

American Rescue Plan - Elementary and Secondary School Emergency Relief

Implementation Year(s): 2021-22

PREMIER CHARTER SCHOOL (115903)

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|---------------|---------------|--------------------------|---|
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1. The LEA must engage in meaningful consultation with stakeholders, taking the input into account for the development of the LEA's plan for the use of ARP-ESSER (ESSER III) funds. The LEA has engaged with the following stakeholders. **(All must be checked)**

- Students;
- Families;
- School and District Administrators (including special administrators); and
- Teachers, principals, school leaders, other educators, school staff, and their unions.

2. The LEA also engaged in meaningful consultation with each of the following to the extent they are present in or are served by the LEA, check all that apply:

- Tribes;
- Civil Rights Organizations (including disability rights organizations); and

Stakeholders representing the interest of;
- children with disabilities,
- English learners,
- children experiencing homelessness,
- children and youth in foster care,
- migratory students,
- children who are incarcerated, and
- other underserved students (supply any additional groups).

3. The LEA sought and took into account public comment on their Safe Return to In-Person Instruction and Continuity of Service Plan.

Submitted by: Vien, Andy

Yes

4. By June 23, 2021, the LEA posted, on their website, their Safe Return to In-Person Instruction and Continuity of Service Plan.

Yes
If yes, please provide the hyperlink for the LEA's Safe Return to In-Person Instruction and Continuity of Service Plan. If the LEA does not have a website, the LEA should email its Safe Return to In-Person Instruction and Continuity of Services Plan in .pdf format to webreplyfgm@dese.mo.gov

<https://static1.squarespace.com/static/5b20388631d4dff84ae0e418/t/61141ba242e53c494ab9898d/1628707746661/Safe+Return+to+School+and+Continuity+of+Services+Plan+2021.pdf>

5. Who has the LEA identified as most impacted by COVID-19? If the LEA has not yet identified one or more groups impacted, skip question 6 and go to question 7. (Check all that apply)

Students from low-income families.

Students from each racial or ethnic group. (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)

Gender (e.g., identifying disparities and focusing on underserved student groups by gender)

English Learners

Children with disabilities (including infants, toddlers, children and youth with disabilities eligible under the Individuals with Disabilities Education Act)

Students experiencing homelessness

Children and youth in foster care

Migratory Students

Youth involved in the criminal justice system

Students who have missed the most in-person instruction

Students who did not consistently participate in remote instruction when offered during building closures

LGBTQ+ students

Other

Adverse Trauma Situations

6. If question 5 was answered: How will the LEA re-engage and support these students?

LEA Comment:

We have invested a significant amount of time and resources into professional development related to supporting BIPOC students who have been impacted by racial trauma. We have also thoroughly examined our discipline policies and procedures and statistics and eliminated those policies that disproportionately impacted BIPOC students (including revising school dress code). We have also trained all staff members and implemented a restorative justice system for resolving conflicts and behavioral infractions.

Throughout COVID-related closures and quarantines, we provided low income families and students with access to meals, necessary technology devices and internet connectivity. In order to continue supporting these families with our return to in-person learning, we have revised our technology policy to enable students to bring devices back and forth between home and school and invested in additional technology equipment that ensures families will be able to charge and use technology devices both at home and at school.

Our ELL team has engaged in extensive outreach with our ELL families, including helping those interested families apply for virtual learning. For those ELL students who return to in-person learning, we reviewed our ELL count and ensured that we had enough FTEs devoted to ELL services. We will be able to provide all ELL students with push in classroom support based on need. We have also invested in the Imagine Learning platform that teachers can use to deliver targeted instruction to ELL students with native language support.

Our special education director and special education teachers have been in regular communication with all students who receive special education services and have ensured that those students received their necessary services even during times of closure. Now that we have resumed in-person learning, our special education team has been working with every student to revise IEPs as needed to ensure continuity of services.

