

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Hanley International Academy

2020 - 2021

Recipient Code: 82986

- 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 will be using these funds to add an addition on to our current building . This addition will include six additional classrooms and two support rooms and bathrooms in classrooms and in the hallways. This will allow us to increase our capacity to better social distance our students both in the classroom for direct instruction and within the support rooms for our MTSS, special education and English Language Learner programs. This increased space aligns with recent CDC guidance in maintaining minimum distances between students and staff allowing us the ability to maintain face to face instruction for our entire student enrollment . Stakeholder support is collected through board meetings, school improvement team meetings, grade level meetings, staff meetings, parent meetings, community meetings and surveys.

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 will be addressing the academic impact of lost instructional through the purchasing of curriculum in all four core content areas: math, english language arts, science and social studies. These new curricula will allow us to take advantage of better online resources for our virtual academy students, when it is necessary for us to move to virtual learning due to pandemic reasons and in our day to day face to face instruction now that we have 1-1 technology. These curricula are all evidence-based, vetted through our school improvement team and process and vetted through our management company. Professional development is included in all the curricular purchases for all the staff members. Summer school, after school programs are already in place with other funding sources. Stakeholder support is collected through board meetings, school improvement team meetings, grade level meetings, staff meetings, parent meetings, community meetings and surveys.

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

We will be purchasing additional student desks and chairs and teacher desk and chairs to better promote social distancing. We will also be utilizing these funds to purchase smart boards for better virtual/online instruction. In addition, we will be providing an online virtual academy that allows those families and students that wish to remain virtual an online platform to learn virtually through Hanley International Academy . We will be replacing our current drinking fountains, faucets, toilets, hand dryers to become touchless. Stakeholder support is collected through board meetings, school improvement team meetings, grade level meetings, staff meetings, parent meetings, community meetings and surveys.

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

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families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

All students will have access to the new curriculum materials and technology, as well as translated materials, when needed. All students will be screened and identified for additional academic or social-emotional support. ELL curriculum materials will be purchased with these funds to support the ELL population and are included in the curriculum. Our ELL and MTSS staff has increased to address the increased support needed by students in this subgroup. Our tiered curriculum allows for leveled text on several occasions, when it comes to independent work. Supplementary curricular materials allow for remediation. Our MTSS program is used to identify students requiring additional Tier II intervention for both math and ELA. Additional mental health awareness days and assemblies have been incorporated into our master calendar. Stakeholder support is collected through board meetings, school improvement team meetings, grade level meetings, staff meetings, parent meetings, community meetings and surveys.