

American Rescue Plan 2021

Iron Mountain Public Schools - 22010

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:

In July 2021, the CDC said, "Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. Children should return to full-time in-person learning in the fall with layered prevention strategies in place". IMPS also believes that meeting in-person can best address the educational progress and emotional well-being of students. Safe and continuous in-person learning is a priority for IMPS, established strategies are in place to promote the safety of all students and staff. In the 2021-22 academic year, IMPS offered on-campus instruction to all students. ARP funds will be used for such things as technology upgrades, HVAC improvements for indoor air quality, staffing salaries, student progress monitoring systems, and emotional health programs in an effort to support safe and continuous in-person learning for students. IMPS will use ESSER funds for cleaning and maintaining healthy facilities, to update and maintain HVAC and ventilation systems to improve air quality and air flow in the school district. The LEA will use funds to address overcrowding on busses by implementing additional busses to our after school routes in an effort to reduce the number of children on the bus. An additional nurse will be staffed to facilitate testing and monitor those with symptoms, sending home those who are sick or test positive and training staff on layered prevention strategies. Free masks are made available to those requesting them.

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 LEA will offer tutorials, remediation, and/or accelerated instruction during and outside of the normal school day, such as a homework hour/club, as well as classroom instruction during summer school addressing the needs of low-income students, SWD, ELs, migrants, students experiencing homelessness, and/or children in foster care. The LEA will support all aspects of after school day programming and after school year programming such as mitigation efforts, transportation, and staffing. Supporting students after the regular school day and address learning loss specifically, may help students get back into an educational routine; augment instruction of academic content they may not yet have mastered; and provide additional learning opportunities.

The LEA will hire additional instructional staff and/or retain current staff, purchase technology, ensure all necessary staff participate in professional development trainings. We will continue to administer assessments such as NWEA, offer dual enrollment, summer school and technical education classes, support students and families in use of technology and monitor student progress with new curriculum software.

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

The LEA will allocate the majority of the remaining 80% of these funds from ARP ESSER for staff salaries and benefits to maintain and retain qualified certified faculty and classified staff in an attempt to keep class sizes at reasonable levels. Reduced class sizes provide for more direct instruction and attention allowing for more individualized and tailored learning opportunities. Additionally, reduced class sizes allow for greater physical distance as well as specific and intentional learning to address social emotional needs. The LEA will hire additional staff, i.e., school social worker who will implement an SEL class for EK-5 students to address the Social-Emotional aspects of early childhood development. This additional staff and newly implemented class at the elementary level will allow us to utilize existing staff in other roles to specifically address learning loss with students who are low-income students, SWD, ELs, racial & ethnic minorities, students experiencing homelessness and/or children in foster care and those who need additional support for learning outside the classroom. The LEA will use ARP ESSER funds to continue to maintain the districts Homeschool partnership and virtual program. This program offers students with the ability for extended learning opportunities and a virtual learning component should they choose to continue with virtual learning outside of school in an attempt to reduce their likelihood of contracting and spreading C-19.

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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 LEA will address learning loss and the comprehensive needs among all students, including low-income students, SWD, ELs, racial & ethnic minorities, students experiencing homelessness and/or children in foster care, by ensuring campuses administer regularly scheduled common assessments throughout the year, as well as the BOY, MOY, EOY, MAP, and benchmarks, and that PD opportunities and/or instructional coaching are provided that center on evidenced based data-driven instruction strategies and differentiation in Tier 1 instruction. Examples include improved comprehensive curriculum in core subject areas to include interventions, progress monitoring tools, and differentiating tools to support all levels of learners. The LEA will hire additional instructional staff, i.e., Dean, Social Worker, and Success Coach, purchase technology, ensure all necessary staff participate in professional development trainings, specifically addressing learning loss. The LEA will ensure that parent and family engagement activities/meetings will include information and assistance on how to effectively support students at home, including addressing learning loss and closing academic gaps: e.g. newsletters, info sessions, meetings, trainings, callouts, website, and parent forums.