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Applicant: 80 7730
Robert Treat
Academy
Charter
School -
Essex
American
Rescue Plan -
Application: ESSER - 00-
Cycle: Original
Application

Project
Period:
3/13/2020 -
9/30/2024

Application Sections
[American Rescue Plan Consolidated](#)
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LEA Plan for Use Of Funds

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; ([count] of 2000 maximum characters used)

A portion of the funds will be used for our HVAC system additions as well as for general upkeep on air purifier filters as well as cleaning supplies to maintain a safe environment.

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 afterschool programs, or extended school year; ([count] of 2000 maximum characters used)

We will be using a portion of the funds to carry out the operation of extended school day, Saturday, and Summer break classes to address learning loss through more time on task.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

Portions of the funding will also be dedicated to professional development for the teachers to initiate new programs to mitigate learning loss. Additionally we will be using funds to pay for services for students focused on mental health. These services may include but not be limited to counselors, psychologists, behaviorists etc.

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.

([count] of 2000 maximum characters used)

Our data collection to make sure our implemented interventions are having the desired outcomes will include but not be limited to teacher, CST, and parent observations as well as data collected through various end of year surveys to students . In terms of data for learning loss we will use data from our diagnostic programs to make sure we are obtaining the desired results.

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. ([count] of 2000 maximum characters used)

Our CST will be heavily involved in the decision making processes for the implementation of these programs. We welcome any feedback and are open to discussions with any of the aforementioned groups. As small school we don't necessarily serve students in all the groups that are mentioned.