

American Rescue Plan 2021

Flushing Community Schools - 25120

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:

The plan for the use of funds was based upon meaningful consultation and opportunity for input per the recent stakeholder survey. (Survey met all requirements of ARP ESSER III.) FCS will allocate funds to promote and sustain safe, in-person learning for all students and staff through implementing prevention and mitigation strategies consistent with the CDC, MI Dept. of HHS, and Genesee County Health Dept. guidance. With the highly contagious Delta Variant, per CDC, strategies to promote strong emphasis on "layered prevention" including universal masking for all students and staff. Utilize grant funds to purchase child, youth, and adult masks available at all schools/facilities in district. Funds will be used to purchase hand sanitizer for availability at all schools/facilities. To continue efforts to reduce transmission, contracted professional sanitization services will provide supplemental sanitizing in addition to cleaning by district custodial staff. Utilizing grant funds for employment of a medical liaison and additional nurse will support students and parents in contact tracing, testing/screening and quarantine procedures, per CDC guidelines. Finally, the purchase of (2) additional buses, increase district fleet, will reduce number of students/bus run, allowing for social distancing while transporting students to/from school per CDC guidelines. This reduced number of students on each run will ultimately promote students to return to school for in-person learning.

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:

Funds will be leveraged to address academic impact of lost instructional time. The plan for the use of these funds was based upon meaningful consultation and opportunity for input per the recent stakeholder survey. (Survey met all requirements of ARP ESSER III.) The district will hire and retain for 3 years, additional HQ MTSS paraprofessionals for (5) elementary schools to utilize evidence-based tutoring strategies during the school day specifically to address critical skills/concepts gaps in learning which impede students from accessing grade-level work. Hire and retain for 2 yrs additional IT support and MS teacher to provide information and assist families with Chromebooks and other devices used to facilitate instruction. Purchase Edmentum software to support HS special education students to individually address learning skill gaps. Purchase DK-2nd Gr and 6-12th language arts/English curriculum and materials, focus on evidence-based lessons, differentiation of individual instructional needs, support for sp. ed. and ELL students. Additional focus on summative/formative assessments to monitor academic performance and identify critical skills/concepts gaps. Includes online component to access instructional materials 24/7. Purchase elementary Sp Ed students supplemental curriculum to connect to grade-level standards and accelerates achievement. Funding Summer School/Credit Recovery K-12 to address critical skills/concepts gaps with evidence based interventions summer 2023.

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

The plan for the use of funds based upon meaningful consultation and opportunity for input per recent stakeholder survey. (Survey met all requirements of ARP ESSER III.) FCS will leverage funds for: (1) Additional Professional Staff Salaries/Benefits: general education (2) social workers for K-12 students, additional school nurse. and HS Counselor. (2) Software to support virtual/in-person student learning and teacher instruction: Go Guardian, G-Suite, Kami, Screencastify, Gizmos, EdPuzzle, Edgenuity, Presence Learning-Sp. Ed. (3) Social/Emotional support: social/emotional health training materials, staff mental health/appreciation shirts/stickers, social workers. (4) Costs Virtual Parent Requested instruction: Elementary, MS and HS virtual instruction tuition and costs for online classes for 2021-2022. (5) Sanitation: contracted staff sanitizing, staff and student masks, hand sanitizer. (6) Technology: Hot spots-equity of access, Chromebooks-equity of access, instruction, assessment. (7) School Safety: Navigate 360 (8) Transportation: (4) buses to improve social distancing, promote return to school, (CDC) (9) Voice Over Phone System Upgrade- equity, reliable and improved communication, (10) Maintenance: All-terrain utility vehicle for response to immediate/critical situation in district. (11) Additional Staff Salary/Benefits: FICA for summer school 2021, Salary/benefits for teachers providing student instructional coverage during planning time due to substitute shortage

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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.

As indicated from instructional staff, assessment data, general observations and meaningful consultation /input from the Stakeholder Survey, FCS recognizes that students were academically and social/emotionally impacted, most significantly those students disproportionately represented, by hybrid/remote learning models implemented from 3/2020 to 6/2021. As evidence-based interventions are implemented for all students, in particular low-income, Sp. Ed., ELL, homeless and other underserved students, we are focused on providing effective evidence-based interventions. To determine effectiveness of specific interventions, progress-monitoring and data/assessment will be used to identify growth performance and achievement for all students. Data Meetings to monitor progress and review assessment results, and develop individualized plans. Benchmark reporting to track/monitor progress of underserved students/subgroups. Monitor data/information through Data Hub specific to all students but also subgroups. Intervention program evaluation diagnostic will also be utilized. Assessments include: DRA K-5, Acadience K-6, NWEA (K-8), Quarterly assessments, SRSS, formative assessments, M-STEP, MME, PSAT, Mi-ACCESS, WIDA, Benchmark Assessments.