

Section 11t Equalization Funds - LEA Plan of Use Narrative

Agency: NICE Community School District

2021 - 2022

Recipient Code: 52015

- ☐ The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

Please describe 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:

We have been carefully utilizing additional nursing staff and substitute faculty and staff to help us mitigate COVID throughout the last two-plus school years dating to the spring of 2020. We continue to hire additional personnel and to address the impact of lost instructional time through implementing evidence-based activities and assessments. The hiring of a new school guidance counselor to provide additional mental health services and supports and new special education resource room teacher and aide to provide services to students with learning disabilities/I.E.P's. Funding being used toward existing nurse, guidance counseling staff and speech therapists servicing students. Additional PPE and cleaning supplies, technology devices (toward a one-to-one student-to-technology ratio/possible remote learning) supplies and materials for implementing evidence-based activities and assessments and after-school and summer school programs to help prevent learning loss. All these expenditures help us to navigate this era and are essential to our operations at this time.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

We are teaming together our faculty, staff, At-Risk personnel, Title I personnel, counseling personnel, social work staff, special education personnel and speech therapists to monitor student academic progress and identify students who need additional help. Social/Emotional and Mental Health are at the forefront of our minds in addition to the academic needs of our most vulnerable students including those referenced in the Section 11t subgroups. We will be purchasing supplies and materials for implementing evidence-based activities and administering and using high-quality assessments. We will have available before and after school programs and summer school programs to address learning loss. We are moving forward together.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We will ensure that our faculty and staff continue to be prepared and ready to mitigate COVID-19 in our school buildings and among our students and adults. We have been and will continue to follow best practices to monitor COVID-19 outbreaks and ensure that our facilities are clean and healthy for our students, faculty, and staff. Additional nursing staff, substitute faculty and staff, hiring additional mental health/counseling staff and a special education teacher and special education aide. Additional PPE and cleaning supplies, purchasing technology devices (toward a one-to-one student-to-technology ratio/possible remote learning) supplies and materials for implementing evidence-based activities and assessments and after-school and summer school programs. These expenditures will best help us mitigate the COVID-era.

Please describe 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 (see below) 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

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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.

As mentioned above, We are teaming together our faculty, staff, At-Risk personnel, Title I personnel, counseling personnel, social work staff, special education personnel and speech therapists to monitor student academic progress and identify students who need additional help. Social/Emotional and Mental Health are at the forefront of our minds in addition to the academic needs of our most vulnerable students including those referenced in the Section 11t subgroups. We will be purchasing supplies and materials for implementing evidence-based activities and administering and using high-quality assessments. We will have available before and after school programs and summer school programs to address learning loss. We are moving forward together.