schools is going to implement a summer school program for the summer of 2022 and/or summer of 2023. The summer school program will be two fold. We will have summer enrichment and work on filling holes in the content for our K-6 students with a certified teacher. At the high school level we will be working with the students on the content that they did not receive due to the pandemic. We will be using 4 core content certified teachers to deliver this content to them and allow for credit to be recovered in this manner. The summer school program will start two weeks after school is out for the summer and will run a total of 6-8 weeks. It will allow for students to have only a summer break of two weeks at the beginning and four weeks at the end. This will hopefully help fill the holes in the content for them as well as combat any summer learning loss that usually occurs. The students will be transported to school each day and will be feed a lunch each day. This will be a Tuesday - Thursday program for six to eight weeks.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

With the additional staffing at the elementary and middle/high school levels and dedicating roughly a quarter of our funds to addressing the summer learning loss, any money that is left over will be used to fund a paraprofessional position at the elementary level for the 2022-2023 school year. If our calculations are correct, we will have less than \$4,000 left to fund this position so the major of this position, which we will have, will be something that our Board of Education will designate general fund dollars towards so that our students have the support that they need.

4. 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.

Whitefish Township Community Schools is made up of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care. The numbers are roughly 78% low income and 29% special education. We are always thinking about all of our students whenever we implement any program or intervention so in order to continue with this, the school ensures that our implemented programs will be representative of the students that make up our population and we will ensure that this is checked and monitor through this school year and the next school year as we always do.

Whiteford Agricultural School District of the Counties of Lenawee and Monroe - 58110

1. 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:

Whiteford Agricultural School District has continued to offer in-person learning for our students during the COVID-19 pandemic. We have recognized that in order to continuously and safely open and operate our school setting for in-person learning, we must address the mental health of our students. We can address these student mental health needs through direct counseling, evidence-based practices around academic and social-emotional practices, and professional development for staff that will also directly affect their mental health capacity.

2. 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:

A literacy and mathematics teacher K-5th grades to assist in helping administer high quality assessments (NWEA), interpret the assessment data, and implement evidence-based activities with instruction and intervention. Collaborates with instructional staff, other school personnel, parents, and a variety of community resources for the purpose of improving the overall quality of student outcomes. Staff professional development provided by Conscious Discipline (CD) Master Facilitator and staff eLearning CD videos in order to implement evidence-based social-emotional practices with our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Purchase the Conscious Discipline Feeling Buddies Self-Regulation kits for KG, 1st, and school-wide use. Teaches children a five-step self-regulation process that helps them recognize their triggers, label their feelings and accept and manage emotions.

4. 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.

Using a counselor in each building K-5th grades and 6-12th grades to provide a variety of student mental health services to all students but especially those from low income families, homelessness, and/or children with disabilities. Such services include: counsel small groups and individual students with problems; refer severe problems to appropriate community resources, and conduct risk assessments as needed; counseling activities in the classroom in conjunction with teachers; infusion of counseling services activities into the regular education curricula.

American Rescue Plan 2021

Whitehall District Schools - 61240

1. 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:

Beginning with the 2020-21 school year the district adopted a small class size model to comply with social distancing. Specials such as Art, Music, and PE were incorporated into the regular classroom to minimize student interaction between classrooms. Bus routes were changed to bus by geographic area as opposed to grade level to keep families together and minimize the spread between areas of the district. This also provided a staggered start for school to minimize the number of students on the bus and arriving in the halls at the same time in order to mitigate viral spread. Masks have been required when infection rates are high. Additional custodial staff has also been in place since 2020-2021 to ensure clean facilities and mitigate the spread of any virus or germs. While virtual options are available, the goal has been to remain in-person as much as possible.

2. 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:

Whitehall district schools will use the 20% reserve to address the academic impact of the pandemic by providing in-school acceleration through teacher use of data, progress monitoring and high dosage daily tutoring in small groups for reading and math. Teachers will have small classes and time to collaborate, review data, and address students' needs.

Whitehall will continue to use 31a and other state and federal funds to provide interventions after school and during the summer.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

In addition to the small class size with in-school acceleration model and after school/summer interventions, Whitehall will use the ESSER III funds to provide certified teachers to support on-line/virtual students, and school counselors to provide explicit teaching of social and emotional skills to address the needs of both students and staff.

4. 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.

Whitehall district schools will ensure that the small class size with in-school acceleration via high dosage daily tutoring is implemented via our MTSS system. Our established MTSS system includes monitoring of both academic, behavioral, and social-emotional needs of students on a 6 week basis.

Behavior data is reviewed by our PBIS teams at each building, along with SRSS (Student Risk Screening Scale) data that helps staff at all levels identify students who are at risk for social-emotional and behavioral issues. Each school has a school social worker and school counselor to review the SRSS data and ensure student social-emotional needs are addressed via individual, small group or whole class lessons.

Academic data is reviewed by our MTSS team and grade level teams every 6 weeks. Teachers review benchmark and progress monitoring data and use that to create high dosage daily tutoring small groups to accelerate student learning. The School Leadership team will analyze data for the progress of district subgroups and students from our families that have been disproportionately impacted by the pandemic. The MTSS and SLT teams will monitor the students included in the in-school acceleration of high dosage tutoring and their progress. If they need additional interventions such as after-school tutoring or summer learning, our Student Support Team, along with grade level teams, will refer students to those programs.

American Rescue Plan 2021

Whitmore Lake Public School District - 81140

1. 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:

The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning. Masks will be required for all district staff, students, and visitors. Continued use of mitigation strategies includes; social distancing, hand hygiene, wearing a mask, and staying home if you are symptomatic.

- Masks are provided by the district.
- Our staff and custodial staff regularly disinfect surfaces within the building, and continue to purchase highly effective cleaning products and equipment to combat the spread of COVID-19.
- Substitute teachers are assigned to our district in order to ensure continued learning when staff are absent due to the COVID-19 pandemic.
- Service and/or replace specific school-level HVAC systems in an effort to improve indoor air quality.
- The purchase of state-of-the-art indoor air sanitizing equipment for the district is planned.
- Purchase of personal protective equipment (PPE), supplies, and equipment to sanitize and clean school buildings and offices in accordance with the CDC recommendations.

