

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

Agency: Grand Rapids Public Schools

2020 - 2021

Recipient Code: 41010

- 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:**

In accordance with CDC and local guidelines, our strategy will continue to focus on communicating and educating students, staff and families on COVID related issues and providing a safe and supportive environment for continuing education. We have our Return to Learn plan and will update this regularly to provide relevant information through community events and board meetings (translation services will be provided to meet our diverse district's language needs). We will continue to develop our post-covid learning platform that includes significant modifications to technology (teachers, staff and students) and learning practices (retraining our educators with relevant professional development) to allow for more creative teaching, focusing on learning loss and at the same time supporting the emotional and social well-being of students. We will continue to focus our curriculum on evidence-based tools to accelerate learning recovery in a fun and dynamic way. Buildings will be cleaned more often to create a safe environment which will require outsourced custodial services to supplement district staff. We will invest in updated cafeteria and classroom furniture to more agile solutions to allow for social distancing. Enrichment activities will be prioritized to address the emotional well-being of students, including project-based learning through field trips in arts, sciences, politics, and environmental issues.

**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:**

GRPS will address the academic impact of lost instructional time by enhancing our summer learning program that operates over 5 weeks in June and July across allowable years. We will also supplement the cost of GRASP, which is a remote learning summer program, and will make it available to all K-8 scholars across the district. For our grades 9-12 will focus on credit recovery to ensure all students are at or above state minimum standards. To supplement learning loss, we will also offer students extended day learning with before and after school tutoring, as well as credit recovery options during spring and winter breaks to focus on acceleration of grade-level content. Due to lack of available staff/teachers to provide these tutoring services, we will procure evidence-based tutoring software and external consultants like Edustaff to meet these needs. We will also provide a more creative outdoor learning environment for students in response to community feedback. We will also support creative after school programs to provide further enrichment for our scholars in areas of dance, art, music, e-sports and other relevant subject areas.

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

ESSER fund spending will continue to focus on providing curriculum support in math, sciences, social studies, fine arts, ELA and foreign language. Students will be encouraged to become life-long reader through our take home book program through Barnes & Noble. Funds will be used to support the Fine Arts programs scholars and we will upgrade our antiquated district libraries with new, culturally relevant books to enhance student learning. We will ensure all scholars have access to one-to-one device technology to support the new online

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learning environment. We will continue to support the costs of dual enrollment to provide more opportunities for college level classes for high school scholars. We have hired additional mental health workers and will continue to ensure we have adequate staffing to meet the ongoing social and emotional needs of scholars. We are continuing to ensure our teachers have adequate training with ongoing professional development opportunities for teachers and staff to retrain to teach in a new post -covid learning environment. Funds will also be used to support the daily operations and continuity of services - including providing for student transportation and wages to support GRPS security, MIS, and custodial staff. We are also working to ensure our scholars have adequate enrichment opportunities by funding a variety of local field trips, travel to the Washington DC Close-up program, and the HCBU college tour.

**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.**

These funds will be used to analyze the districts academic, SEL, and mental health data to ensure GRPS Tier 1 core instructional practices are meeting the needs of all students, particularly those students disproportionately impacted by the pandemic. These internal focus groups and external consultants will build a strong core curriculum across the district to provide universal interventions where needed. Implemented Tier 2 targeted interventions will be available for at-risk students and will be provided via rapid response programs. Funds will also be allocated to Tier 3 intensive interventions for individual students via diagnostic assessments and high intensity durable procedures. There will be a large focus on English Learner's and ensuring our staff have the relevant language skills to meet those student needs. We will also provide transportation for our homeless students, technology for those with disabilities, family resources for our migrant population, and bolster our Native American program ensure the academic impact of the covid pandemic is mitigated, as much as possible, in these disadvantaged communities.