

American Rescue Plan- Liberty Center Local Schools

1. How will ARP ESSER funds 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?

Liberty Center Schools has operated school 5 days per week in-person since August of 2020. We will provide additional compensation to our teaching staff because they helped make it possible for our school to remain in person during the 2020-2021 school year. This allowed our students to have as normal of a school year as possible.

2. How will the LEA 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 after school programs, or extended school year?

Liberty Center will offer extended learning to a targeted group of students with disabilities. The teacher will provide materials and instruction for a maximum of five hours a week to target skill gaps.

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

Liberty Center will use it towards Capital Outlay. We will use the funds to add additional classrooms to reduce class sizes to allow social distancing. We will add bleachers to our stadium to promote social distancing, adding an HVAC system to our Varsity gymnasium, which also serves as a phys ed classroom, as well as pre-school indoor play area. We are upgrading doors and windows in our athletic building to improve air quality and ventilation.

4. How will the LEA 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 American Rescue Plan low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Student with Disabilities and students from low-income families are being targeted for the intervention program.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

Data was reviewed and those students with were unable to recoup the instruction lost, were chosen. Those students were unable to make the necessary gains needed and the data reviewed was NWEA MAP. Also, students with significant difficult with transitioning back to school were chosen to participate as well since it will be small group intensive exposure to the school environment.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

The services will take place in June, July and August of 2021 and the academic school year 2021-2022.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning

There are some students who chose to participate in online learning during the 20-21 school year who are offered the opportunity to continue doing their online work and the school through June 18th. An administrator will be available to assist them in their work.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

LC will use two types of benchmark assessments (NWEA MAP and iReady) and growth monitoring tools to monitor student progress. That information will determine which students qualify for Tier 2 interventions using a research based curriculum (ARC toolkits for grades K-4). Attendance is tracked weekly through PowerSchool reporting system. Parents are contacted weekly by the respective building counselor to inform them of their child's progress if they are not meeting the attendance requirements. A teacher also meets weekly with students and sends encouraging emails in order to increase attendance and engagement.