2. 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:

Guided by educational priorities for our students and working with stakeholders we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based extended learning time programming. We will look for programs that have a proven track record of raising student outcomes and successfully addressing learning loss, particularly for communities that are disproportionately affected by the pandemic, and this includes robust summer and afterschool programs. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through small-group tutoring, after-school resource.

- The District continues to offer an expanded summer learning program, and a robust extended school year (ESY) program in the summer of 2022 and 2023. Meals and transportation provided.
- The District will expand classroom support intervention at the elementary level
- Administer benchmarking assessments district wide to analyze and target specific students for evaluation and assessing for required additional learning needs, including the areas of Literacy and Mathematics development
- The District will add an additional classroom teacher at the Pre-K level as needed to support smaller class sizes in targeted areas to promote whole child development.
- The district is adding an additional literacy support staff member to help aid in response to intervention and educator coaching at the K-6 level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We will ensure that all ARP ESSER funds are utilized in accordance with guidelines. This includes addressing learning loss; providing interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

Funds not used specifically for learning loss and safety will be used to:

- Provide mental health services and supports.
- Purchase educational technology for students and their classroom instructors, including students from low-income families and children with disabilities;
- Address student learning loss, 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 LEA, including by:
 1. Administering and using high-quality assessments (NWEA) that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs.
 2. Implementing evidence-based activities to meet the comprehensive needs of students such as explicit multisensory phonics instruction using the Orton-Gillingham method.
 3. Providing information and assistance to parents and families on how they can effectively support students.
 4. Conduct other activities that are necessary to maintain the operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

4. 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.

We recognize the pandemic has disproportionately impacted our students from traditionally underserved communities. This has led to learning loss and the need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic and target data-driven interventions to support academic success.

The data gathered from both formative and summative assessments will allow our educators to implement interventions in real-time to address any learning gaps for each student throughout the school year. We will implement the following data-driven instructional strategies to support underserved students or disparately impacted by COVID-related learning loss: maximized learning time-on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of students' with deficits, research-based and standards-aligned curriculum; and instructional tasks with complex thinking.

In addition to these strategies, the following has been or will be implemented; continue our English Language (EL) program and assisting EL teachers in implementing research-based best instructional practices, afterschool tutors will be used for additional support within the district and mentortype programs will be used to support students at each building level within our district

Whittemore-Prescott Area Schools - 35040

1. 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:

The Whittemore-Prescott Area School District holds student achievement at its core. Lengthy discussions have taken place to move from a traditional September to June instructional calendar to a more balanced calendar where students begin face to face instruction in early August, teach for 5-6 weeks, then remediate for those that need it during a down week, then return for another 5-6 week instructional session. Still teaching 180 days, but utilize more days in August and June.

2. 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:

Using a balanced calendar approach, the district plans to move June summer school to the week following a learning block. This will not only help all students by chunking instructional time, but remediation will be directly following the learning session as opposed to reteaching a concept from September in June. Air conditioning in school buildings and renewable solar energy to mitigate the additional cost will help improve the learning environment.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Outside the 20% set aside, the district will make some capital improvements to the building to improve the learning environment and improve programs and services for students. The district will invest in some of the up front costs of having a school based health center on campus which students and community members can use. Staff and student attendance rates should increase as a result.

4. 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.

The district has partnerships with local health centers in the area. The district will partner with them to secure mental health services that can be utilized during the school day. Retired teachers will be hired to address specific and targeted academic needs. Additional staff will be hired to work with small groups of students on a regular and ongoing basis to reduce the learning gap.

American Rescue Plan 2021

Will Carleton Charter School Academy - 30902

1. 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:

Update restroom facilities in modular classrooms on campus.
Improve air quality in modular classrooms on campus.
Upgrade wifi capacity to all parts of campus to allow socially distant students.
Additional desks, chairs for spreading out students in learning spaces.
Outdoor pavilion for instruction

2. 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:

Summer School programming for summer 2022 and summer 2023
Extension of Core Knowledge Curriculum
Focus on reading and math
Social emotional learning and team building
Certified staff and academic counselors

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Update restroom facilities in modular classrooms on campus.
Improve air quality in modular classrooms on campus.
Upgrade wifi capacity to all parts of campus to allow socially distant students.
Additional desks, chairs for spreading out students in learning spaces.
Outdoor pavilion for instruction.

4. 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.

Faculty and staff will work with WCA administration, area superintendent and board of directors to monitor progress of programs and projects.
Analysis of testing data, standardized and local assessments, to be sure progress is being made, growth targets are being hit...
Weekly faculty meetings to discuss implementation of interventions and areas of concern.
Continued professional development for any and all areas of specific need.

American Rescue Plan 2021

William C. Abney Academy - 41917

1. 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:

ESSER III funds will be used to implement the following prevention and mitigation strategies that are consistent with the most recent CDC guidance on safely reopening schools for in-person learning. The goal of the prevention and mitigation strategies noted below is to maintain a safe and healthy learning environment for students and staff in an effort to provide on-going, in-person learning on a consistent basis.

William C. Abney Academy will purchase Personal Protective Equipment (PPE) such as masks and gloves for staff and students and sanitizing products such as sprays and wipes.

In addition, the Academy will increase custodial personnel to ensure compliance, to the extent feasibly possible, with CDC cleaning, disinfecting and sanitizing guidance. The increased cleaning and sanitizing requirements and guidance impact the number of staffing required to meet the demands.

In addition, the Academy will upgrade the facilities and HVAC system. The HVAC system will be upgraded to improve air quality throughout the school to mitigate the spread of the virus throughout the school. The Academy will also renovate space that is currently unfit for staff and student use. The renovations will allow for cohorting and additional learning spaces that would increase the ability to provide small group instruction while social distancing to minimize virus spread and close contacts – enabling students to stay in school.

