

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

Agency: Plymouth-Canton Community Schools

2020 - 2021

Recipient Code: 82100

- 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:

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.

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

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

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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.

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