

ESSER-III / American Rescue Plan (ARP) LEA Plan Of Use Narrative

- 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 :**

ESSER III funds will be used to replace the heating, ventilation, and air conditioning (HVAC) system in our oldest building in the district to reduce the spread of disease and lower the risk of exposure by reducing the viral particle concentration. Funds will also be used to update school buildings to improve air quality throughout buildings including updating windows, roof updates, and updating indoor and exterior doors. Additionally, funds will be used to provide supplies for filtration systems to continuously improve air quality; and the purchase of cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean.

- 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 after school programs, or extended school year:**

Since March 2020, the Covid-19 pandemic has created significant barriers for students to consistently learn in-person from highly qualified instructors. Students have experienced regular disruptions to their learning in the form of shut-downs, hybrid learning, and quarantines. Learning gaps have been created due to students having inconsistent access to a structured learning environment. This coupled with staff shortages and the inability to hire qualified staff in key instructional and social-emotional support positions, have made it difficult for many of our students to fully engage in their learning. The pandemic has also created unprecedented social-emotional stresses that have further added to students' academic challenges. To address the academic impact of lost and disrupted instructional time, Battle Creek Public Schools will use ESSER-III funds to hire staff to implement evidence-based intervention programs and strategies in core academic areas and to support students' social-emotional needs. Summer intervention materials will also be provided to students. In addition, intervention programs and materials and monitoring systems will be purchased to help identify students needing the most support and to ensure Tier II and Tier III structures are implemented with fidelity. To build the capacity of all staff and to provide them with the tools and knowledge needed to support each student's individual needs, significant funds will be invested in professional development.

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

Battle Creek Public Schools will address indoor air quality in the following buildings: LaMora Park, Dudley STEM, Fremont International Academy, Verona and WK Kellogg Prep. The HVAC system will be upgraded including unit ventilators, air handlers and rooftop units in order to allow for better air circulation and filtration as a result of Covid-19. BCPS will determine what type of air scrubber technology (UV light or bipolar ionization) will be best for each individual project.

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.

Our district completes three cycle reviews each school year. These cycle reviews occur directly after benchmark assessments are completed and building walk-throughs are completed. During build-walk-throughs, data is collected on classrooms implementing expected evidence-based instructional practices, on student engagement levels, and on the levels of rigor. Following the assessments and walk-throughs, each principal presents their school's attendance, behavior, and attendance data to the district's leadership team. Data is presented in an aggregated format as well as disaggregated by subgroups. In their presentation, principals compare their results to their Theory Of Action and to their Short Cycle plan. Principals identify areas where their schools are doing well and areas where they are not meeting their goals and expectations. Principals also present a plan for what they will continue to do and shifts they will make in their own leadership and in their school's instructional practices, interventions, systems, and processes.