We also reviewed individual student growth and proficiency data for all students who were identified as not fully engaging in virtual/distance learning over the course of the last school year. There are a variety of reasons for the non-engagement, so re-engaging these students and families has really been an individualized process. Teachers and principals have met with these students and families prior to a return to in-person learning this year and discussed individualized learning and support plans. In general, the most significant thing we are going to be able to do for these families is to return to in-person learning in addition to the academic and social support we will have in place for all students.

For all subgroups, we use thorough internal diagnostic data to determine each individual student's strengths and areas in need of intervention and use that data to provide necessary interventions. This includes designated time during each school day for personalized learning in the regular education classroom for all students. In addition, we have a team of reading and math interventionists and ELL and special education teachers who provide additional, supplemental small-group or individual instruction for students based on their unique needs.

7. If question 5 was not answered or blank and the LEA has yet to identify the students most impacted by COVID-19 (Question 5), how and when will the LEA identify those students and their needs?

LEA Comment:

8. Describe any actions the LEA will take to ensure all students feel welcome at school. LEAs may wish to consider how it will support students needing to or wishing to wear masks in an environment where not all are required or how accommodations can be made for students who struggle to wear a mask when mask are required. LEAs may also wish to consider how it will make re-entry to in-person instruction comfortable for students that are transitioning from distanced instruction.

LEA Comments:

At PCS, relationships with our students and families are at the heart of our school. This has been and will continue to be infused into our character based education model which emphasizes building both a strong academic foundation and the social and emotional skills needed for students to succeed in high school and beyond. We recognize that our students and families have been through unprecedented, challenging times recently and understand the importance of making students feel welcome and as safe as possible for their return to in person learning. Part of our welcome back to school strategy was to get as many students to attend our fully in person summer school programming to any and all students during June 2021. We did not offer a virtual summer school option as we specifically wanted to offer unique opportunities to begin engaging with students who might have been virtual since March 2020.

As we prepare to enter the 21-22 school year on August 25, 2021, our messaging to students and families is grounded in making them feel warm, welcomed, and safe. As we reimagined what in-person learning would look like for our students and families, four principles guided our work: the safety and well-being of our students, teachers, and staff; the learning experience - the process of learning must be engaging and relevant for our students; the teaching experience - the process of facilitating learning experiences must remain innovative and manageable; and the support of individual circumstances of our families and our employees.

On August 11 and 12, 2021, our Middle School hosted 'Preview Days' for students (insert details once received from Julie Rhodes).

On August 18 and 19, 2021, all our schools hosted in-person parent teacher conferences to discuss the upcoming school year and to welcome students back to campus. To further acquaint students back to campus, at the conclusion of conferences, all families were invited to campus for an outside socially distanced ice cream social event.

Once the school year begins officially on August 25, 2021, it is our mission to ensure that students feel safe, welcome, and excited to be back in our learning environment. Our entire teaching staff has gone through various professional development training over the summer and in the weeks leading up to the start of the school, including trauma training, to ensure that we are prepared to handle any transitional challenges that we expect to be present.

9. Describe any actions the LEA will take to reduce students being excluded from in-person instruction to the maximum extent practicable.

LEA Comments:

To reduce students from being excluded from in-person instruction to the maximum extent practicable we have communicated to families and students that PCS instruction will only be 100% in-person (no virtual or hybrid option). Families and students were notified about their eligibility to participate in Missouri's virtual education program called MOCAP, but PCS principals have final approval authority in determining whether a student could enroll based upon it being in the absolute best learning interest.

Additionally it is vitally important that PCS not have to temporarily move to virtual learning modules due to a large spread of airborne viruses or illnesses. As such, PCS has designed and implemented mitigation strategy policies based on the guidance and requirements from the City of St. Louis Department of Health, our state and local agencies, local health care providers, and the U.S. Centers for Disease Control. We believe that when following our mitigation strategies, this will minimize the risk of spread and transmission of various airborne viruses, including COVID-19, between students and staff alike.

