

## LEA PLAN OF USE NARRATIVE

Each LEA must submit a LEA Plan of Use Narrative. If the LEA has not yet been able to complete their LEA Plan of Use Narrative, they should indicate so by checking the checkbox below and leaving the narrative questions blank. Once the LEA Plan of Use Narrative has been completed the LEA should amend the application and include the narrative content below and remove the check from the checkbox and resubmit the application.

- 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:

Our classroom instruction remained face to face, five days per week, during the 2020-2021 school year, so it should be easier for our students to integrate back into a normal learning schedule. However, due to the quarantining requirements, there was learning loss in 2020-2021. To help offset that we have provided additional counseling, and a career coordinator to help engage students, and additional para support to help those students catch up to benchmark that may have fallen behind. We will continue with our mitigation strategies and continue to add academic supports where needed as well as continue with timely contact tracing as needed. If students are quarantined, we will continue to provide lesson plans and technology as needed. We will monitor our progress through our MICIP procedures and strategies. We have also partnered with three other local districts to hire a mental health expert to provide emotional support for those students who are struggling with trauma, even if it is not caused by school related activities.

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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:

We have added a counselor, career coordinator and additional social worker time at a cost of roughly \$220,000 annually so we may allocate more one on one and small group time with our students to better identify and meet their needs. Among other duties our counselor and career coordinator are assisting students for making decisions regarding CTE, dual enrollment and EMC courses, which helps engage students and provide additional reasons for being in school and giving their best effort. We have also partnered with three other local districts to hire a mental health expert to provide emotional support for those students who are struggling with trauma, even if it is not caused by school related activities.

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

The remaining funds will be used to maintain the uninterrupted continuity of educational services within the district. Funds will be used for elementary school teachers' wages and benefits which were already built into the collective bargaining agreement.

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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 will use the results of our MICIP strategies to monitor the academic progress of students and implement a program called Panorama for SEL surveys for students, parents, and staff. We will also depend on feedback from the additional counseling, social work, and mental health support we are providing and follow their recommendations for assisting our students. We have purchased additional technology and internet access for any student that needs it to maintain or improve their academic performance. We also have a contracted Spanish interpreter for our elementary and utilize our HS Spanish teacher for improved communication for the few Spanish speaking students we have.