2. 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:

William C. Abney Academy will use the funds reserved under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time in the following ways:

First and foremost, Abney has increased academic intervention staff by 27%. There are now 40 staff members providing literacy instruction and/or intervention with scholars. With 330 students, that means that Abney has reduced its Student to Instructional Staff Ratio to 8:1. Student to Instructional Staff Ratio for Grades 1-5 during Literacy block is 5.5:1. Therefore, the small group learning size will address loss of instructional time. In addition, Abney provided a robust 8-week summer school program for 220 (of 300 possible) during summer 2021, and we are planning to replicate the model for summer 2022 based on current need at the time. In addition, a Student Academic Strategist has been hired to eliminate and/or minimize social/emotional/mental health barriers standing in the way of learning to optimize academic growth for all students.

In addition to the direct student intervention, Abney is addressing lost instructional time by purchasing and ensuring equitable access to devices and internet access for remote learning to support continuity of learning, hiring instructional technology personnel, providing robust professional learning opportunities for staff through learning coaches and consultants and funding planning for staff to accurately plan for the impact of lost instructional time.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

William C. Abney Academy will spend the remaining ARP ESSER funds to support overarching costs incurred to maintain operations and learning during a global pandemic. Costs associated here are consistent with section 2001(e)(2) of the ARP Act of 2021.

Given that Abney is a single-building district, and short on central office staff, the school will partner with external service providers to ensure the continuity of learning and services due to increased work-load on existing staff. The external support will ensure compliance with necessary plans and reporting, provide guidance, services and support in areas such as leadership, curriculum, school improvement, technology and operations.

In addition, the Academy will upgrade and/or replace technology devices and equipment for staff to navigate the additional reliance on technology.

Due to increased Business Office responsibilities, funds will also be used to offset Business Office expenses incurred due to COVID-19.

4. 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.

The academy will ensure that the interventions respond to the academic, social, emotional and mental health needs of all students by using the existing process for evaluating effectiveness. 90+% of students are African American and qualify for F/R lunch. Therefore, "All students" includes those most impacted by COVID-19.

The academy gathers academic, demographic, perceptive and process data (aligns with the areas stated above) on a consistent basis. The data is analyzed to identify goals and objectives, which lay the way for determining the strategies and activities necessary to achieve the goals that are aligned to the need/data. Then the academy aligns funding sources to fund the strategies/activities necessary to meet the needs. Then, the updated data is monitored, analyzed and synthesized to determine strategy/initiative effectiveness and adjustments are made as needed.

Individual student data is used to determine targeted and strategic instruction and interventions (behavior and academic). This data is reviewed every 2-6 weeks depending on intensity of needs, and then - supports are modified and adjusted in real-time. Individual teacher effectiveness is monitored as well, and targeted and strategic support is provided on an individual basis through coaching and PLC time.

Schoolwide data is used to determine whole school professional development needs as well as whole school Tier 1 instruction and intervention (behavior and academic) needs.

American Rescue Plan 2021

Williamston Community Schools - 33230

1. 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:

The District also plans to invest in technology upgrades that can support distance learning in response to Covid-19 outbreaks, quarantines, and school shutdowns. WCS does not currently have the resources to provide a 1:1 option for all students to learn outside of in-person learning. This includes both devices and the supporting infrastructure to develop such an initiative. To better ensure students are able to stay in school, a portion of the funding will be used for an onsite school nurse. Furthermore, Covid-19 testers will be utilized to test students and staff to further mitigate the chances of a school associated outbreak.

2. 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:

The District intends to purchase a variety of evidence-based intervention programming. The programming will be integrated into the District's Multi-Tiered Systems of Support (MTSS) model, providing targeted interventions based on data from student benchmark assessments. Specifically, these intervention programs will support the recovery of learning loss by closing the achievement gap in the area of literacy.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Funding will be utilized to support the acquisition of curriculum, with an emphasis on learning recovery in the areas of mathematics and content area literacy. Funding will also be directed toward mental health support for students by funding school social workers and mental health resources that can be implemented at school as well as at home.

4. 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.

Several of the aforementioned interventions and curriculum purchases planned for these funds will directly support lost instructional times of students disproportionately impacted by the pandemic. Examples include Lexia (ESL), 95% Reading, and Rewards (students "at risk" regarding literacy development). Additionally, the District will utilize the EIDEX data analytic measurement tool to assess the level of student academic growth, and determine which of the new intervention tools can be best leveraged to maximize the closing of the achievement gap.

Windemere Park Charter Academy - 33909

1. 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

2. 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:

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

PPE, health services, and facility sanitation (improved air quality and sanitization services)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Improving virtual curriculum and digital content;

4. 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.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

American Rescue Plan 2021

Windover High School - 56901

1. 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:

Replacement of HVAC equipment and addition of filtration systems on existing units to allow for better air quality indoors. Budgeted funds of \$85,000.00.

Upgrades to an intercom system to allow for less movement around the buildings. Budgeted funds of \$65,000.

Updates security camera system to assist with overall school safety and keep consistent with social distancing. Budgeted funds of \$21,920

Vape and Motion detectors in bathrooms alert staffing when there is an excess of movement in the bathrooms or vape smoke. This will help with social distancing. Budgeted funds of \$15,000.

Update the phone system so the school is able to utilize the E911 response. Budgeted funds of \$16,000

2. 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:

Windover High School will reserve 20% (approximately \$64,000) for services and technology to address the academic learning loss due to reduced instructional time based on COVID-related closure, quarantine of students and teachers, and guidelines issued by the CDC. Windover will hold summer school high school students in June. Students wishing to recover credits will be allowed to do so with an online curriculum and teachers will assist them with this work. We will also provide bus tickets with the possibility of having more students participate. Food services will be offered.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Additional technology such as laptops, Chromebooks, WiFi hotspots, etc. for items that directly impact student success. We will extend our software offerings to allow students an interactive experience. We will also look for ways to provide internet capability for our students outside the walls of our buildings. Living in a rural area with socially disadvantaged students, we often find that adequate internet capability correlates with student success. WHS is looking for a reliable internet connection for the students so they can continue to be engaged in their learning.

4. 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.

Windover High School has hired a PBIS Coordinator/Dean to work with students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. This gives students an advocate in our buildings to look out for their needs and speak up for them concerning assignments or pace of study. The PBIS Coordinator also works in the summer and is available to work with the students in our summer programs, this is beneficial since the PBIS Coordinator/Dean has established relationships with these students.

