

**American Rescue Plan Elementary and Secondary School Emergency Relief  
ARP ESSER School District Plan**

Updated: Dec 13, 2021

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund was established in response to the immense challenges facing students, educators, staff, schools, and districts in preparing for and responding to COVID-19. The funds are for a wide array of activities to address diverse needs arising from or exacerbated by the pandemic, or to emerge stronger post-pandemic. This includes responding to students’ social, emotional, mental health, and academic needs. Because of the unprecedented, one-time funding available to districts, school districts have been encouraged to invest the funding strategically. Investments should provide sustained benefits to students and positively impact the district long-term.

The below plan has been developed in concert with stakeholders as detailed below and available for public comment. All funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 30, 2024.

<b>School District:</b> Lapeer Community Schools	<b>Total ARP ESSER III Funding Available:</b> \$5,835,898
<b>Date of School Board Plan Presentation:</b> <i>Teaching and Learning Committee:</i> 11-5-21 <i>Finance and Operations Committee:</i> 11-19-21 <i>Public School Board Meeting:</i> 12-1-21	<b>Budgeted to Date:</b> 12/8/2021 - only to the current 66% allocated (\$3,887,834)
<b>ARP ESSER School District Plan URL:</b> <a href="https://lcs.sharpschool.net/cms/One.aspx?portalId=3097475&amp;pageId=48953525">https://lcs.sharpschool.net/cms/One.aspx?portalId=3097475&amp;pageId=48953525</a>	<b>Amount Set Aside for Lost Instructional Time:</b> \$2,561,489 - Current 66% allocated = \$1,705,952

Questions to consider when evaluating whether proposed spending is appropriate:

- Will the proposed use of funds “prevent, prepare for, and respond to Coronavirus”?
- Is it an allowable use of funds under the CARES Act?
- Is it reasonable and necessary?
- Does it promote equity?
- Does it support returning students to the classroom?

## Prevention and Mitigation Strategies

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.

9. *“Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.*
10. *Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.*
11. *Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.”*

Prevention and Mitigation Strategies		
<b>Overview:</b> Lapeer Community Schools (LCS) will be making upgrades to our existing HVAC systems, in addition to adding air conditioning upgrades to all of our existing buildings to improve air quality. Recommendations from the CDC were considered for these purchases and installation of equipment.		
Narrative	Initial 66% Approximate Budget	100% Approximate Budget
HVAC/Air Conditioning Upgrades: #17	\$1,256,000	\$1,884,000
<b>Total Approximate Budget</b>	<b>\$1,256,000</b>	<b>\$1,884,000</b>

## Academic Impact of Lost Instructional Time

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 after school programs, or extended school year.

16. *“Addressing the academic impact of lost instructional time among an LEA’s students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by—*
  - a. *Administering and using high-quality assessments that are valid and reliable to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.*
  - b. *Implementing evidence-based activities to meet the comprehensive needs of students.*
  - c. *Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.*
  - d. *Tracking student attendance and improving student engagement in distance education.”*

Academic Impact of Lost Instructional Time
<b>Overview:</b> To address lost instructional time during Covid, LCS will be implementing several opportunities for all students to gain instructional time. These consist of during the day, extended day, and extended year opportunities. Additional materials such as books will be purchased to ensure reading materials at varying levels will be made available to students of all reading abilities. Additional staffing will be implemented to increase the contact time with students to help ensure student success.  Recommendations from students, staff, parents, and school staff were considered when determining the activities addressed with the 20% lost instructional time set aside. In addition to recommendations, time has been invested to ensure that activities align to our current practices and/or evidence-based activities.