10. Will the LEA allocate ESSER III funds for:

- Districtwide Activities
- School Level Activities
- Both

11. Describe the LEA's methodology for distributing funds based on student need.

LEA Comments:

PCS has drafted a multi-year budget based upon conversations with all our internal and external stakeholders and through our implementation of our various evidenced-based interventions that will be considered for all students but with particularly close attention on students identified as being disproportionately impacted by COVID-19. Our multi-year plan will continually be re-evaluated at least every 6 months and adjustments will be made based upon stakeholder feedback, continuous monitoring of assessment data, and specific student needs. Funds disbursement will follow all federal procurement regulations, any state level purchasing requirements, and our LEA's own finance procurement policies to ensure funds are stewarded according to these policies and according to the student needs as outlined by our multi-year budget plan. All ARP ESSER expenditures will be properly tracked in our school finance system with the proper project codes as outlined by DESE..

12. The LEA has reserved at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, high dosage tutoring, full-service community schools, mental health services and supports and adoption or integration of social emotional learning into the core curriculum/school day, or extended school year programs, and ensure, through regular evaluation, that those interventions respond to students social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups by implementing;
- a.) **Comprehensive afterschool programs**

Comprehensive afterschool programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

b.) Extended day programs

Extended day programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

c.) Extended school year programs

Extended school year programs (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

d.) High dosage tutoring

- High dosage tutoring (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

We provide daily, hour-long after-school tutoring for students. In ELA, we use diagnostic assessment data to determine student needs and create student groups (where applicable). In math, we also use diagnostic assessment data to determine need. However, in math we tutor students on previously taught but not mastered prerequisite skills that are aligned with current curriculum. So students are receiving just in time interventions on missing prerequisite skills that allow them to fully access the on-grade curricular topics that they are learning. In this way we are helping students close gaps in previously taught skills and supporting them as they learn new content so that they do not fall further behind.

2: Budget Amount: (How much will the LEA spend on the intervention?)

500,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Diagnostic assessments (3x annually) and formative progress monitoring assessments (at least weekly)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

e.) **Summer enrichment**

Summer enrichment *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

f.) Summer learning

Summer learning *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

Our internal diagnostic assessment performed through our iReady software application allows us to capture standards mastery data. Using this data, we identified all students at each grade level who had not mastered DESE priority standards for that grade level. We targeted these students for participation in our summer school program. Summer school curriculum focused on grade level priority standards and involved progress monitoring throughout and a summative assessment at the end of the summer session. We used this data to determine which students reached mastery of outgoing grade level priority standards. We will also be able to provide intervention support for those students who did not master priority standards once the 2021-2022 school year resumes.

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

100,000

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

Diagnostic assessment (2x), formative assessment (progress monitoring).

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

g.) Full-service community schools

Full-service community schools *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1)
 (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

h.) Mental health services and supports

Mental health services and supports *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

PCS employs various professionals in providing mental health services and support. We currently have two Licensed Professional Counselors (with Play therapy credentials) and one provisionally licensed counselor working toward full licensure and play therapy credentials. Additionally, we have a licensed Clinical Social Worker and two School counselors. This team is responsible for identifying students in need, outreach to students, families and staff and developing school wide programs to ensure all mental health needs are being met.

As further described in the Trauma Assessment Programing section, PCS will be administering the DESSA and DECA. Student results will be thoroughly assessed to see if further trauma assessment is needed. If the scores dictate then one of the counselor team members will perform the Trauma Symptom Checklist with parental consent. This test will allow the counseling department to determine needs and create an individual treatment plan for each child. There will also be a trauma screener added to the initial forms that parents are required to complete at the beginning of the school year. Parents' support will be tailored to individual family needs based on case management of those families.

