

Garden City Public Schools

1333 Radcliff
Garden City, MI 48135

ESSER III / American Rescue Plan Plan of Use Narrative

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:

As a part of our spending plan, we are in the process of updating/upgrading the air handling units and filters in each classroom, which will provide appropriate amounts of fresh air exchange and filter air appropriately. We will also be spending funding in water filtration systems and heating/cooling units.

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:

In our spending plan, we will fund various certified positions to support the academic impact of lost instructional time. Specifically, we will fund multiple full-time interventionists who will support learners with evidence based interventions, identified through our MTSS process.

Maintaining staffing levels will also be done to help keep class sizes low for additional intervention and continuity of services.

Intervention materials and computer programs will be purchased to be used as part of our MTSS system. All materials will be aligned to our school improvement goals and evidence-based interventions.

Technology materials to provide evidence-based interventions will be purchased, like Smartboards.

Outside consultants will provide coaching for highly engaging instruction.

We will also fund summer program staffing and materials to impact the loss of instructional time. These extended learning opportunities will be driven by both student needs and student interest and will span a variety of levels and subject areas, and will all include evidence based instructional practices.

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 fund the costs for classroom instructional resources that promote evidence based instruction to all learners. Additionally, digital platforms that support both face to face learning and hybrid remote learning will be funded.

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.

Our district has a strong K-12 MTSS process already in place, which will only be enhanced through the positions and resources funded with ESSER II and ESSER III/ARP funds. These processes include Universal Screening of all students at least 3x/year (NWEA) as well as identification of struggling students throughout the school year based on grades and behavior data from the SIS. Through both our MTSS processes and building/district school improvement process, we consistently review data for subgroups of students and develop interventions and strategies to best meet the needs of students. We give student surveys on their level of connection with the school, teachers, and peers. We use that data at our District/School Improvement Meetings. Other funding sources will help support the social and emotional well being of students through the purchase of resources for both students and teachers and the staffing of student mentors to help kids talk through their challenges.