Wolverine Community School District - 16100

1. 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:

1. Universal masking and disinfection: we will continue to use funds to purchase PPE, wipes, hand sanitizer and other equipment/supplies in order for the district to operate in a safe manner.
2. We will use the funds, when necessary, to have enough COVID tests on hand in order to test students/staff who are showing symptoms.
3. We will be using these funds to allow us to pay subs enough to relieve staff who are sick, so that they can stay home and reduce the chance they will spread disease to others in the building.
4. We will also use these funds to purchase equipment and furniture that will allow us to social distance within our classrooms.

2. 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:

We began implementing Credit Recovery, summer programming, and CTE/Hands On Learning in 2021 as there is evidence to support all of these methods as ways to address the loss of instructional time. Additionally, we purchased NWEA, an assessment software designed to establish a baseline of academic performance, and would like to continue using this. We will also continue to contract an academic interventionist at both the elementary and the MS/HS level.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

We would like to use funds to recruit and retain staff. We have had to compete with neighboring districts in order to attract teachers, and as a result have had to offer retention bonuses, signing bonuses, tuition reimbursement, and we've had to hire a temporary MS/HS principal to support staff as our elementary principal stepped down due to the stress of leading in the midst of the COVID pandemic. Additionally, to prepare for another shutdown, we would like to purchase a vehicle that the school district could use to deliver meals to families. We would like to provide more supports to our special education students by funding a "Special Services Coordinator" position, as we currently have an un-certified individual (she has a temporary certificate) in the HS/MS special education department. Additionally, due to the extra time, effort, and energy testing, purchasing, tracking close contacts of COVID positive students, administrators in our district lack the time required to provide meaningful professional development activities. Therefore, we have had to create stipended positions for teachers to take on some of these extra responsibilities (i.e. developing and leading professional development). Finally, we would like to hire additional staff to assist the district in maintaining continuity of services, as the pandemic has led to increased responsibilities of the school district.

4. 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.

We will ensure that the interventions we implement will respond to the academic, social, emotional, and mental health needs of all students by doing the following:

1. tracking academic achievement data through Acadience and NWEA
2. tracking behavioral data for daily office referrals
3. continuing to reach out to families to ask for input on how we can better serve the needs of students
4. comparing previous years graduation and failure rates with those in the past two years

American Rescue Plan 2021

Woodhaven-Brownstown School District - 82365

1. 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:

A portion of the ARP ESSER dollars are being used for personal protection equipment (PPE), storage of additional equipment needed for sanitation supplies, and for the additional costs associated with contracted costs associated with enhanced cleaning needs.

2. 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:

A significant portion of our ARP ESSER Funds, above the 20% minimum set-aside, is being used to provide targeted interventions for students who displayed learning loss due to the pandemic. In the Woodhaven Brownstown School District (WBSD) at the elementary and middle school levels, extended learning programs for students before and after school hours will support making gains in learning. In the summer time we will support students who are performing at below grade level expectations at the conclusion of the year through focused academic and social emotional support programs. Some students are in need of wifi services at home, and we will provide hot spots to them. The first year of these programs were funded using ESSER II dollars, and two additional years of this program will be funded using ARP dollars.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

With the remaining ARP ESSER Funds, we are making investments in the following areas:

1. We have intervention positions that are dedicated to serving students impacted by the pandemic. Specifically, we have hired experts to target Reading and Math in our elementary (Pk-5) schools. Their focus is on academic support for students with pandemic learning loss.
2. Family and community investment with funds dedicated to mental health support.
3. Student Enrichment through the continued partnership with the Woodhaven Parks and Recreation Department.
4. Curriculum adoption to meet the individual academic needs of buildings and students
5. Funding for high quality student assessment tools to provide data to measure ongoing academic supports and interventions.
6. Support teacher and social worker for students in lower elementary that are classified on the Autism Spectrum. These students have not been in traditional school due to the pandemic, and are having difficulty functioning in a general education classroom.

4. 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.

For all of the positions and programs that are being funded using ARP ESSER dollars, scheduling has been intentional to ensure that the students most impacted by the pandemic are receiving academic support. Students of all demographic groups are assessed to determine need, including using multiple measures for students in particular WBSD smaller subgroups such as students from low-income families, students of color, English learners, and children with disabilities. Using ARP funds, the district has purchased an effective version of the iReady assessment series, and students who are prioritized for learning loss interventions will be tracked intensively using diagnostic data from the iReady assessment system. For extended day and summer extended learning sessions, seats will be prioritized for students showing the most needs academically, behaviorally, and emotionally.

American Rescue Plan 2021

Woodland Park Academy - 25902

1. 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:

The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning. We will continue to distribute masks throughout the year to all staff and students. Everyone will continue to socially distance, utilize good hand hygiene, and stay home if ill. Our staff and custodial staff will regularly disinfect surfaces within the building. In rotation groups, staff will clean prior to each rotation. Our rooftop units and ventilation systems are being updated to ensure better air quality. WPA is looking into the possibility of hiring a nurse for daily Covid testing purposes in order to keep students in school. The district will also expand funding for substitute teachers.

2. 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:

WPA will use the majority of funds to address the academic impact of lost instructional time. Our stakeholder needs assessment revealed that the number one priority for the use of funds is the category of Learning Support and Interventions. Our Multi-tiered System of Support (MTSS) for academics and behavior includes implementing evidence-based instruction and interventions across a continuum to support students' needs, comprehensive screening and assessment system, and continuous data-based decision making. WPA is increasing the robustness across all tiers of instruction in literacy and math K-8 including the expansion of evidence-based curriculum in both core and supplemental interventions to ensure that every student will have access and that the intensity of instruction is great enough to accelerate any unfinished learning that resulted from the pandemic. This will require more staffing to support the number of students needing intervention and parent outreach and education. Additionally, a Literacy and Math coach will provide Tier I support to classroom teachers with best practices in Literacy and Math instruction. Stakeholders agree that after-school academic programs are wanted and warranted. After-school academic programs will be taught by highly-qualified teachers and aligned with Tier I or Tier II instructional material taught during the regular school day. Summer programming will also be utilized.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Woodland Park Academy's remaining funds will be spent on professional development which will include: trauma-informed instruction, Social/Emotional Learning, Learning Strategies, and High-Yield Strategies. Our community partners have shared that they would like to have a counselor position in our school that can assist in the needs of students and staff. This, in partnership with the relationship coach and social worker positions, will be beneficial to the emotional well-being of students and staff.

