

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

Agency: Huron Academy

2020 - 2021

Recipient Code: 50903

- 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:

Huron Academy wants to continue to invest in technology to provide socially distanced learning both in school and at home (when necessary). This allows for students to be in the classroom, but mitigates the spread of the virus by keeping students spaced as much as possible. Communicating through technology provides opportunities for student collaboration, but in a way that reduces risk. Further, the academy plans to invest in additional hygienic technology to assist with air purification and making restrooms touchless. The school continues its cleaning and sanitizing protocols to keep classrooms and common areas clean.

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:

Huron Academy expanded summer school offerings to provide more opportunities for students to work outside of the normal school year and receive academic support. This was done to help mitigate learning loss resulting from time loss due to COVID-19. More students attended summer school than ever before and the academy continues to monitor student progress into the school year and provide intervention to support students' needs. Funds will be used to once again provide similar summer school programming during the summer of 2022 due to the high demand from parents last summer. Our goal is to close any learning loss gaps as quickly as possible and investing in summer school provides one way to support this effort.

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

Huron Academy will ensure that all ARP ESSER funds are utilized in accordance with what is allowed under the documented guidelines. This includes addressing learning loss by purchasing resources and services for students most in need and through providing targeted interventions. The academy will also consider supporting staff professional development, especially around the use of technology in the classroom, providing social-emotional support, and differentiating instruction. In order to accomplish these goals the academy also needs to ensure the continuity of key positions and provide a healthy school environment.

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

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homelessness, children in foster care, and migratory students.

Huron Academy serves a diverse student population, including students from groups disproportionately affected by COVID-19. Given this, the academy is committed to using available funds to provide the resources, services, and personnel necessary to help students receive the support they need academically, socially, and emotionally. In order to accomplish this, Huron Academy will use funds to maintain the staffing levels necessary to provide ample student support. Further, the investment in curriculum, literature, and technology that assists the differentiation and intervention efforts of staff will be fully utilized to make up for lost instructional time. Data will be analyzed throughout the process to ensure the groups listed above grow and achieve at levels comparable to their peers.