

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Kentwood Public Schools

2020 - 2021

Recipient Code: 41160

- 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:

The District is asking every one of our employees to help with our preventative efforts while at work. In order to minimize the impact of COVID-19 at our worksite(s), everyone must play their part. The District has implemented the following best practices to minimize exposure & prevent its spread in the workplace.

- Participate in COVID-19 Preparedness Plan Training
- Read & comply with the KPS COVID-19 Preparedness & Response Plan
- Complete the Acknowledgment Form for the KPS COVID-19 Preparedness & Response

The District will implement an aggressive capital improvement plan that will upgrade 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. Furthermore, the District has committed to building 2 new early childhood centers that will promote social distancing by additional spacing, improve indoor air quality and locations throughout the buildings for social/emotional support of all students birth to age 5.

Lastly, the District is committed to the purchase of new furniture and development of support spaces such as nursing stations, additional eatery locations and restrooms in all facilities. These spaces are designed to provide the opportunity for students to comfortably take care of their needs during the school day.

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:

Kentwood Public Schools conducted meaningful consultation with community stakeholders to provide input in development of its plan to allocate ESSER funds. Our evaluation of the data provided us with the opportunity to re-evaluate our current plan to address learning loss experienced during the pandemic. As a team, we will develop the plan listed below as a starting point. With constant evaluation of the plan, we expect continuous improvements of the goals and objectives. Surveys & face-to-face consultations completed January 2022.

If we invest in high-quality differentiated core academic instruction instead of remediation & strengthen academic intervention services, we will ignite student engagement & motivation & build on students' assets

1. Additional school day support (high-dosage tutoring)-Expand & target individual learning time outside of school hours for students with the greatest learning needs. More learning via extended school days, "high-dosage" tutoring, & other after-school opportunities. Smaller class sizes in grade levels where student needs are greatest. Raise spending/staffing for schools with high concentrations of students living in poverty & with higher learning needs

2. Enhanced summer learning-Provide additional funds to hire the most qualified staff & add locations to provide enhanced learning

3. Professional learning focused on high-quality instructional materials-Ensure teaching teams have high-quality

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curriculum, time, & support collaborative learning

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

Kentwood Public Schools conducted meaningful consultation with community stakeholders to provide input in the development of its plan to allocate ESSER funds. Our evaluation of the data provided us with the opportunity re-evaluate our current plan to address learning loss experienced during the pandemic. Together as a team, we will develop the plan listed below as a starting point. With constant evaluation of the plan, we expect continuous improvements of the goals and objectives. Survey and face-to-face consultations completed January 2022.

If we invest in the professional growth and wellbeing of all staff and provide growth and development opportunities that improve teacher practice and capacity, then we will create a thriving, joyful teacher workforce that results in improved whole child outcomes.

1. Creation of culture of relational trust
2. Protect teachers' time and prioritize teacher learning
3. Expansion of trauma informed training
4. Direct access to comprehensive behavioral health services

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.

If we invest in a multi-tiered system of supports for students, with an emphasis on the components of the WSCC model, then our students will be healthy, safe, engaged, supported, and challenged.

1. Social-emotional wellbeing enhancement and integration
2. Intensified family engagement (re: mental health and social-emotional wellbeing)