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Applicant: 41 2470
KNOWLTON
TOWNSHIP
- Warren
American

Application Sections

American Rescue Plan Consolidated

Application: Plan - **Project**
Cycle: ESSER - 3/13/2020
00- -
Original 9/30/2024
Application

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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)

The funds will be used to implement and prevent mitigation strategies in two primary ways. First, an allocation has been set aside to fund tiling classrooms. Vinyl tile can offer excellent performance as school flooring in terms of ergonomics and other safety metrics. The tile is easy to clean and is much easier to keep free of dust mites, pollen and other allergens. Second, funds have been allocated to purchase PPE for use in our facility. These supplies include such items as hand sanitizers, stations, face masks and cleaning/disinfecting supplies. Additionally, funds may be utilized to upgrade HVAC in classrooms as needed.

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)

Most of the allocated funds will be spent to address the impact of last year's pandemic on lost instructional time and learning. Activities that will be funded will include those that target learning loss among students to include low-income students, children with disabilities, English learners, racial and ethnic minorities and other underserved students. Funds will be allocated to increase the number of paraprofessionals as needed. These paraprofessionals will

serve to provide additional supports for students. Much needed resources will be provided using ESSER funding to include supplemental books, curriculum, and technology. Funding will also provide for the purchase of benchmark assessments to include progress monitoring that will allow teachers to easily implement formative assessment for targeting needed groups and individual skills and content. The funds will also be used to address the academic impact of lost instructional time through a program titled Knight Knowledge and for comprehensive after school activities. These summer learning sessions are designed to provide additional time and focus on specific skill acquisition. The focus areas for summer learning sessions will be determined by a needs assessment conducted in the Spring. Learning plans will be individualized. The focus areas for these sessions, depending on need, will encompass English Language Arts, Math, Science, SEL and the Arts. Grant funding may also be utilized for transportation to and from the sessions. Comprehensive after school activities and necessary tools for implementation will include content area specific, community outreach, and physical activities.

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)

All ARP funds are expended consistent with the allowable groupings as detailed by the ARP Act. After utilizing funds to provide for the needs in regard to the district's plan, monies are budgeted for supporting those within our district facing hardships and providing necessary general school supplies.

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.

([count] of 2000 maximum characters used)

The district will ensure that interventions are addressing the aforementioned needs. In relation to social, emotional and mental health needs of all students, funding is allocated to provide additional resources to our guidance department. The district is currently implementing a district wide initiative where children benefit from social emotional learning skills to connect and thrive. All faculty and staff have received training and access to the elementary school curriculum, Second Step. This program is research-based and easy to teach, adapt, and scale. The program offers two options: print-based classroom kits supplemented by online resources, and the new web-based and teacher-facilitated digital program. The district has several strategies in place to ensure effective spending of ESSER dollars. First and foremost, only 2 persons in the district can approve/sign off on spending. Those 2 individuals are the superintendent and the school business administrator. This ensures that each purchase is reasonable and follows the plan. Second, topics included in the spending plan are discussed each month at the administrator meeting. These meetings currently occur once per month. Third, the district's instructional committee meets monthly with the vice principal and board of education members and these topics are also included in their discussions.

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)

Yes, as required.