

ARP ESSER: LEA Plan for 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;

The funds will be used but limited to the following: cost of tent for outside dining/social distancing, cost of filters, air cleaning machine(s), and disinfectant supplies to accommodate the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in personal learning.

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; (416 of 2000 maximum characters used)

The LEAS will use the funds to address the academic impact of lost instructional time through but not limited to the following: summer pre-learning curriculum, summer webinars for technology for all stakeholders, a student mentor program for outside of the school day assistance, a possible new course for STEAM integrated skills (Passion project/service learning), and Wellness series to build awareness/strategies.

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

The LEA will spend its remaining ARP ESSER funds through but not limited to the following: Technology enhancements to the learning environment (displays, data management software, PD software, assistive technology, etc...), and English Language application Actively Learn to address learning loss.

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. 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.

The LEA will ensure that the interventions it implements will be engaged by meaningful consultation with stakeholders by district surveys, committee meetings, and interviews.

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.

The LEA will engage in meaningful consultation with underserved student groups to ensure student growth, input, and reinforcement.