Funds will also be spent for community liaisons to increase engagement with parents and the school. We will use resource officers and other outside community partners to come in and have professional development sessions with staff, to address some of the needs that students may be facing from a social-emotional point of view, and necessary tools and strategies to equip staff members to address them.

4. 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.

The District will use funds to address the academic impact of lost instructional time, 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 as follows: (1) Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs using differentiated instruction; (2) Implementing evidence-based activities to meet the comprehensive needs of students; (3) Providing information and assistance to parents and families on ways to support students. (4) Providing mental health services and support. Planning and implementing activities related to summer learning and supplemental after-school programs, classroom instruction or online learning during the summer months. Professional development for teachers on how to use data to drive instruction will also be ongoing both by local experts and outside professionals. A social-emotional learning assessment will provide teachers with a focus on SEL skills that need to be addressed. Individual data for high-risk students will be given to intervention and grade levels teams to provide additional supports and instruction where needed.

American Rescue Plan 2021

Woodland School - 28901

1. 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:

Woodland School has hired a cleaning company for additional hours this year for more extensive cleaning of the facilities. This company cleans an additional two hours a night to be sure all hot spots are thoroughly cleaned. PPE had been obtained to wear for staff protection when administering antigen tests. Masks and hand sanitizers are available for all students and staff. The staff secured some KN95 masks. Plastic dividers are used on tables for lunch time when children are unmasked.

2. 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:

Woodland School will employ highly qualified teachers to lead a summer tutoring program. This program will address students who are scoring within the 30th percentile and below on standardized testing. This tutoring program will last a minimum of eight weeks. Students will be taught one-on-one. Evidence-based interventions will be used to accelerate student's progress through the summer. There will be a continuation of services for students in math and reading interventions during the school day.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Woodland School will replace all old technology and ensure that all students have a device available if needed to move to virtual learning. Woodland School may buy educational programs for testing and acceleration of learning.

4. 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.

Woodland School analyses data on a regular basis to ensure academic, social emotional/mental health needs of all students are being met.

WSC Academy - 81911

1. 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:

All CDC recommended mitigation strategies are established and followed in the building: temperature check station upon entering the building, masks are supplied and worn by everyone in the building, classroom and lunchroom tables are spaced apart to meet Covid-19 recommendations. The school utilizes Remind to contact staff, students, families and vendors in case of an outbreak or any other updates. Updates are also posted on the website and the parent newsletter. All staff is vaccinated, and students are encouraged to get vaccinated. Information, regarding vaccine clinic availability, is shared with the community. Covid-19 testing is available if needed.

The school has implemented numerous cleaning protocols including additional air filtering for the HVAC system as well as deep cleaning. To continue best practice cleaning methods during the day to ensure no Covid-19 outbreak occurs additional day cleaning supplies are needed, and increased evening Covid-19 cleaning required additional hours.

2. 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:

Most students at this school are part of a vulnerable population and are eligible for free and reduced lunch programs. It is anticipated that all students can be accommodated for the summer program at no cost to the students. The school will assess student needs utilizing NWEA data and encourage students to participate in Summer Extended Learning opportunities if they are not achieving at grade level. The program will support social-emotional needs as well as working with students to reconnect with school and academic content, targeting math and reading. The program will include enrichment activities, career and college readiness activities, as well as lessons that boost sense and meaning of academic content for students. WSC Academy will continue to offer this program beyond the ESSER funding period.

The school will enlist the support of a qualified and experienced school improvement facilitator to work with staff to plan, monitor and evaluate all Extended Learning Opportunities. The facilitator will work with the staff to monitor and evaluate all school data points. Including, both academic and non-academic data as it relates to social-emotional needs, MTSS, career and college readiness, student growth, attendance, and state assessments. The facilitator will monitor and integrate all ESSER III (& Title I) funding.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The principal will collaborate with the school improvement facilitator to implement best practices for student engagement and recovering learning loss. The following strategies will be utilized to support learning loss: 1) Students have shown a disconnect with some course content as it is less diverse than what is ideal. The school is working to increase student engagement through meaningful connections to content. This will increase student focus, motivation, and increase critical thinking skills. 2) PBL will be implemented, schoolwide and cross curricular, to increase student engagement with a focus on critical thinking. 3) Increasing the use of scaffolding to ensure students work at their grade level and reduce remediation 4) Revisiting state standards to prioritize the most important standards to build upon to bring students back to grade level and beyond. The school ensures equity for all students through personalized learning, targeted instruction, small group instruction, one-on-one tutoring, special education services, counseling services for mental health and social-emotional support in the classroom. All students currently have technology to take home as well as internet service. It is the principal's responsibility that all students continue to have adequate technology to participate in school virtually to ensure continuity in learning whatever the circumstances.

4. 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.

To ensure that all interventions implemented to address the academic impact of lost instructional time data will be collected and disaggregated for the following: homeless and foster care, students of color, students of low-income families and students with disabilities. The school improvement facilitator will collaborate with staff to collect and analyze the data to monitor and evaluate all building activities. The school will collect data from both academic and non-academic sources. Data will continue to be collected regarding student engagement, attitudes toward school and school safety. Academic data will be collected through NWEA (grade level and student growth), formative and summative assessment data, surveys and state assessments. Student growth will be used to monitor progress throughout each year. Teachers communicate regularly and meet weekly to address student achievement and develop plans to support individual student needs and ensure student well-being. Fall baseline data has been collected, midyear monitoring data will be collected to identify any students not progressing through core areas to determine an intervention plan for that student.

Wyandotte, School District of the City of - 82170

1. 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:

One area we know that plays an important role is the ability to circulate and encompass fresh air into each learning environment. One of our schools, JoBrighton, has aging air handling units and is not able to comply with the targets for incorporating outside air into classrooms. We are proposing allocation of the funds for two new air conditioning units, which will be able to meet the new air quality standards in the cafeteria area. We have started the year with a mask mandate, but during lunch students remove their masks to eat.

