

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.

These funds will be used to eliminate carpet throughout the building and replace it with flooring that can be easily sanitized. Funds will also be used to add windows that open. Extra custodial hours will be funded to ensure areas are kept sanitized to mitigate spread of viruses.

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.

The majority of the funds will be spent on the needs of the students. The school will offer after-school tutoring, summer programming, and will extend the learning day in to address student learning gaps. Some of the funds will be spent on hiring social workers/counselors, behavior specialists, and student deans.

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

Funds will be spent on professional development which will include: trauma informed instruction, Social/Emotional Learning, Learning Strategies, and High-Yield Strategies. Funds will also be spent for community liaisons to increase engagement with parents and the school. Transportation will be offered for after-school tutoring and summer programming.

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.

Our school data team will be analyzing data to determine students most at need and the areas of need. Learning plans will be written and focused intervention will be given to students most in need. Counseling

will be provided to students per recommendations from staff, student, or parent. Students with disabilities will be given focused intervention to address learning gaps caused from lack of schooling.

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

The school determined its most important education needs based on data from assessments in March-May of 2021, when students returned to school. We also had opportunities for staff and parents to express identified needs of students.

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

The school began making improvements to the facility this summer. More facility work will continue through summer of 22. School begins the week of the 16th of August and some instructional materials have already been ordered. We plan on working on finalizing contracts and purchase orders for this school year in October of 21 and in February of 22. New positions should be filled by the end of October 21. We will be hiring social workers/counselors, teachers/tutors, paraprofessionals, custodial staff and family liaisons with these funds.

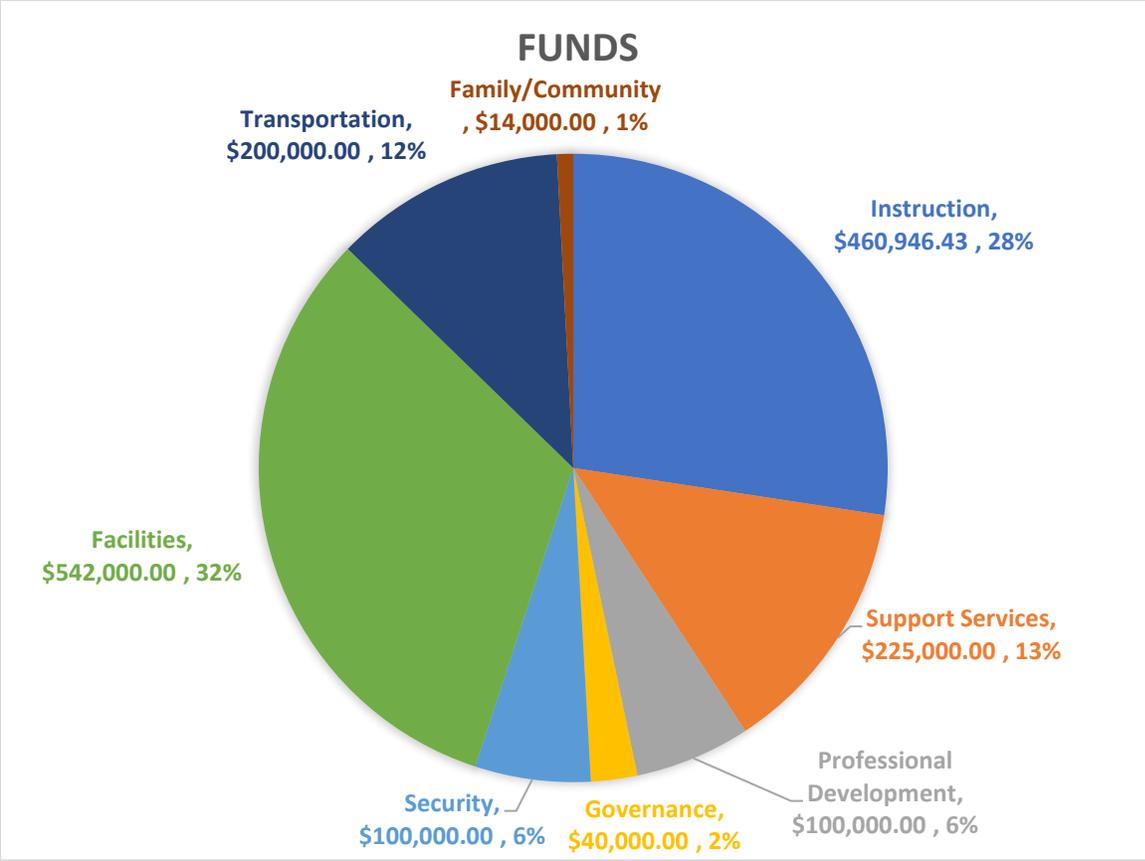
7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

The school will continue to maintain 1:1 for students and computers to ensure that should the school close again due to the spread of the virus. The programs we purchased provide access as home.

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.

The school will administer high-quality assessments at the start of the school year. Student data will be compared to OLS and a plan to address learning loss will be written. Parent Nights will be held to assist parents with distance learning, and strategies to assist their students at home. Parent Liaison will work with contacting families whose students have missed school.

Please contact Jamie.lama@imageschools.org with any questions or concerns.



Opportunity for Public Comment

Sullivant Avenue Community School is seeking public comment on their American Rescue Plan Individual's with Disabilities Education Act. The school plans on using \$12,775.96 from the grant for additional intervention specialist services for students, \$3000 for transportation for SWD for before/after and summer programming. Additionally \$1000 will be spent to purchase supplemental instructional material. . The school also plans on using the IDEA Early Childhood Special Education funds (243.38) to purchase additional instructional materials. If you would like to comment regarding the planned use of these funds, please contact: Jamie Lama at Jamie.lama@imageschools.org .