

Andover Regional School District

American Rescue Plan - Use of Funds



November 2021

- 1. 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.**

Funds will be utilized to prevent Covid 19 spread through the use of testing for non vaccinated staff and for improving the air flow in the middle school gymnasium/all purpose space.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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 after school programs, or extended school year.

Funds will be allocated to activities such as Summer Academy, Learning Acceleration Coaching for Staff, Twilight Tutoring Service for Students, Summer enrichment camps, School Year Enrichment Camps, ELL Summer Support, an ELL Parent Outreach Coordinator, Growth Mindset training, and Parent Academic Support Nights.

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

The remaining money will be spent on building behavioral supports and building the social/emotional health of students and staff. We will institute staff mentors for students, community building events, skill based mental health groups, restorative practices training, RTI behavioral supports training, a sensory space, and an outdoor meeting space.

4. 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 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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

Stakeholder input was sought along the way of writing this multi-faceted, multi-timeline grant. Public comment was sought via a communication from the superintendent, public comment was sought board meetings, staff was distributed a survey for input, an in person staff "think tank" session was held, and multiple administrative meetings were held. Student input was also considered via meetings and conversations with guidance members, mental health team members, and staff members. We will ensure that the interventions implemented respond to the academic, social, emotional and mental health needs of all students via sticking to data points. They have been utilized to develop the needs and interventions being put in place, and they will continue to be used to analyze the impact of the interventions. Regular meetings to revisit the allocations of the grant will continue throughout its lifeline to ensure that needs are being addressed.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Our administrative team and our staff meet regularly to engage in student dialogue. Also involved in this dialogue are the Homeless Liaison, the Supervisor of ELL, and the Supervisor of students with disabilities. We do this to ensure that all student interested are represented.