

## Schnee Learning Center ESSER Use of Funds Plan

Schnee Learning Center will ensure that its ARP Funds meet all the required elements and are spent in an allowable manner.

**1. In order to continuously and safely open and operate schools for in-person learning, ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Ohio Department of Health and Ohio Department of Education guidance on reopening schools.**

<https://coronavirus.ohio.gov/static/responsible/schools/K-12-Schools-Guidance.pdf>

Schnee Learning Center recognizes that safely reopening schools and sustaining safe operations to maximize in-person instruction is essential for student learning and student well-being. The School will strive to maintain the health and safety of students, educators, and all other School staff members. To support the safe return to in-person instruction and sustain safe operation, the School developed the "Schnee Learning Center Safe Return to In-Person Instruction and Continuity of Services Plan." The plan is available on the School's website: <https://schneelearningcenter.org/> This plan is updated regularly to meet the guidelines and requirements provided by the Centers for Disease Control and Prevention (CDC) <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>, the Ohio Department of Education, and state and local health officials: <https://www.scpd.org/covid>.

The plan includes the following prevention and mitigation strategies:

1. Strongly Recommend Vaccinations
2. Assessing for Symptoms, Washing and Sanitizing Hands to Prevent Spread, Practicing Social Distancing
3. Personal Protective Equipment (this protocol is subject to change)
4. Disinfecting and sanitizing learning and work environments
5. Ventilation improvements in the Schnee Learning Center building

*Schnee Learning Center is using ARP ESSER funds to: Pay for an additional part-time cleaner, contract with Akron Children's Hospital for the services of a school nurse, updating of ventilation system by adding bipolar air ionization (via rent for building), purchasing cleaning/building sanitizing supplies, and purchasing masks and hand sanitizing products for all people in the building. A stipend is being paid to a current staff member to serve as the Building Health Assessment Coordinator.*

**2. The School will address the academic impact of lost instructional time through the implementation of evidence-based interventions, including summer learning and summer enrichment, extra one-on-one and small group tutoring by two full-time, and one part-time licensed intervention specialists, and extended-day test preparation provided by existing staff prior to state-required exams.**

*The School will use the ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*

*a. Students who have missed the majority of in-person instruction during the 2019-2020 and 2020-2021 school years;*

*b. Students who did not consistently participate in remote instruction when offered during school building closures; and*

*c. Students most at-risk of dropping out of school*

*The School will use 20% of its ESSER III funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. These interventions include but are not limited to the following:*

*1. Evidence-based Intervention*

- High-impact tutoring*
- Small Group and Individualized Instruction*
- Differentiation*

*2. Instructional Resources and Curriculum Materials*

- Edmentum Plato Software*
- Newsela Differentiating Curriculum (Non-Fiction Reading Materials)*

*3. Professional Learning*

- Self-selected targeted professional development*
- Professional learning stipends for approved coursework completed outside of the school day/calendar*

*4. Stipends*

- Staff retention incentives for extra work performed tied to student needs/achievement:*

*a. Student Conflict Mediation Lead*

*b. Social Media Coordinator*

*c. Building Testing Coordinator*

*d. Assistant Testing Coordinator*

*e. Positive Behavior Intervention Co-coordinators (2)*

*f. Building Teacher Leader for TBT's*

*g. Social Studies Online Learning Advisor/Lead Teacher*

*h. Math Department Chair*

## 5. Technology

- *Devices (as needed) for new enrollment, or to replace outdated and/or nonworking devices*

## 6. Truancy Prevention Measures

- *Stipend to secretary to track student attendance and help improve student/parent contact and engagement and reduce unexcused absences*

## 7. Mental Health Services

- *Schnee Learning Center will continue to employ a full-time Ohio Department of Education licensed school counselor, and will continue to partner and contract with Child Guidance & Family Solutions to provide regular services of a State of Ohio Certified Therapist/Case Manager.*

### **3. The School will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

*Schnee Learning Center will spend its remaining ARP ESSER funds to maintain existing staff in order to provide a solid response to the impact that COVID-19 has had on the school. However, Maintenance of Effort (MOE) will be met, and the School certifies that to the greatest extent practicable, it will ensure continuity of services. Current staff will also have the opportunity to teach and earn stipends during summer learning and after-school test prep sessions.*

### **4. The School will ensure that any implemented interventions, including those implemented under ARP section 2002(e)(1) 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, children with disabilities, students experiencing homelessness, and children in foster care.**

*The Special Needs Department will work collaboratively with the Executive Director to support and monitor implementation of evidence-based interventions. The Special Education Supervisor, in conjunction with the Executive Director, Lead TBT Teacher (with Teacher-Based Team), and ESEA Title One Aide will be responsible for data collection and analysis of the interventions. They will help in identifying the most effective interventions employed.*

*Data collection and analysis will include academic indicators, social-emotional indicators, and instructional time indicators including excessive absenteeism. In addition, the Teacher-Based Team and the campus administrators will work closely with the school counselor and the school-based therapist, contracted from Child Guidance & Family Solutions (Akron) to reduce and/or remove barriers to learning. This will help ensure that families have the needed resources to support the needs of students disproportionately impacted by COVID-19.*