

# American Rescue Plan 2021

## Fitzgerald Public Schools - 50090

**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:**

FPS returned students to in person instruction in the fall of 2021, with an option for medically fragile students (or students of family members) to participate in our virtual academy. While bringing students back, for in-person learning we've monitored data and requested face masking for our 6-12 students. We maintain 3 feet of physical distancing when possible. We've increased hand washing and hand sanitizing stations for everyone in the district. We hired a district nurse to help with preparing and preventing COVID, as well as contract tracing, COVID testing and setting up vaccine clinics. We've purchased additional cleaning supplies for disinfecting offices and classrooms, and trained custodians on appropriate techniques to clean buildings. Larger scale items include air-purifying units, air conditioning, spaces to work outdoors. We meet weekly with the Macomb County Health Department, and are diligent about tracking our COVID numbers. We use cameras, seating charts, student group check-ins to determine close contacts, and will continue to work on preventing and mitigating in our district.

**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:**

FPS plans to address learning loss in several ways. We have created tutoring opportunities at all 5 of our buildings. Principals and other teacher leaders evaluated student data and make recommendations to families for tutoring to take place either before or after school. We plan to offer our summer school program to all students in need of closing the achievement gap from PK-8th grade and credit recovery courses for our 9th-12th graders. During the day we will continue to utilize our MTSS Practices, where we have begun to evaluate textbook adoptions for our Tier I Curriculum Tools in math this year, and other contents in the coming years. In addition, we are able to support individualized or small group tutoring for student sin Tier II or III interventions. All of our learning can take place either face to face, or when necessary in a virtual setting, because we have given all students and staff a laptop or chromebook in a 1-to-1 initiative. For students who struggle with connectivity, they can also use a hotspot purchased by the district. As a district, we continue to evaluate all of our programs using data to ensure we are informing our instruction, in when possible individualizing the needs of all of our students. We blend and braid our ESSER funds with other state and local grants, as well as our school district general fund.

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

FPS gave all students, staff and other stakeholders an opportunity to give feedback on how we should spend grant funds. Feedback focused on implementing key components of effective instruction, ensuring all students have access to high-quality instructional tools, wrap arounds services - specifically targeting mental health and tutoring. The focus of all feedback was that the money should be spent direction on students. Some of our feedback also included facility improvements, and adding additional support staff; which ultimately benefit our students. After learning of stakeholder feedback, our district administrative departments, as well as, buildings took time to create budgets that would specifically meet the needs of the students they serve. Each of the items that were listed in the building level budgets had to tie to one of the allowable expenditures. When creating the multi-year budget, we decided to use our 2/3 that have been allocated in the 21-22 year first, and the remaining 1/3 in the 22-23 and 23-24 school years. Based on feedback we worked hard to ensure the allowable expenditures that we prioritized targeted student needs first. Remaining funds will be used for building needs and additional staff.

**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.**

FPS plans to build safe and inclusive learning environments for all students. Fitzgerald opened to all students face-to-face for the 21-22 school year, with an option for medically fragile students or families to apply for our virtual program. For students returning F2F, we've implemented layered strategies for preventing the transmission of COVID. As