The counseling department is also available for student self report and will conduct both parent and self report screeners to student and parents throughout the school year. One will be conducted each trimester and assessment will follow. Counselors also have an online referral form for 5-8th grade students to request a meeting. For younger students, the counselors are readily available in classrooms, hallways and recess to ensure children have access to them. Teachers and parents are also given a clear referral pipeline for any concerns for a student. There is a counseling website for more information for parents on referrals, parenting tips and resources.

PCS will also partner with outside agencies when needed. Current partnerships are Handle with Care (SLPD) and Project Safe Space (International Institute). Additional partnerships will continue throughout the year for student presentations on abuse awareness and suicide prevention.

PCS counselors also develop programs whereby a needs assessment is administered specifically to students in 3rd-8th grades. This needs assessment will ensure that student voices on concerns as a school community are heard. Counselors will use this valuable assessment to ensure programs are tailored to needs such as school climate.

2: Budget Amount: ">(How much will the LEA spend on the intervention?)

1,260,000

3: Method of Evaluation: ">(How will the LEA evaluate the effectiveness of the intervention?)

Trauma Symptom checklist: The TSCYC is the first fully standardized and normed broadband trauma measure for young children who have been exposed to traumatic events such as child abuse, peer assault, and community violence. Test Structure:

Eight clinical scales (Anxiety, Depression, Anger/Aggression, Posttraumatic Stress-Intrusion, Posttraumatic Stress-Avoidance, Posttraumatic Stress-Arousal, Dissociation, and Sexual Concerns) and a summary scale provide valuable information to help you evaluate acute and chronic symptomatology and provide information on other symptoms found in many traumatized children.

Specific scales ascertain the validity of the caretaker's report.

PTSD Diagnosis Worksheet to valuate PTSD criteria, providing a possible PTSD diagnosis.

Contains separate norms for males and females and for three age groups: 3-4 years, 5-9 years, and 10-12 years.

4: Evaluation Frequency: (select only 1)
 ">(How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester

At the end of each year

i.) **Adoption or integration of social emotional learning into the core curriculum/school day**

Adoption or integration of social emotional learning into the core curriculum/school day (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

We have several resources that we use to help support SEL including; Zones of Regulation and Caring School Community class meeting lessons. Caring School Community Curriculum is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops student's social skills and competencies and enables a transformative stance on discipline. We also have a Behavior Specialist that focuses specifically on helping our students work on social skills and identifying and understanding their emotions. We have added many sensory supports this year to help our students in times of need.

Professional development and learning continues to take a deeper dive into understanding and supporting social/emotional learning for our students. New staff members started work over the summer understanding how self work is imperative to supporting children. We then begin to connect the pieces in helping to discuss and understand co-regulation and the impact trauma has on development and learning. Social emotional supports are explicitly taught and modeled by assigned coaches to each new teacher. Monthly support seminars led by an experienced coaching team are scheduled for all new staff at PCS to process this information.

Professional learning also includes book studies and monthly scheduled meetings for all staff around the social and emotional needs of our students. Teachers are then able to structure daily content and supports in their classrooms.

PCS Occupational Therapists spent time prior to the start of school teaching our early childhood staff how to incorporate sensory supportive structures and processes into daily work with students. Our licensed therapists also provide support for staff, students, and families based on individual student and classroom needs in the area of social emotional learning.

2: Budget Amount: (How much will the LEA spend on the intervention?)

80,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

We will be using the panorama education platform to collect data. Students, staff and families will be surveyed 3 times a year.

4: Evaluation Frequency: (select only 1)
(How often will the LEA evaluate the effectiveness of the intervention?)

At least weekly

At least monthly

At least quarterly

At least every semester

At the end of each year

j.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

PCS will be administering a strength-based, nationally-normed SEL universal screener, assessments, strategies, and reporting for students Pre-Kindergarten through 8th grade called the DECA and DESSA.

It looks at students' strengths in the areas of self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision making, and optimistic thinking and helps to support the building of those strengths with students that show a need. This is done with large group, small group and individual strategies.

