Updated 2-6-2024 by April Imperio

Updated 7-15-24 by April Imperio

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ESSER (Elementary and Secondary School Emergency Relief) 11t Narratives

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 (Centers for Disease Control) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning:

The district is in good standing with an inventory of PPE and sanitizing equipment. We have been following all mitigation strategies recommended by the CDC and Oakland County Health Department. Thus far, we have remained open for in-person learning for the 2021-22 school year. One of the greatest threats to keeping our schools operational for in-person learning is staffing all classrooms and overall morale of educators and staff. As a result, the district is allocating a portion of the funds to teacher retention bonuses and bonuses to other staff required to keep our schools open for in-person learning. These bonuses are designed to support teachers who have been asked to continue teaching in person and to live stream quarantined students into their classroom to ensure continuous and safe learning, as well as non-instructional staff that have been extending their work to support activities such as case tracking, quarantine notification, increase sanitizing and cleaning. Remaining fully staffed is essential to keeping our instructional staff in the classroom, our buildings clean and safe and students in classrooms learning.

Please describe how the LEA (Local Education Agencies) will use the funds it reserves under section 2001(e)(1) of the ARP (American Rescue Plan) 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:

On-site intervention opportunities for students during the school day are a priority for BPS (Birmingham Public Schools). Reading specialists are working at each K-8 school and based on need/data some schools have more than 1 full time reading specialist. These educators provide tier 2 and 3 interventions directly to students. All reading specialists have completed the Orton Gillingham 30-hour professional learning course and deliver intervention to students daily. This strategy supports those students most deeply impacted by the lost instructional time. Our ARP budget outlines dedicating 20% of our funds to support salary and benefits for 2 reading specialists. For our 11t funds we have reserved 10.3% for high dosage student tutoring in reading and math. Tutoring will include only research-based interventions at the dosage/group size supported by the research. We have allocated 10.3% of the 11t funds to support K-12 summer school programming for the 21-22 school year. Grades K-8 summer school is 4 weeks and focuses on accelerated learning for reading and math. The 9-12 program will focus on credit/grade recovery for students. After school and summer programs will include professional development to support a focus on academics, social emotional learning, and mental health, which were identified as priorities from our community engagement sessions.

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

After retention bonuses and funding of reading specialists for student interventions there are no remaining ARP funds. While experiencing a decline in student enrollment throughout the pandemic, we have not reduced our teacher allocations. To continue this service to students in the identified subgroups the portion of the teacher's salary spent directly providing instruction to students disproportionately impacted by the pandemic was attributed to addressing learning loss. The portion not directly impacting learning loss was attributed to continuity of services. This allowed the district to maintain small class sizes especially for our most needy students.

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 are placed in intervention groups with reading specialists, teachers and tutors based on data analysis. The data analysis ensures that the reading specialists work with those students that are demonstrating the most need in the school including those that are disproportionately impacted by the Covid-19 pandemic. Based on continuous data analysis, adjustments will be made to students identified for support as well as to the types of interventions students receive. Summer/after school programs will focus on serving the academic, social emotional and mental health needs of our students. Our budget outlines a commitment to robust professional learning in SEL and intervention for teachers/tutors, a partnership with mental health professionals to support students in need, and individuals dedicate to continued professional learning and programs at each school (Better Together Coaches). Only students disproportionately impacted by the Covid-19 pandemic will be invited to participate in summer and after school programs.