

## Section 11t Equalization Funds - LEA Plan of Use Narrative

Agency: Brighton Area Schools

2021 - 2022

Recipient Code: 47010

- 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 will continue to follow the CDC's guidance to the fullest. Our protocols and procedures correlate with the CDC's and local health department's guidelines. They are reflected in our Return to Learn plans that continuously work closely with the health department to monitor trends related to COVID-19. The key return-to-school components include mask use (not required but encouraged), physical distancing, COVID-19 screening and testing, ventilation, cleaning, and disinfection, staying home when sick, and contact tracing in combination with isolations and quarantine.

The District will use funds for Heating, Ventilation, Air Conditioning (HVAC), and window upgrades to the building where after-school and summer school programs are being provided. This will ensure the ventilation systems operate correctly and provide acceptable indoor air quality for a safe-in person learning.

**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:**

Every use of 11t funds is targeted to directly impact students in the subgroups. The subgroups impacted are the Economically Disadvantaged, Students of Color, Students with Disabilities, English Learners, Migrant Students, Homeless Students, and Foster Care Students. To address learning loss, we will continue administering and using high-quality assessments and implementing evidence-based instructional strategies, providing information/ assistance to parents and families, tracking student attendance, enhancing student learning environments through engagement, and monitoring student academic and behavior progress to identify students who need additional services and interventions. We are utilizing direct, explicit, structured, sequential, diagnostic, and prescriptive instructional practices to directly impact students' progress and achievement in the identified subgroups.

Our instructional coaches directly target instructional and behavioral strategies to support students in the identified subgroups by providing information and assistance to teachers, enhancing student learning environments through engagement, and monitoring student academic and behavior progress, to identify students who need additional services and interventions. We are implementing high-dosage tutoring interventions for identified students for literacy, mathematics, and social-emotional. We will continue summer programming from 2022 to 2024.

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

We are continuing programs for 2021-22, 2022-23, and 2023-24 school years (and summers) that directly target students in the following subgroups: Economically Disadvantaged, Students of Color, Students with Disabilities, English Learners, Migrant Students, Homeless Students, and Foster Care Students. Learning loss

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will be addressed for students in subgroups, and non-subgroup students may receive ancillary benefits from these interventions and pupil support services. By administering assessments and tools such as NWEA, Delta math, DIBELS, and literacy assessments combined with evidence-based instructional strategies, we are accelerating learning for students to increase the rate of new learning to support what was delayed through the pandemic. Through comprehensive, intentional, and focused planning, we can provide information and assistance to parents, families, and staff, track student attendance, enhance student learning environments through engagement, and monitor student academic progress to identify students who need additional support and intervention. Teachers and instructional coaches directly target students in the identified subgroups to identify students who need additional support and intervention. We are implementing high-dosage tutoring interventions for identified students for literacy, mathematics, and social-emotional. We are continuing intense learning programs from summer 2022 through 2024.

**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.**

We are providing programs for the duration of 2021-22, 2022- 23, and through 2023-24 school years (including summers) that directly target students in the following subgroups: Economically Disadvantaged, Students of Color, Students with Disabilities, English Learners, Migrant Students, Homeless Students, and Foster Care Students. Through data analysis and the MTSS system, along with a common instructional framework that adjusts for the individualized needs of students, the academic, behavioral, wellness, and mental health needs of all students will be identified and monitored. Pre-pandemic baseline data (i.e., NWEA, M STEP, DIBELS, Delta Math, Imagine Math, MiPhy, Engagement Survey Data, etc.) for academic progress, mental health and wellness, and engagement will be analyzed to ensure the effectiveness and implementation of the interventions and supports. While non-subgroup students may receive ancillary benefits from these interventions and pupil support services, the MTSS and Instructional Framework model are designed to meet the individualized needs of our most disproportionately impacted sub-groups of students.

## Section 11t Equalization Funds - Program Description

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

Section 11t funds are targeted to impact students in the following subgroups directly: Economically Disadvantaged, Students of Color, Students with Disabilities, English Learners, Migrant Students, Homeless Students, and Foster Care Students, as described in the LEA Use of Funds Plan, to accelerate learning through a pandemic that continues to disrupt the learning of students over the past two years.

How will the use of ESSER III Funds promote equity?

Section 11t funds are targeted to impact students in the following subgroups: Economically Disadvantaged, Students of Color, Students with Disabilities, English Learners, Migrant Students, Homeless Students, and Foster Care Students, as described in the LEA Use of Funds Plan. We will increase personalized and individualized student learning by addressing individual needs and providing the necessary interventions and support.

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

Section 11t funds are targeted to impact students in the following subgroups directly: Economically Disadvantaged, Students of Color, Students with Disabilities, English Learners, Migrant Students, Homeless Students, and Foster Care Students, as described in the LEA Use of Funds Plan, to accelerate learning through a pandemic that continues to disrupt the continuity of learning of students over the past two years.