



LEA PLAN OF USE NARRATIVE

Each LEA must submit a LEA Plan of Use Narrative. If the LEA has not yet been able to complete their LEA Plan of Use Narrative, they should indicate so by checking the checkbox below and leaving the narrative questions blank. Once the LEA Plan of Use Narrative has been completed the LEA should amend the application and include the narrative content below and remove the check from the checkbox and resubmit the application.

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

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:

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The custodial staff has strict cleaning protocols in place that are time-intensive and require significant cleaning supplies. The consultation with stakeholders yielded three areas of interest in regards to prevention and mitigation.

1. The district has the necessary custodial staff to implement cleaning protocols. The district will spend ARP/ESSER III funds to ensure the custodial department is fully staffed and all needed cleaning supplies are available.
2. To ensure that the district's ventilation system is providing a healthy environment for staff and students. The district intends to perform a study of the current heating, ventilation, and air conditioning (HVAC) system and identify areas that are not functioning correctly or could be improved to provide a healthy school environment. Upon completion of the study, the district will implement the necessary repairs and upgrades to the HVAC system. The district will use ARP/ESSER III funds, when and where permissible, to ensure a properly running HVAC system.
3. The purchase of personal protection equipment (PPE). The district will use APR/ESSER III funds to replenish and maintain PPE as recommended by the Center for Disease Control (CDC), Michigan Department of Health and Human Services (MDHHS), and/or the Benzie-Leelanau Health Department (BLDH). Masks are currently the primary recommended equipment, but we will adjust our PPE as the recommendations change.

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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:

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The rural and isolated location of the district makes finding qualified and willing staff for extended learning opportunities is nearly impossible. The stakeholders expressed a significant interest in summer learning activities. Previous recent surveys of the district families expressed an interest in summer daycare but not in summer school.

To address the need for summer learning support with the strict limitation of staffing, the district will produce summer learning kits targeted to meet each students' individualized interest and learning needs. These kits will include a balance of reading material, math activities, logic puzzles, motor skills, social-emotional learning (SEL) resources, and online subscriptions to educational content.

The kits will be tailored to each student but will use evidence-based tools such as American Reading Company (<https://mailchi.mp/b08d8fae86d2/g6xy8sgo7j>), Great Minds (<https://gm.greatminds.org/aha/tag/data-stories>), Development and Research in Early Mathematics Education (<https://familymath.stanford.edu/>), National Science Teaching Association Bring STEM Kits Home (<https://www.nsta.org/science-scope/science-scope-mayjune-2021/closing-achievement-gap-bringing-stem-kits-home>), etc. Online resources such as Learning A-Z (<https://www.learninga-z.com/site/what-we-do/research-based-instruction>), ABCMouse (<https://www.ageoflearning.com/research/>), etc.

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

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In addition to the interventions already listed, the stakeholders identified "access to project-based, experiential learning opportunities that meet the individual needs of students" as a top priority. Fortunately, this interest mirrors the district's mission, vision, and beliefs statements.

The exact nature of project-based, experiential learning opportunities will be grade-level, content-specific, and student need/interest-driven. Finalizing those details in advance is nearly impossible due to the diverse nature of needs and the ability to schedule with outside locations. However, using previous opportunities as a guide and expanding on them would include opportunities such as biological studies with Central Michigan University at their Bio Station on Beaver Island, Michigan (<https://www.cmich.edu/colleges/se/cmubs/Pages/default.aspx>), environmental studies with Inland Seas

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Education Association (<https://schoolship.org/>), Shipwreck Expedition with the Grand Traverse Lighthouse (<https://www.grandtraverselighthouse.com/northport-shipwreck-expedition-2017/>), outdoor experiences with Leelanau Outdoor Center (<https://locprograms.org/>), Float Your Boat (www.facebook.com/%2Fnorthportps%2Fposts%2F4332546326793061), etc.

These project-based, experiential learning opportunities will balance individual academic needs with necessary social-emotional development opportunities.

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.

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At-home SEL - The district will provide resources for students to use at home to promote healthy SEL. In the past, the district provided journals, stress balls, coloring activities, stress putty, etc. We will put together kits with similar items.

At-school SEL - The district employs a full-time counselor for its 135 students. Additionally, the district implements SEL assessments such as SELWeb and SSIS. Using this data, the district implements a diverse range of SEL strategies, including Second Step (<https://www.secondstep.org/>) and EL Education (<https://eleducation.org/news/el-receives-highest-social-and-emotional-learning-competency-rating>). To meet the SEL needs of our students, the district will expand the use of these tools.

Diversity and Equity - Both Second Step (<https://www.secondstep.org/anti-racism-and-anti-bias-resources>) and EL Education (<https://eleducation.org/who-we-are/our-commitment-to-equity-and-antiracism>) contain an emphasis on diversity, equity, and inclusion. We will maximize the use of these resources. These stakeholders expressed a desire to increase the diversity within our library and to obtain high-interest books that reflect a diverse range of cultures. These stakeholder groups already have prepared lists of recommended resources, which we will purchase from these lists.

PROGRAM DESCRIPTION

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

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To prevent and respond to the Coronavirus, ESSER III Funds will be used to purchase PPE, cleaning supplies, maintain full custodial staffing, and ensure a properly functioning HVAC system.

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* How will the use of ESSER III Funds promote equity?

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To promote equity, ESSER III funds will be used to expand connections with diversity-focused partners such as Second Step and EL Education, purchase culturally relevant reading material and resources, provide individually targeted learning resources, and provide access to experiential learning opportunities designed to meet diverse learners' needs.

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

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

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To specifically address the disproportionate impact of COVID-19 on groups of students, ESSER III funds will be used to create individual summer learning kits. These summer learning kits will be targeted to meet each student's individual interest and learning needs. These kits will include a balance of reading material, math activities, logic puzzles, motor skills, social-emotional learning (SEL) resources, and online subscriptions to educational content.

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

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

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The district will use NWEA testing in grades K-12 in reading and math in the spring and fall to measure the effectiveness of this program. Not only will the district compare the results from the current spring to fall cycle, the district will look at results from previous years' spring to fall cycle to identify summer slide prevention. Quite often our number of students is too small in subgroups to have meaningful data, but the data will be evaluated by subgroups when possible and meaningful.

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

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Besides a brief window during the 2020-21 school year, the district has not offered an online or remote option for students. Even then we still ran a traditional bell schedule with synchronous classes. The pandemic has increased the need for cleaning and social and emotional health. ESSER III funds will be used to support keeping the building clean and safe, providing resources to help students be successful academically, and to help students develop healthy social and emotional skills.

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