



LEA PLAN OF USE

Mattawan Consolidated Schools has development the LEA PLAN OF USE in collaboration with stakeholders (parents, teachers, administration, community members, etc.) throughout the district. This plan describes the supports in place for the district return to safe learning through effective use of resources.

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 order to be continuously and safely open and operating our schools for in-person learning. We need to have a safe environment and be able to accommodate learning in a variety of ways. Our plan to upgrade HVAC systems will allow for cleaner air to circulate in the buildings creating a healthier space. Upgrades to HVAC designs, controls, and a chiller will allow for cleaner airflow. The feedback we received through our meaningful consultation with stakeholders indicated the desire to ensure schools were open for in-person learning. Additionally we can operate our schools in-person with the tools for instruction on which we plan to use the funds.

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:

A main focus for these funds for our district will be another summer learning program. The funds will be used to operate a 6-week program throughout the summer for students K-12 to attend. We make the program available to all students but will be identifying through evaluation tools those students who need more targeted assistance. We employ teachers and paraprofessionals at rates that allow for a low student-to-staff ratio. This ensures the attention that is needed by students is provided to them. We will also use a virtual program mentor. This will provide more of a direct and intentional connection between students and virtual learning through tracking to ensure success and completion. We will use funds to employ staff and purchase services for teacher consultation in the areas of math and reading. These services will monitor and strengthen the teaching staff with the ability and tools to further reach students and ensure success.

The district will also be implementing after-school educational programming to support student learning loss and work to increase intervention time for students identified using evidence-based assessment tools. Additional targeted intervention support for English Language Learners to increase language acquisition skills will be included in after-school programming opportunities.

MATTAWAN CONSOLIDATED SCHOOL

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

The remaining funds will be used for social and emotional learning, mental health supports, intensive reading and math intervention during the school day, and enhancing curricular resources for student access. We will use a diagnostic tool to be able to assess students' academic and social-emotional needs to identify gaps that require immediate intervention. We will need to employ counselors, school social workers, certified reading and math interventionists, and paraprofessionals to support the vast intervention needs. Professional development will be critical to the success of addressing student needs. District staff will participate in professional learning that deepens staff understanding of relational capacity and the impact relationships have on student success, educational equity for marginalized students, and multi-tiered systems of support.

We will also use funds to assist with virtual learning and supporting a virtual educational environment. We will use a software platform that supports that style of learning and also employ a monitor to connect with students regularly. Audio and Visual technology equipment will be available to enhance learning spaces that promote a safer learning environment for social distancing. We will employ school medical assistants to manage health issues in such a way as to keep students and staff safe. We will be upgrading HVAC infrastructure for cleaner air and water filtration systems for water in the buildings.

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.

It's our feeling that in this application we've identified the top issues facing our district both through internal evaluation and through meaningful consultation with stakeholders to arrive at these items. We feel that our plan for use of the funds will address these problems and will keep our district open for in-person learning while identifying any students who are struggling in their education and provide additional time and resources for learning to them. Summer and after-school academic and social-emotional intervention programming will be targeted to subgroup demographic populations. The district MTSS structure supported by interventionists, counselors, and school social workers identifies specific students to receive targeted intervention before, during, or after school hours. Due to an increasing immigrant and migrant population of students, the district needs to increase available staffing resource allocation to provide English Language Learner instruction to students.



PROGRAM DESCRIPTION

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

The use of ESSER III funds by our district will allow us to respond to some needs that have arisen as a result of Coronavirus. A third of our funds would be used to upgrade HVAC systems in the district so that the air in buildings is cleaner for occupants. The remaining funds will address academic, social-emotional needs, and mental health issues that have become prevalent with the pandemic. We will also be able to have more tools for virtual learning and mitigate learning loss that has occurred.

How will the use of ESSER III Funds promote equity?

The ESSER III funds will provide us with additional tools, resources, and supports to be able to expand our monitoring and tracking of student growth and achievement as well as the services we provide.

Through professional development, new instructional resources, and the implementation of a multi-tiered system of support, staff will be able to effectively identify the specific needs of each child and provide targeted intervention services around academic, social, emotional, and/or mental health needs. The access to relevant academic programming and resources will allow for each child to access educational resources materials that demonstrate similarities to their own personal experiences. When children see themselves in the textbooks and novels that we provide them there is a reciprocal relationship to student achievement. The district will continue to provide students and staff with instructional materials and resources that promote a diverse representation and establish equity amongst our students.

How will the user of ESSER III Funds support returning students to the classroom?

HVAC systems and water filtration systems keep our buildings clean and allow for a healthy environment conducive to teaching and learning. School medical staff also support maintaining a healthy space for students and staff. Access to technology promotes a learning environment that supports social distancing. Intensive access to intervention before, during, and after school creates opportunities for students to close gaps in academic, social, emotional, and mental health needs.