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 Varisco-Rogers Charter School - Essex
Application: American Rescue Plan - **Project Period:**
 ESSER - 00- 3/13/2020 -
Cycle: Original Application 9/30/2024

Application Sections

American Rescue Plan Consolidated

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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)

Funds will be used for purchasing cleaning supplies for disinfecting/sanitizing, face masks (adult and child size), gloves, hand sanitizer, and additional cleaning services from our outside vendor when needed due to potential outbreak. We will also purchase additional desk shields as we have come to learn how easily they tend to break throughout the year but also how important they are in prevention as well as additional thermometers to have more temperature check points in the mornings which assists with students entering the buildings faster, not congregating, and not being outside in inclement weather for too long. All of which are preventive/mitigation measures.

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)

Now that students, faculty/staff, and parents are used to being back to school for in-person instruction and an accurate understanding of our areas of instructional need are, the school will be offering an after school program for students in need. The funds reserved under this section will assist in providing more individualized, after school support to all students (General Ed, Special Ed, and ELL) but a focus will be put on the Special Education, ELL, and cusp students.

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 faculty and staff will be provided with training on the minimizing of the spread of infectious diseases, including COVID-19, as well as proper sanitation methods.

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 school will continue to hold monthly "check-ins" with grade band level PLCs to monitor the effect of the interventions being implemented. The school will also hold parent stakeholder meetings quarterly to address parent concerns, follow up on their personal assessment as parents of the interventions being implemented and their students' progress, and request feedback on additional supports, etc. that may be beneficial. Data obtained from student performance reports will be utilized to assess the educational impact interventions are having. Administrative team meetings are held at a minimum monthly, however, more frequent meetings may be conducted to ensure interventions are not only properly implemented but also beneficial and to determine additional resources needed to continue to address student learning loss, mental health, and social well-being. Addressing areas of growth, development, and continued need. MLVR Charter school does not discriminate in employment or educational opportunity against any person by reason of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, pregnancy, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, in employment or in educational opportunities. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy related disabilities, actual or potential parenthood, or family status.

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)

To the extent whenever applicable, the school will engage in meaningful consultation with each of the above stakeholders to ensure students are receiving a fair and equitable educational opportunity.