Narrative	Initial 66% Approximate Budget	100% Approximate Budget
<p><b><u>Reading Recovery training for interested elementary teachers, special education teachers, and learning coaches, to include stipends for training, training costs, materials for teacher and students (up to 5 teacher each year; FY22, FY23, FY24)</u></b></p> <p>The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems. Professional development is an essential part of Reading Recovery with Reading Recovery trained teachers regularly attending PD to continue their learning and understanding of how children learn to read.</p> <p>Reading Recovery trained teachers work with 2-4 1st grade students on reading skills including using text cues, decoding, comprehension, writing, and letter and word work. Students work 1:1 with the Reading Recovery teacher for 30 minutes each school day for 12-20 weeks.</p>	\$166,000	\$250,000
<p><b><u>Reading Assessment kits for all K-5 teachers, middle school ELA teachers, and 2 of each grade span kits for Lapeer Virtual</u></b></p> <p>Utilizing reading assessment kits, teachers can:</p> <ul style="list-style-type: none"> <li>• Determine each student's independent or instructional reading level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension.</li> <li>• Quickly determine students' instructional needs to create a plan documenting what each student needs to learn next with the focus for instruction. Once the assessment is complete, teachers can use this information to differentiate instruction and create instructional groups.</li> </ul> <p>If a kit is chosen that is new to LCS, PD will be offered to teachers during the summer to learn the new assessment.</p>	\$25,000	\$37,000
<p><b><u>Summer Academic Camp, Grades K-6, to include stipends for teachers and materials</u></b></p> <p>Lapeer Community Schools will offer two sessions of two week summer theme based academic camps, Monday through Thursday from 9:00 AM - 2:00 PM. The camps will be available for students in current grades K-6 at Turrill Elementary to address learning recovery as an impact of COVID 19. Participation will be on a first come first serve basis with a wait list if necessary. Families will sign up for each session separately and can sign up for both sessions if they choose.</p>	\$201,000	\$301,000
<p><b><u>Summer Credit Recovery @ LHS to include stipends for teachers and materials</u></b></p> <p>Students will be offered the opportunity to enroll in Credit Recovery during the summer to gain credits that were not attained during the school year. Grant funding covers tuition that would otherwise be paid by parents/students to cover the cost of the program.</p>	\$26,000	\$40,000
<p><b><u>Math Recovery kits and training elementary and middle school math teachers, to include kit costs and stipends for training (FY22, FY23, FY24)</u></b></p> <p>Math Recovery® provides dynamic professional development which impacts the way professional educators think about student numeracy learning. Educators learn to design, implement, and analyze mathematics instruction based on individual student learning. Research-based diagnostic assessments, learning progressions, and high quality instructional tools help participants increase student understanding and achievement.</p>	\$27,000	\$41,000

