

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

Agency: Escanaba Area Public Schools

2020 - 2021

Recipient Code: 21010

- 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:**

Our buildings have been open with students taking part in in-person learning for the past two years. They were also open for almost all of the year three years ago. We have taken steps to keep our buildings sterilized and clean by rebidding our 3rd party custodial services contract using a more robust RFP that better ensures prevention and mitigation strategies consistent with the most recent CDC guidance on reopening schools. ESSER funds currently help support custodial services in the District.

**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:**

Our District chose to use funds for EMC, Dual Enrollment, and MIVirtual, including payment of student tuition/fees and the employment of an EMC Coordinator. As Barnett, Maclustsky, and Wagonlander (2015) note, there is convincing evidence to show these programs offer valuable learning experiences that are not part of the traditional K-12 programming and provide additional opportunities for students to encounter content and instruction that compensates for instructional time lost due to the pandemic. These programs provide them with consistent, targeted supports, for students disproportionately impacted by learning loss. ESSER funds were used to employ an Online Mentor at our alternative HS who provides support to a vulnerable population pursuing learning in a hybrid environment. We added a Counselor for 6-12 to provide for increased student mental health needs. In K-5 buildings we purchased the curriculum necessary to align grades 4-5 with BK-3 ELA. ESSER funds purchased new math curricula for grades BK-8. Materials meet the needs of all students, including interventions for those impacted by learning loss. ESSER funds were used to employ teachers at the 1st & 3rd grade levels to maintain smaller class sizes to provide more individualized instruction to particularly young students returning to school. Finally, ESSER funds were used to purchase Chromebooks for students in grades 6-8 to equip each student with the tools to access the technology necessary to accelerate learning.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

All of our planned expenditures fall under the allowable categories to support learning loss, purchase of sanitization supplies, purchase of educational technology for students served by the LEA, other activities necessary to maintain the operation/continuity of services in the LEA, administering and using high-quality assessments, and implementing evidence-based activities.

**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**

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### **homelessness, children in foster care, and migratory students.**

The District has added layers of support for students in Dual Enrollment, Early Middle College, and Virtual Learning. This includes an Early Middle College Coordinator and Online Mentor who follow up with students multiple times per week and interact regularly with providers to coordinate additional help for students when needed. These efforts are actively supervised by school administration. Through a team approach, student needs are identified and targeted supports are provided. These may include academic support, but also include social/emotional and mental health supports from dedicated school social workers and At-Risk Coordinators. As a result, all students, but especially those disproportionately impacted by the COVID-19 pandemic, receive the individualized care and attention required for academic success and overall well being. The same system operates at the elementary levels, where students have access to high quality teaching and a guaranteed, viable curriculum along with dedicated social/emotional, mental, and academic supports in the form of At-Risk Coordinators and Social Workers who operate under the supervision of school administration.