

American Rescue Plan 2021

Sand Creek Community Schools - 46130

1. 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:

A large portion of these funds will be used to purchase and install the SmartClean UVC Lighting system. This system can be programed to thoroughly disinfect and clean the district classrooms and offices every night. It can also be manually activated to do a quick clean of air and surfaces between classes.

This system will create cleaner and healthier indoor air and surfaces, with reduced labor and chemicals. This system kills a variety of air and surface viruses and bacterias, including the COVID-19 virus.

The district will also be upgrading other safety features, such as Lockdown room mapping, color-coded zone areas identified with placards and exterior door blast shields.

The combination of the UVC cleaning system, and the purchase of additional security/safety equipment, will work together to provide for a safe environment for students and staff, and the better chance of consistent, continued in-person learning.

2. 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:

The district has hired additional administrative staff to focus on student engagement and academic and behavior success in school. The focus of both of these positions will be academic impact of lost instructional time and working to reduce this learning gap.

The benchmark assessment tool used to assist with identifying and tracking student learning loss is the NWEA test. District staff will be putting much focus on identifying and addressing this academic impact on students through the use of this assessment, as well as classroom grades and assignments.

Assistant Principal, Jr/Sr High School - this is an addition of .5 FTE for the building. The focus of this additional administrator will be Academic Engagement and Success. This person will participate in data analysis to identity, monitor and work with students at-risk.

Student Success Director, Ruth McGregor Elementary - an addition of 1 FTE in the building. Focus will be on student engagement and academic and behavioral success. Again, identify (using NWEA and other data sources) students at risk and that have suffered learning loss to work with the students, teachers and families to support and work to reduce this gap.

Student Success Coordinator

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

In the event students are required to be at home virtually learning if quarantined by the local health dept or if school building or class required to go all-virtual due to large number of close contacts, the district will be prepared to meet the needs of all students. The student's IEP contains the accommodations required for both in-person learning or all-virtual learning. If technology devices or assistance needed in these cases, these funds will help purchase.

The district will use these ARP ESSER funds to purchase internet hot spots for students that do not have access to internet and that might need that capability in the event of a quarantine or all-virtual.

4. 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 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.

The job descriptions of the two new positions created within the district perfectly describe how we are working to address the academic impact of lost instructional time, as well as the academic, social, emotional and mental needs of all students.

Student Success Coordinator: The Student Success director will support students, academically, socially and emotionally to enhance student success in school. Will work in collaboration with school staff, families and the community.

Assistant Principal 6-12 BLDG.:

- o Engage and support identified "at-risk" students in reaching academic and school success.
- o Participate in data analysis that identifies students or groups of students academically at-risk
- o Monitor progress of students failing classes or scoring significantly below proficiency levels
- o Develop and implement individual intervention strategies to increase the likelihood that students stay in school and graduate

The NWEA assessment will provide data that will allow us to track scores and academic impact while cross-referencing to student demographics. We will be able to identify students that were disproportionately impacted by the pandemic to allow us to address these needs.