2: Budget Amount: (How much will the LEA spend on the intervention?)

21,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

The DECA and DESSA allow us to understand critical social and emotional data through intuitive, real-time reporting with an annual subscription to an online database. Each individual student has a file with 8-20 questions assessing the students strengths. This assessment is done by the classroom teacher after a period of observation.

The results of the assessment then offer strategies that can be put into place in the classroom to help support the further development of students' social and emotional intelligence, awareness and deficits that may be attributed to past trauma.

In Pre-Kindergarten, the screener will be done twice a year, in the fall and in the spring. In Kindergarten through 8th grade the initial screener will be in the fall and then follow up with individual students will be on an as needed basis as the year progresses (likely a bi-monthly re-evaluation).

The resiliency building strategies will be incorporated into daily, weekly and monthly lesson plans on all grade levels. These strategies will be monitored to assess progress and will be altered as needed.

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

k.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

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- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

I.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

m.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

13. The LEA will use funds to address mitigation and prevention strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning. (Check if LEA plans to use funds for mitigation strategies)

Supplies: *E.g.*

- Cleaning Supplies
- Hand Sanitizer
- Hand Soap
- Masks

 Budget Amount:

30,000

Staffing: *E.g.*

- Health services/contact tracing vaccination

 Budget Amount:

375,000

Distancing: *E.g.*

- Barriers
- Extra Staffing
- Extra Transportation

 Budget Amount:

Services: *E.g.*

- Cleaning Services
- Transportation Services
- Counseling Services
- Nursing Services
- Contact Tracing
- Vaccinations

 Budget Amount:

175,000

Equipment/Capital Expenditures: *E.g.*

- UV Lights
- Fogger
- Scrubber
- Windows
- Bottle fillers

 Budget Amount:

35,000

Total: (Please enter the total of your budget amounts)

240,000

14. How will the LEA use the rest of the ARP-ESSER (ESSER III) funds? (Please enter your description next to each allowable use that applies.)

* The Uniform Guidance at [2 CFR § 200.407](#) requires prior written approval from DESE for certain costs, such as the purchase of real property; equipment and other capital expenditures; entertainment costs; and travel costs.

- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for and respond to COVID-19;

We expect to incur significant time amongst our administration, principals, facilities and nursing staff in coordinating preparedness and response efforts to prevent, prepare for and respond to COVID-19 but before and throughout the school year.

- Training and professional development of sanitizing and minimizing the spread of infectious diseases;

- *Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;

- *Improving indoor air quality;

We are budgeting for air purifying filters to install on our existing HVAC that is effective against capturing airborne particles, especially COVID-19.

- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

We are paying for school supplies for all students for the 21-22 school year. We are hiring an additionally ELL teacher. We are hiring both an elementary and additional middle school math interventionist. We are hiring a SPED occupational therapist. We are budgeting to spend money on additional outsourced therapies for SPED students.

- Planning for or implementing activities during long-term closures, including providing meals to eligible student and providing technology for online learning;

We are continuing to pay for educational specific software subscriptions that would allow for online learning to occur in the event of a long-term closure.

- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;

We are continuing make sure that every student has up to date educational technology both on campus and at home. We have increased our educational specific software subscriptions that would allow for online learning and non-educational specific software that allows for online collaboration and interaction for staff and students alike. We are ensuring that all students have access to reliable wifi at home, and for those with unreliable wifi or no wifi, we are providing them with those capabilities.

- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;

Please see mental health services and supports described previously.

- Other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff

We are also looking to improving our hiring efforts for before and after care programming and tutoring. We are experiencing a tight labor market across all levels of staffing and we are experiencing rising costs across the board for professionals and supplies alike. To support our mission and our programs outlined in this plan, we recognize the importance for campus safety, hiring and maintaining exceptional staff, and ensuring all staff have opportunities to support our students. We expect these ARP ESSER funds to greatly enhance our mission of creating curious and empowered learners during these unpredictable times.