



Bedford Public Schools

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Bedford Public Schools ESSER III/11t Equalization Funds Plan of Use:

The American Rescue Plan made additional funding available to public schools to mitigate the impact of the pandemic, including the learning loss experienced by students. The grant funds addressed below were applied for and made available to our school district during the fall semester of 2022-2023, after consulting last winter with our stakeholder groups through a survey that was widely distributed and had a high rate of response.

The following is a summary of the Plan of Use submitted by the district in applying for these funds:

Bedford Public Schools is already using ARP/ESSER III funds to implement prevention and mitigation strategies to the greatest extent practicable, which may include the following:

- Adding additional nursing time to oversee the comprehensive approach to mitigation strategies,
- Training and equipping teachers to carry out the strategies, purchase the PPE and cleaning supplies necessary, and
- Adding additional bus drivers to spread out students

Bedford Public Schools will use the 11t Equalization funds address the academic impact of lost instructional time through the implementation of evidence-based interventions, which may include the following:

- Providing expert reading specialists, an instructional coach, and an ESL Teacher (to support English Learners) during the day
- Providing, as feasible, after school and summer school programs

Bedford Public Schools will spend remaining 11t Equalization funds:

- Additional support for personnel (reading specialists, instructional coach, ESL Teachers, After school and summer school program staff), so that these individuals and programs reach as many students as possible.

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