

American Rescue Plan - Use of Funds

1. 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.

- * In an effort to improve the air quality in the all purpose room, LSS will install an air conditioning unit.
- * Water bottle filling stations will replace traditional water fountains.
- * Staff Bathroom facilities will receive an upgrade.
- * We will install a visitor containment area in at the main door to avoid unnecessary travel in our building.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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.

- * We will offer a five week summer camp for students who have an academic or social emotional need.

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

- * We will offer after school clubs, tutoring, and a possible after school music program.

4. 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 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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan.

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Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

* Surveys were conducted to gather information from various stakeholders in the community, and teachers and staff on the academic, social, emotional, and mental health needs of our students. We also held staff meetings, and in-service days to continue the conversation with stakeholders. Comments, suggestions, and concerns were taken into account while planning for this grant.

* We use NWEA MAP Growth as a universal screening tool to identify student specific needs.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

* Various stakeholders were consulted during the planning stage of this grant, including our Learning Consultant, Homelessness Liaison, School Nurse, Guidance Counselor, and English Language Learner representative. Comments, suggestions, and concerns were taken into account while planning for this grant.