

# American Rescue Plan/ESSER- LEA Plan of Use 2021-2024

Oxford Community Schools - 63110

*Oxford Community Schools returned to in-person learning for the 2020-2021 school year while also offering all families an option to remain online which was supported through Oxford Virtual Academy. All families who chose online learning were provided a Chromebook or laptop and WiFi pucks if needed.*

**1. Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, 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 will follow all CDC and Oakland County guidelines and ensure we supply the necessary PPE and disinfectant wipes/sprays to ensure all students and staff learning and work spaces remain clean and safe. During this critical time of returning to school, additional, enhanced sanitation services were purchased to help ensure additional cleaning including major touchpoint cleaning and disinfecting occurs 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 after school programs, or extended school year:**

A multi-tiered system of support (MTSS) remains at the core of all we do to support students in academic, behavioral and social emotional learning. To address the impact of lost instructional time, we will continue to screen students three times per year in reading, math, and social emotional skills to identify students who might be in need of additional support. In addition, we will use the funds to increase social emotional support through the hiring of additional Family School Liaisons (FSLs). We will increase special education, ancillary services, and mental health supports including resource room teachers, psychologist, speech pathologist, social worker, and a special education instructional coach.

We will offer summer learning opportunities including seated and online summer school. We will offer families in grades DK-8 an opportunity to participate in the GRASP summer program at a deeply discounted rate. This program gives families a choice to participate through physical learning materials being sent to their home each week over the summer or online. We will also engage online tutoring services and provide SAT prep for subgroups of students.

Finally, we will provide before and after school expanded learning opportunities for students such as homework club, math club, etc.

**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 use the funds to support students in the ways our community told us they want/need us to. In addition to meeting students' academic needs, we will spend remaining funds to engage our students in community engagement and social emotional learning experiences. Our plan is to offer our students a meaningful activity each week over the summer to keep them connected to one another, to learn a new social-emotional skill, and experience new learning through various experiences such as Science Alive, STEM, 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.**

A multi-tiered system of support (MTSS) remains at the core of all we do to support students in academic, behavioral and social emotional learning. To address the impact of lost instructional time, we will continue to screen students three times per year in reading, math, and social emotional skills to identify students who might be in need of additional support. Using a strong system ensures all students are closely monitored. In addition, and as part of further developing our multi-tiered systems of support, we will begin planning and implementing an Early Warning System (EWS).

Addressing the social, emotional and mental health needs of our students is a top priority. In addition to the impact of the pandemic, we experienced a school shooting in the fall of 2021 which exacerbated the needs for mental health supports. We will be using other state funds to help ensure we have added mental health supports and grow to become a more trauma-informed organization.