<p><b><u>Credit Recovery After School Campus, to include stipends for teachers and materials</u></b>  After school campus is a credit recovery opportunity for students in high school seeking to gain credits they previously were not able to capture. All courses are on a virtual platform and certified teacher support is provided after school four days a week. Students are required to attend face to face two days a week.</p>	\$20,000	\$32,000
<p><b><u>Community High School Learning Coach/Interventionist, Lapeer High School Interventionist, to include salary and benefits</u></b>  Two separate positions:</p> <ul style="list-style-type: none"> <li>• One Interventionist/Learning Coach at Community High School split-funded with RAG grant for the 21-22 school year and fully funded from ESSER III for the 22-23 school year.</li> <li>• One Interventionist at Lapeer High School for the 21-22 and 22-23 school year fully funded from ESSER III.</li> </ul>	\$450,000	\$675,000
<p><b><u>Dropout Prevention Coordinators, Community High School and Zemmer , to include salary and benefits (two 50% positions, one at each school)</u></b>  The secondary drop-out prevention coordinator will provide direct intervention support to students and as a coach, instructional support to staff. As a secondary drop-out prevention coordinator, this individual will work as an interventionist with students identified as in need of Tier 3 support in the Multi-Tiered System of Support (MTSS), based on behavioral and academic criteria. The coordinator will build an intervention plan based on needs, monitor and support students through the pyramid of options outlined in the secondary MTSS protocol. Additionally, the coordinator will collaborate with teachers, counselors and administrators to monitor students, analyze data, evaluate progress, make adjustments and plan a sustainable course of action. The coordinator will also communicate with appropriate stakeholders, including parents. As a coordinator, this individual will provide PD to staff on best-practice strategies to support at-risk students in need of Tier 2 and 3 supports, provide leadership in the use of the Early Warning System (EWS) and support fidelity of implementation of MTSS at the secondary level.</p>	\$133,000	\$200,000
<p><b><u>After School Academic Support, to include stipends and materials</u></b>  Secondary students attending the after school academic support will receive approximately an hour of core content support two times a week on Monday and Wednesday starting in January through May. Students will not be gaining credits but will receive academic support in the form of tutoring on an as needed basis, drop in. Co-teaching within and across grade levels is encouraged. Transportation after school can be provided if parents sign up for one or both days on a regular basis, and needs to be pre-arranged with the bus garage.</p>	\$145,000	\$217,000
<p><b><u>Turrill Intersession enrichment activities, to include stipends, materials, presenter fees</u></b></p> <ul style="list-style-type: none"> <li>• An Intersession is a unique opportunity that combines extended learning with theme-based activities. Intersessions are an option for childcare during off-weeks for year-round students.</li> <li>• Year round students go to school to engage in the theme of the week under the guidance of certified teachers. Activities may include field trips, assemblies, technology projects, and art activities along with traditional academic exercises including reading, writing and research.</li> </ul>	\$28,000	\$42,000
<p><b><u>Kdg-3rd grade Phonics assessment PD, to include stipends and materials</u></b>  Utilizing the book <u>How to Plan Differentiated Reading Instruction</u> (Sharon Walpole), Kindergarten, 1st, and 3rd grade teachers will learn about and utilize research supported practices to target gaps in students' decoding skills and accelerate student learning. Teachers will participate in a book study, assess their students, and develop plans to support next steps for students in their decoding skills to increase reading achievement.</p>	\$25,000	\$37,000

<b><u>Interventionists at elementary buildings, to include salaries and benefits (part-time)</u></b> The part time interventionist enhances student achievement through expert knowledge of best-practice teaching strategies, accelerated learning, and use of assessment to monitor and adjust instruction. The interventionist may provide instruction in the context of a small group or through push-in support. The interventionist collaborates with instructional staff to ensure alignment across tiers of support as well as coordinate instruction/strategies to effectively meet student needs. Flexible daily schedule.	\$245,000	\$367,000
<b><u>Additional Guided Academics classes, to include overages in teacher schedule and salary</u></b> Programming for students exists at the secondary level and ensures students who are not proficient in reading and/or math receive the assistance needed to successfully access and benefit from the total school program. The Guided Academics classes utilize techniques, methodology and individualized instruction to increase reading and math proficiency. Instruction in Guided Academics exists in addition to the general ELA or mathematics courses. Guided Academics classes are provided to students daily at the secondary level, based on student achievement and scheduling constraints.	\$147,000	\$220,000
<b><u>Elementary Classroom Libraries</u></b> Teachers new to the profession tend to outfit a classroom with smaller classroom libraries, as teachers build their libraries over time. The cost of classroom libraries is significant, as many books of different reading abilities must be obtained to meet the needs of varying levels of students. Lapeer Community Schools will be investing money into the classroom libraries of first and second year teachers to ensure that our students have access to a variety of books that both meet their reading levels and interest the student.	\$53,000	\$80,000
<b><u>IXL Subscription</u></b> IXL subscriptions for each building will create personalized learning plans for students based on data from standardized assessments and teacher input. Students will utilize IXL during MTSS time to support the Tier I teaching that is occurring in the classroom.	\$15,000	\$23,000
<b>Total Approximate Budget</b>	<b>\$1,706,000</b>	<b>\$2,562,000</b>

### **Investments Aligned with Student Needs**

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 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.