The other area of concern is the Roosevelt High School pool. This air handler and duct work was installed in the 1960's. Part of our physical education curriculum, includes 6 weeks of swimming for each of our 9th grade students. We see this as a life-skill, as we live in a state that is surrounded by water and want students to not only be prepared but appreciate the physical activity of swimming. We have paused swim instruction during the day, due to the fact the pool does not comply with the current ventilation standards of 40% fresh air. It is also a concern that while students are in the pool, they are unmasked.

Last of all, we have powerheads and valve bodies in 166 of our classrooms and these are failing. They no longer regulate the cooling and heating provided to classrooms, and need to be replaced. This, of course, is tied to providing adequate ventilation in order to minimize the spread of COVID-19.

2. 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:

In 2021, we had a summer program for K-8 students that was very successful in that over 740 families took part. We would like to offer a similar, 7 week program again. ESSR III funds would support instructional materials, teachers, substitutes and staff to organize, run and teach this program.

We also see a need for K-5 students to receive tutoring and homework help. We are proposing a virtual homework program, two hours a day, four hours a week to help students get help with their homework, during the evening hours.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining funds will go towards technology to support students learning either at school or at home. This includes the purchase of chromebooks (600) and interactive whiteboards for classrooms (72). These provide engaging methods to convey new information to students when they are at school or if they need to be quarantined. Funds are also proposed for teachers and an online platform, Edgenuity, for our virtual learning K-12. This option is available for all families in response to COVID-19 concerns. We currently offer this to those families who prefer an online learning experience due to a student's health concern or that of a family member.

Last of all, a new, research based, math curriculum that includes online access is proposed as our current program is almost 20 years old and does not have online support. We also have included reading interventionists (4) and training for teachers (25) to help students read with the goal of having them at grade level by the end of the 2022-23 school year.

4. 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.

It was important to turn to research based strategies for lost instructional time. That is why our proposed plan emphasizes support for students in the areas of technology, summer learning, tutoring and online learning. Summer learning, tutoring and online programs will be offered by our own staff, who have relationships with our students and families. They are all using best practice to engage low socioeconomic students, students of color, EL students, children with disabilities, homeless and our students in foster care.

The survey information indicated that our EL families needed additional support. A coordinator who will connect families to support and work directly with students is another position that is included in this grant.

American Rescue Plan 2021

Wyoming Public Schools - 41026

1. 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:

Wyoming Public Schools has been in session in person for most of the pandemic. Processes are in place to ensure that classrooms and buses are supplied with the PPE necessary to comply with CDC and local health department guidance. The district will be reserving \$100,000 per year from the ESSER III allocation to continue to fund necessary PPE and sanitizing supplies. As the need for these supplies may diminish over time, the district will reallocate these funds if needed.

2. 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:

The district will use approximately \$2.4 million (a little more than 30 percent) to address learning loss through several methods. We will hire paraeducators to support our KDG and 1st grade classrooms across the district. These students are either struggling through a pandemic-delayed start to their academic career or started their academic career partially in virtual and/or hybrid settings. Adding these support staff will help teachers address the unique challenges of our youngest learners. We will also add two sections of developmental KDG to ensure small class sizes for those young students in need of additional support before advancing to 1st grade. We will also add 5 academic interventionists (1 at each building K through 6th), 4 math and ELA skills teachers for students struggling in junior high and high school, and 2 academic recovery teachers to work with secondary students in recovering credit deficiencies in any subject.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

The remainder of funds will be utilized as follows:

- *\$3.2 million for activities allowable under ESEA. The district will leverage this one-time funding to align its curriculum K-12 through a combination of purchased curriculum programs and compensating district staff to align, sequence and pace curriculum for their content areas. The end result will be consistent curriculum across grade levels and content areas that will allow for common assessments and more accurate identification of students requiring additional interventions. Having all curriculum in a central warehouse in electronic format will also ensure easy transition to remote learning in the event of any future pandemics.

- *\$371k will be spent on mental health services and supports by hiring two additional social workers to work with students across the district.

- *300k will be utilized to fund PPE and sanitization supplies and equipment.

- *Approximately \$230k will be spent on other activities to maintain the operation/continuity of services in the LEA. This will take the form of recruitment and retention bonus systems, as well as a program to help newer teachers pay off their student loans. Attracting and retaining staff has been particularly hard during the pandemic, and creative solutions are needed.

4. 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.

The supports the district plans to implement as outlined above will have a positive impact on students in all grade levels. In assigning students to work in the most intensive interventions, the district will ensure that those students most impacted by COVID as well as those in marginalized populations and those most at risk of academic failure will be supported.

American Rescue Plan 2021

Yale Public Schools - 74130

1. 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:

For a safe return to in-person learning, the following steps have been taken:

Encouraging all students and staff to stay home if they are sick.

- Increased the amount of pay for substitute teachers to cover classrooms.

- Hired building substitutes to assist in covering classrooms for sick staff.

- Increased pay of all support staff positions and substitute rates to maintain needed levels of coverage.

Masks have been recommended for all staff and students.

- Purchased adult and children masks for students who need them.

Masks continue to be required on all busses.

Limiting the amount of contact between cohorts when possible.

Limiting volunteers within classrooms to reduce risk.

Encouraging those who have been identified as close contact to quarantine per local health department guidelines.

Encouraging those individuals who have been identified as close contact to monitor for symptoms and get tested before

returning to school per local health department guidelines.

Reduced class sizes where possible to allow for greater separation of students to reduce the spread of possible COVID cases.

- Added costs of teachers, support staff, and materials to effectively run and maintain required programming.

Continue with a daily cleaning schedule to limit the possible transmission of COVID and other illnesses.

- Added costs for custodial supplies and extra time.

Spaced out seating in the cafeteria and other common areas.

2. 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:

Yale Public School District (YPSD) realizes the inconsistency of the 2020-2021 school year will have a long-lasting impact on our students' academic and social-emotional wellbeing. YPSD will implement the following to help offset any negative impact from the previous year:

YPSD will continue to use researched-based benchmark assessments, unit assessments, and daily work to help identify the needs of all students. This variety of data will be used to help staff identify areas of strength and concern throughout the year.

