

American Rescue Plan 2021

Ludington Area School District - 53040

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:

Based on stakeholder input, Ludington Area School District will use ESSER III funds to implement prevention and mitigation strategies recommended by the CDC of social distancing and evaluating the air purification systems in the buildings. The district received overwhelming support on the suggestion to use ESSER III funds for teacher and paraprofessional salaries. This would allow the district to be better able in providing small class sizes, to attract highly qualified teachers and paraprofessionals, and in maintaining the amount of support staff needed to support small groups of students and in addressing student behaviors.

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:

Again, based on stakeholder input, "Deliver interventions for struggling students and provide small-group instruction" was identified as a major need. This aligns with addressing the impact of lost instructional time. The survey responses supported the use of funds for teacher and paraprofessional salaries that would allow the district to be able to provide interventions for students and small-group instruction. The instruction provided through small group instruction is part of our MTSS program, which is an evidenced-based intervention. A current challenge with providing interventions is being short staffed. If the district hired full-time substitute teachers, this would prevent teachers and paraprofessionals from being pulled to cover other classes.

Survey results also supported the need for additional support that is available for all students, such as after-school or summer school opportunities. These funds could be used to support current initiatives or possibly expand these types of additional supports.

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

The third highest rated category based on stakeholder input was "Provide social and emotional learning opportunities such as counseling, mental health & wellness resources for students, staff, and families." The district could use ESSER III funds for the salaries of the district counselors, including the counselors from local mental health facilities, to ensure that the appropriate amount of counselors needed to support all students. The district could also use these funds to provide training and resources for staff, families, and students to support social and emotional learning. Survey responses included the need for mental health support for teachers and the hiring of a school nurse.

For facilities, the district could get an evaluation done on what other ways the air quality in the district could be improved and explore the installation of air purifiers.

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.

LASD will ensure that interventions support all students by using the funds based on the input of stakeholders. Stakeholder input included strategies that would support all students, such as supporting smaller class sizes, staffing at all grade levels, Social and Emotional Learning resources, and evaluating the facilities of all students to ensure they have improve air quality.