<b>Intervention</b>	<b>Percentage of Student Population</b>	<b>Academic Needs</b>	<b>Social, Emotional, and Mental Health Needs</b>
All students		Opportunity for additional support during: <ul style="list-style-type: none"> <li>- the regular school day</li> <li>- extended school day</li> <li>- extended school year</li> </ul> in all content areas, particularly core content, to increase student	All students have equal access to school psychologist(s), social emotional therapists, and counseling to support their social, emotional and mental health needs.
Students from low-income families	42.2%		
Students of color	10.6%		
English Learners	0.7%		
Children with disabilities	16.3%		

Students experiencing homelessness	0.4%	proficiency and engagement.	
Children in foster care	1%		
Migratory students	0%		

(percentages based on MSDS report from October 2021 student count)

Indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

Population	How Addressed
Students from low-income families	<p>The activities selected for funding through ARP ESSER III will eliminate the need for families to pay for activities and extra support for their child(ren), as the grant funding is able to cover the costs of materials and staff stipends to run the programs.</p> <p>Transportation is included in this funding as well, so students that are unable to utilize family transportation are still able to participate in the learning opportunities available to them.</p> <p>Additionally, in the absence of ARP ESSER III funding, activities listed in Learning Loss would not have the ability to run. This additional funding allows us to provide additional support to ALL students, including subgroups.</p>
Students of color	In the absence of ARP ESSER III funding, activities listed in Learning Loss would not have the ability to run. This additional funding allows us to provide additional support to ALL students, including students of color.
Gender	In the absence of ARP ESSER III funding, activities listed in Learning Loss would not have the ability to run. This additional funding allows us to provide additional support to ALL students, including both student genders.
English Learners	An English Language Learner paraprofessional will staff programs that have ELL students participating. This is a continuation of services that they receive during the school day. Additionally, transportation costs are covered for students in case they are unable to have family transportation.
Students with disabilities	In the absence of ARP ESSER III funding, activities listed in Learning Loss would not have the ability to run. This additional funding allows us to provide additional support to ALL students, including students with disabilities.
Students experiencing homelessness	<p>These programs offer students experiencing homelessness a place to receive interventions that have a school focus and a place to go to feel safe while working on their academics.</p> <p>Transportation is included in this funding as well, so students that are unable to utilize family transportation are still able to participate in the learning opportunities available to them.</p> <p>In the absence of ARP ESSER III funding, activities listed in Learning Loss would not have the ability to run. This additional funding allows us to provide additional support to ALL students, including students experiencing homelessness.</p>
Students in foster care	<p>These programs offer students in foster care a place to receive interventions that have a school focus and a place to go to feel safe while working on their academics.</p> <p>Transportation is included in this funding as well, so students that are unable to utilize family transportation are still able to participate in the learning opportunities available to them.</p>

	In the absence of ARP ESSER III funding, activities listed in Learning Loss would not have the ability to run. This additional funding allows us to provide additional support to ALL students, including students in foster care.
Migratory students	Lapeer Community Schools does not currently have migrant students.  If migrant students enroll in the district during the timespan that ARP/ESSER funding is available, they will be offered enrollment in any program that LCS offers utilizing ARP ESSER III funds.

Indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

Population	How Evaluated
All students	<ul style="list-style-type: none"> <li>- Evidence based interventions will be monitored through MTSS binders/documentation, and IRIPs at the elementary level.</li> <li>- After School Credit Recovery will be monitored by the number of credits that students gain at the completion of the program.</li> <li>- Extended day and summer enrichment opportunities will be monitored by the coordinators through attendance, parent engagement, student proficiency levels in core content areas.</li> <li>- Program evaluations will be completed for each intervention/enrichment program, including perception data from applicable stakeholders.</li> </ul>
Students from low-income families	<p>While utilizing the Program evaluation tool, subgroups of students will be analyzed for readiness, knowledge and skills, opportunity, implementation with fidelity, and impact. Modifications to programs will be made based on data to increase students achievement and participation/engagement.</p>
Students from different ethnic groups	
Gender	
English Learners	
Students with disabilities	
Students experiencing homelessness	
Students in foster care	
Migratory students	

