

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, 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.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address 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:

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 analysis 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.

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)

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