

LEA PLAN OF USE NARRATIVE

Each LEA must submit a LEA Plan of Use Narrative. If the LEA has not yet been able to complete their LEA Plan of Use Narrative, they should indicate so by checking the checkbox below and leaving the narrative questions blank. Once the LEA Plan of Use Narrative has been completed the LEA should amend the application and include the narrative content below and remove the check from the checkbox and resubmit the application.

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 will host community events and continue to distribute information to stay relevant (translation services will be needed to address our diverse district). We will create a new, post-covid, learning platform that will include significant modifications to technology (for both 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 focus our curriculum on evidence-based tools to accelerate learning recovery in a fun and dynamic way. Facilities will be upgraded and cleaned more often to create a safer environment (this will require outsourced custodial services), including updating cafeteria and classroom furniture to more agile solutions to allow for social distancing. Funds will be used to address transportation cost increases related to labor shortages, and to provide incentives to recruit and retain quality staff. Enrichment activities will be prioritized to address the emotional well-being of students, including project-based learning on field trips in arts, sciences, politics, and environmental issues that ceased during the covid shutdown

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 enrichment program that operates over 5 weeks in June and July across multiple years. Students in grades K-8 will receive grade-level content and will participate in project-based learning experiences. 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 to undergo this recovery.

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

Additional spending will focus on providing curriculum support in math, sciences, social studies, fine arts, ELA and foreign language. Students will be provided with take home library books and all libraries across the district will be updated with culturally relevant content. Funds will be used to support ELA programs, Robotics, STEM and environmental education. We will expand dual enrollment to provide more opportunities for college level classes for all students. There will also be a big focus on support students' mental health and social emotional needs. We will expand the amount of mental health therapists and provide PD opportunities for all staff. There will also be funds spent to boost enrolment and bring students back to the classroom. This will require more PD 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.

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.

Revised 5/31/23