### **Remaining ARP ESSER Funds**

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

1. *“Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).*
2. *Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).*
3. *Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).*
4. *Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).*
5. *Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).*
6. *Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.*
7. *Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.*

8. *Activities to address the unique needs of low-income children or students, students with disabilities, 4 English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population."*
12. *"Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.*
13. *Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.*
14. *Providing mental health services and supports, including through the implementation of evidence based full-service community schools.*
15. *Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care."*
17. *"School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*
18. *Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*
19. *Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*
20. *Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA."*

<b>Remaining ARP ESSER III Funds</b>		
<b>Overview:</b>		
LCS is allocating our remaining ARP ESSER III funding towards social/emotional support for students and staff, and technology necessary to complete our 1:1 technology goal as well as technology to support mathematics.		
Recommendations from students, staff, parents, and school staff were considered when determining the activities addressed with the remaining 80% of ARP ESSER III funds. In addition to recommendations, time has been invested to ensure that activities align to our current practices and/or evidence-based activities.		
Narrative	Initial 66% Approximate Budget	100% Approximate Budget
Social Emotional/Mental Health/Behavioral Intervention Support Contracted Staff: #14	\$410,000	\$617,000
Contracted Psychologist: #14	\$166,000	\$250,000
1200 Chromebooks to complete 1:1 computing goal: #13	\$183,000	\$276,000
Device monitoring software for teachers to ensure engagement during the school day	\$44,000	\$65,000
1:1 Calculators for students 6th-12th grades, which meet state assessment allowed-devices lists for M-STEP, PSAT and SAT	\$62,000	\$92,000
Curriculum resources aligned to classroom instruction, both face to face and virtually	\$60,000	\$90,000
<b>Total Approximate Budget</b>	<b>\$925,000</b>	<b>\$1,390,000</b>

## **Stakeholder Consultation:**

The LEA has engaged in meaningful consultation with the following stakeholders and gave the public an opportunity to provide input in the development of the plan.

<b>Population</b>	<b>Method(s) of Meaningful Consultation</b>
Students	Secondary students were surveyed with questions about: <ul style="list-style-type: none"> <li>- grade</li> <li>- desire for academic support and which content areas they would like support in</li> <li>- technology</li> <li>- social-emotional needs</li> <li>- building upgrades</li> <li>- other suggestions</li> </ul>
Families	Parents/guardians were surveyed with questions about: <ul style="list-style-type: none"> <li>- stakeholder group</li> <li>- subgroups in which their stakeholder status applies</li> <li>- highest priority needs for the district</li> <li>- other suggestions</li> </ul>
School and District Administrators	School and District Administrators were surveyed with questions about: <ul style="list-style-type: none"> <li>- stakeholder group</li> <li>- subgroups in which their stakeholder status applies</li> <li>- highest priority needs for the district</li> <li>- other suggestions</li> </ul>
Teachers, Principals, School Leaders, Other Educators, School Staff, and their Unions	Teachers, Principals, School Staff, and Unions were surveyed with questions about: <ul style="list-style-type: none"> <li>- stakeholder group</li> <li>- subgroups in which their stakeholder status applies</li> <li>- highest priority needs for the district</li> <li>- other suggestions</li> </ul>
Tribes	N/A
Civil Rights Organizations	N/A
Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students	Stakeholders were surveyed with questions about: <ul style="list-style-type: none"> <li>- stakeholder group</li> <li>- subgroups in which their stakeholder status applies</li> <li>- highest priority needs for the district</li> <li>- other suggestions</li> </ul>

## **Resources:**

- [Guidance for COVID-19 Prevention in K-12 Schools](#)
- [ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs](#)
- [Frequently Asked Questions Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs](#)
- [Safer Schools and Campuses Best Practices Clearinghouse](#)
- [State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund](#)