
LEA Plan for Use Of Funds

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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; ([count] of 2000 maximum characters used)

We will upgrade our HVAC system and create additional opportunities for outdoor learning to reduce the likelihood of covid-19 transmission. Additionally, the school will purchase supplies to sanitize and clean the facilities.

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; ([count] of 2000 maximum characters used)

Summer learning programs and afterschool and summer enrichment opportunities will be used to accelerate learning, prepare students for new content, prevent regression including summer slide and engage all students in rich, inquiry-based and vigorous learning opportunities regardless of if the student is experiencing academic deficits. Career and STEM opportunities will be featured as these experiences were more challenging to execute with the hybrid and remote models. Additionally, students will engage in community building experiences to support successful integration into the learning community and be ready to learn.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

Beyond PD, programs, staff and resources to address learning acceleration and loss as well as work to reduce likelihood of virus transmission, HCS will use the ARP funds to address school culture and mental health and wellbeing among its community including supports around racial literacy and equity. Funds will also be used for enrichment experiences for all students and a focus on restorative practices, pro-social behaviors and community building.

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 COVID19 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.

([count] of 2000 maximum characters used)

The whole K12 admin team, teachers, the behaviorist, the CST, the social worker as well as the public will have opportunities to provide feedback on the plan and our response to covid-19. Particular attention has been dedicated to the impact of the pandemic on those students who have been disproportionately impacted. Family, staff and student survey data as well as records and reporting around attendance, student achievement and mental health and disciplinary referrals all have informed our plan.

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. ([count] of 2000 maximum characters used)

The input of our Child Study Team Coordinator, ELL Coordinator, Title I Coordinator, school social worker, behaviorist and whole K-12 team has been critical to address the needs of our most impacted students.