YPSD will provide before and/or after-school extended day learning opportunities for students throughout the school year.

Students who attend the extended day program will be identified through recent data and teacher recommendations.

Teachers and/or Title I paraprofessionals will work with small groups to provide targeted interventions using proven resources and best practices.

YPSD will also look to provide an enhanced summer school option for all students in Kindergarten through fifth grade, as well as a comprehensive credit recovery program for all sixth-twelfth grade students. The district will look to include transportation for students who need it to attend summer school/credit recovery as well.

YPSD will provide individual and small group tutoring for students during the school day when possible as well as after school.

This tutoring will be done by classroom teachers who can assist and reteach the curriculum to fit students' individual needs.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Reduce class sizes: Smaller class sizes will also allow teachers and support staff a greater opportunity to meet the needs of individual students. This will allow teachers the time to better individualize instruction, provide small group interventions, and whole class lessons to accelerate learning where possible.

Address Social Emotional Needs: Yale Public Schools acknowledges the need for more SEL supports for students and families as we return to in-person learning this year. As a result, YPSD will look to add additional staff, such as counselors and social workers at all levels to help meet this need. The district will also look into purchasing materials and training to support student needs.

Technology: Yale Public Schools will look to increase and improve the current technology and number of devices the district currently utilizes. The district will purchase improved document cameras, projectors, and classroom amplification systems that allow for an interactive classroom.

After-School enrichment programs will encourage students to extend their learning through new experiences. Funds will be used to pay for required supplies and materials, along with stipends for individuals who are willing to lead each club.

Funds will also be used to provide a one-time retention stipend for all staff to ensure consistency of instruction and school operation.

4. 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.

Yale Public Schools has a long history of meeting the needs of all students within our district. While building our plan, both short and long-term needs are being considered. The largest sub-group within the district is our students from low-income families. Our district had many research-based supports in place, both academically and for social-emotional support, before the pandemic and we are looking to grow and improve those services as the need grows. This includes the hiring, training, and purchasing of materials/curriculum to support new staff to meet this growing need. Our programs include food giveaways, counseling services for students and parents, and the ability to support families in need during financial hardship. Our current staff works closely with many community agencies that can provide further support to our students and families if needed.

Many of the extended day learning opportunities will target our most at-risk students to ensure they have the opportunity to be successful now and in the future.

Youth Advancement Academy - 39906

1. 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:

Youth Advancement Academy will be implementing social distancing guidelines including minimum of six-foot distance between students, mask wearing by students, staff, and visitors continuously except when eating and/or drinking. We will provide access to soap and hand sanitizer for every student and staff member. All stakeholders entering the building will be required to have a temperature check upon entry. Any person wanting entry to the building outside of staff and students are required to complete a COVID questionnaire to determine risk of exposure prior to admittance and interaction with students and staff. Additional technology will be ordered for students so all students have access to online learning. If necessary staff will be trained to help with virtual learning and how to reduce the spread of COVID. Additional PPE and disinfections will be purchased.

2. 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:

Youth Advancement Academy deployed a summer school program to provide access to continued learning and recovery for the students who did not successfully complete their required coursework for the school year. The program allowed for students to progress through state standard aligned coursework virtually with school staff available for six hours a day during the week to provide additional support to the student's learning. Students were given access to curriculum via Edgenuity purchased by the school. Chromebooks provided by the school, and staff were able to access students via Google and GoGuardian.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Youth Advancement Academy will use available funds to continue to provide personal protection equipment to staff and students, including gloves, masks, hand sanitizer, soap and face shields as necessary. The school will also provide high-quality curriculum via Edgenuity and required technology as needed for students to learn in person and remotely.

4. 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.

Youth Advancement Academy uses Purpose Prep social emotional learning products as licensed through Edgenuity to provide social and emotional learning support for all students. Academic intervention is done through evaluation of current NWEA data as collected during testing windows in the Fall, Winter, and Spring to ensure students are making progress towards academic goals and areas of need as identified in the NWEA results. Course data is evaluated to understand students most academic need as it pertains to the state standards addressed.

American Rescue Plan 2021

Ypsilanti Community Schools - 81020

1. 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:

At YCS Persistent health disparities combined with historic housing patterns, work circumstances, and other factors have put members of some of our racial and ethnic minority populations at higher risk for COVID-19 infection, severe illness, and death. As we continue to learn more about the impact of COVID-19 on the health of different populations, immediate action has been critical for us to reduce the growing COVID-19 disparities among the populations known to be at disproportionate risk. As a district, we will continue to take all safety precautions to ensure the safety of our students, families and staff.

At Ypsilanti Community Schools (YCS), we have and will continue to adhere to all of the recommendations outlined by the CDC guidance on reopening our schools to ensure that we operate and deliver daily in-person learning to our 3,600 students that is safe and responsible. We plan to use the ESSERS 3 Funding to support the following highly recommended safety measures:

Provide cleaning service high-touch surface sanitizing throughout all of our buildings to minimize the spread of the virus.
Purchase and install touchless access with software similar to Vizpin on all the outside doors of the building to reduce the virus transmission.

Purchase of everyday supplies to run the school during the Post-Pandemic smoothly to ensure that we maintain the social distance and safety of our students as well as our staff.

2. 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:

Ypsilanti Community Schools (YCS) will combine or braid several funding sources including ARP Act to implement a summer learning/enrichment program. We will use Title I funds, as well as our two federal grants to support our summer programming. Those two grants are: Teacher and School Leader Incentive Program called Supporting Educator Excellence and Knowledge (SEEK) and Literacy Excellence Accelerates Performance (LEAP). The purpose of those two federal grants is to dramatically increase student achievement. We will most likely use some special education funding as well as Title III. Using these different funding sources will allow us to provide a comprehensive program that will meet the needs of ALL of our learners.

