

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

Agency: Goodrich Area Schools

2020 - 2021

Recipient Code: 25050

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, 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. Air quality is also being addressed with upgrades to HVAC equipment. Additional student devices are being purchased in order to prevent the need for sharing between students.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional 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 tutoring services provided before/after school for students in Middle School and High School. Other grant funds will be used to provide tutoring at the elementary level. 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. Training will also be provided through Michigan Virtual to support the virtual mentors. In addition, the grant funds will be used to pay for 2 elementary Literacy Interventionists to help meet the needs of students due to the loss of instructional time.

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 licensing with Zoom and Munetrix, a data analytics company, in order to monitor student progress over time. Esser III funds will also be used to pay for additional staff to help prep devices for families that do not have devices to access Google Classroom and virtual learning platforms helping to reduce barriers to equitable education.

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, 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 grant 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. 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

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interventions of the students in our district. Esser III funds will be used to purchase additional materials to support intervention services for whole child needs of all students including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care, and migratory students.