

# American Rescue Plan 2021

## Fowlerville Community Schools - 47030

**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:**

A portion of the funds are being used to add the role of contact tracing coordinator to a previously part-time employee (making her full time.) In her role, she works with the building administrators to monitor and report Covid cases, close contacts of those individuals, and communication of return dates and best practices for avoiding further spread. She is a liaison between the district and our county health department, ensuring that the health department has timely information so they can provide support to families and complete their required tracking and state reporting.

We are also looking to purchase an additional bus. This allows us to reduce the number of students on the bus by increasing the number of routes and/or better distance students on the bus (replacing 66 passenger buses with 77 passenger models). Buses are also essential for providing transportation to/from after school and summer programming for many of our families who cannot provide their own transportation because of work schedules and/or limited availability of family vehicles.

**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 afterschool programs, or extended school year:**

These are being met in several ways. We are seeking to use the funds to provide the services of Reading Recovery teachers to enact evidence-based, 1:1 interventions with 1st grade students. We are also enlisting the services of five paraprofessionals to provide scripted interventions (prescribed by teachers) to students who need remedial reading support. Finally, we will be hiring permanent, building subs and an intervention teacher to ensure that teachers have the resources, training, and time to plan and implement direct Tier II and Tier III instruction to students with learning gaps, particularly students in the identified subgroups. These interventions will be provided during the schools day, but more layers of intervention will be provided after school and during summer programming using 11t funds that are restricted to those specific uses.

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

We have hired a literacy coach to assist K-3 teachers with providing quality, evidence-based, differentiated core instruction to increase the percentage of students who master grade-level literacy skills without requiring intervention.

We will also be funding Capturing Kids' Hearts training and programming for secondary teachers to improve social-emotional awareness, skill building, and supports in junior high and high school classrooms.

Both of these activities meet section 2001 (e) (2) requirements in that they align with the Elementary and Secondary Education Act of 1965, which requires that LEAs plan for improvement. Both literacy and social-emotional skill-building and supports are components of our district and school improvement plans targeted to meet prioritized student needs. Both are also evidence-based practices proven to improve student learning outcomes.

**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.**

Students who are in the disproportionately impacted subgroups will be identified for educators providing interventions so they can prioritize the monitoring and provision of services to these subgroups. We have allocated 85% of these funds toward academic and social-emotional supports, so the additional assistance students in these subgroups receive will be quite significant.