We call our program Grizzly Learning Camp. Grizzly Learning Camp(GLC) is different from most traditional views of Summer School. GLC will be open to ALL students that would benefit from extended learning opportunities. GLC is partnering with community based organizations like Eastern Michigan University, the University of Michigan, libraries, and local businesses, to provide community based and hands-on experiences for students. Older students will visit colleges, participate in internships, complete service learning projects, and have mentoring opportunities. Credit recovery for high school students will also be included. All units of study will be aligned with core curriculum and District priorities. Students will attend 4 hours/4 days/9 weeks= 36 days.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

At Ypsilanti Community Schools (YCS), we plan to use our remaining ARP ESSER funds consistent with section 2001 (e) (2) of the ARP Act to support the implementation of the following initiatives:

Purchase Mental Health Supports that include contract positions with mental health support. Contracts include social workers, therapists, and telehealth services that are needed for our most vulnerable students.

HMH ELA Curriculum Tier 1 Supports & Tiers 2 and 3 Interventions.

Imagine Learning / Mathematics Technology.

District-Wide Classroom Auditory Systems (CAS) - Microphones (and speakers) used to amplify teacher voice to improve the clarity of teacher communication while wearing a mask.

District-wide Interactive Flat Panel used to protect class work to improve the clarity of teacher communication and thus improve classroom instruction.

Purchase Software Licenses for students and staff districtwide similar to but not limited to Peardeck, Vision, and Imagine Learning.

Provide internet access to our most vulnerable students to receive access to their remote online instruction and courses.

Resiliency Center Supplies for the center include but are not limited to paper, backpacks, pencils, pens, highlighters, notebooks, crayons, markers, folders, as well as personal needs of our most vulnerable families in the community.

4. 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.

At Ypsilanti Community Schools (YCS), we will ensure that the interventions we provide includes but are not limited to the interventions implemented under section 2001(e)(1) of the ARP Act, As a result, we will 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 by implementing the following strategies:

Allocate funds for 2 Instructional Coaches to provide instructional support to our teachers and students in the four major content areas.

Allocate funding for 2 Culture and Climate Coaches / Behavioral Interventionists to support the SEL / Executive Function Skills of our most vulnerable learners.

Allocate funding for 2 Counselors to ensure that our students are College and Career Ready upon graduation.

Allocate funding for Contracting Mental Health professionals / services to support our most vulnerable students who are dealing with trauma, systemic racism, and everyday stress.

Allocate funding for 2 School Social Workers to provide supplementary support to our struggling students to improve their achievements as well as the wellbeing of our students.

American Rescue Plan 2021

Zeeland Public Schools - 70350

1. 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:

As suggested by the CDC, students benefit the most from in-person instruction. As such, we have added additional paraprofessionals, success coordinator, student responsibility coordinators in order to better orchestrate in-person instruction. In an effort to mitigate Covid transmission and maintain face to face learning, ZPS has designated significant funding from a variety of sources to implement more frequent cleaning, COVID contact tracing, masking during transportation and in school, and other mitigation strategies recommended by our local health department and the CDC. This funding was also utilized to hire three additional custodians at the elementary level so each building will have full time staff for cleaning and disinfecting. This allows custodial staff more time to clean between classes, after lunch and in the evenings.

2. 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:

ZPS also acknowledges the social & emotional challenges facing students and teachers as they return to in person learning. To assist students by providing mental health services and behavior supports, ZPS hired nine Student Success coordinators. Student Success Coordinators work in tandem with our building principals and school social workers to provide Tier 2 behavioral support for students and work as a liaison between family and home. Essentially, COVID-19 has exacerbated mental health concerns for our students and we require additional staffing to address these new and arising needs.

The effects of the pandemic on academic growth and achievement remains a concern, particularly for our students who are learning English as a second language. ZPS has allocated dollars to hire two additional ELL paras and 13 intervention paras to support student's academic needs. ELL paras, under the direction of certified ELL teachers, work to support students with evidence-based activities that support access to Tier 1 instruction, based on WIDA goals. Intervention paras, under the supervision of certified Intervention teachers, deliver research supported Tier 2 interventions to students based on benchmark assessments (STAR Renaissance - a nationally recognized normed assessment that identifies gaps in learning and targeted intervention). Both paras closely monitor student progress and increase communication with families to strengthen home/school collaboration around academics.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

ZPS has listed the connection between the allowable use and how we intend to use the funds.

6. Coord preparedness and response efforts of LEAs 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 COVID-19. - ZPS will add 3 addtl custodial staff at the elem level so that each building can have full time staff for disinfecting and cleaning based on CDC guidance

8. Activities to address the needs of low-income children/students, students w/disabilities, ELL, racial and ethnic minorities, students experiencing homelessness, and children/youth in foster care, including how outreach and service delivery will meet the needs of each population. - ZPS will add a student success coordinator for each elem school, 2 additional EL elem paras to assist with EL students below a 3 on WIDA, and Student responsibility center and HS Counselors to address student behavior & restorative practices. Each position will work with students based on need. Most notably, these additional staff will provide targeted support for EL Students and low-income students across ZPS.

9. Providing mental health services/supports, through the implementation of evidence based full-service community schools. - 9 School Success Coord to provide mental health services to students, as well as Tier 2 behavior interventions based on social/emotional data collected by teachers.

4. 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.

ZPS consults w/local educational researchers & consultants along w/resources like the ED COVID-19 Handbook to address social emotional/academic needs of the district. ZPS has an assessment structure that examines social,emotional & academic progress of students. At elem level,teachers,psychologists,social workers,EL teachers,special educators,interventionists & admins meet to review this data and match interventions to student needs.At secondary level,similar teams have the opportunity to identify students in need & provide intervention during advisory sessions.Addtl intervention staff hired will ensure supports are in place for students disproportionately impacted by the pandemic.

To identify at-risk students,ZPS adopted a high-quality diagnostic assessments to inform instruction.ZPS shares the results of these assessments w/staff & parents to understand a students' progress & sharing information on student opportunities to learn. ZPS district improvement team examines state and local data to help determine different subgroups of students historically underserved are participating in in-person instruction proportionate to their enrollment in the school district,if not, conduct enhanced ongoing active and specific outreach and engagement. Staff utilize;Chronic absenteeism rates;Discipline rates, including in-school/out-of-school suspension, expulsion rates; Data from student, staff, and family surveys;ZPS added social work and counseling staff to support new needs..