

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

Agency: Roseville Community Schools

2020 - 2021

Recipient Code: 50030

- 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:**

Roseville Community Schools will continue to improve air quality in all buildings in order to reduce the probability of future spread of communicable disease. We will continue to sanitize high contact areas as well as provide hand sanitizer stations to mitigate any future pandemic scenarios.

**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 plans to use funds by purchasing new curricular materials that have a more robust online components as well as a more robust intervention component for those students who are experiencing learning loss. In addition we will continue to expand our summer program offerings and offer after school program and tutoring . Professional development will be provided to teachers during off-hours and will be provided professional development pay. We plan to add additional support staff for Tier I, Tier II, and III intervention.

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

In order to maintain the current staffing we will use teacher salaries and benefits to support students in person . Our community feels that face to face learning is the best option for our students therefore, the use of funds to retain staff to guarantee quality of instruction for all students is imperative . Also, we will provide assistance for teachers to earn certifications in areas of high need. Systems and strategies will be put in place to improve student attendance.

**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.**

In concert with our data coaches, early literacy interventionists, instructional coaches, restorative staff and student assistance specialists, we will use data including our benchmark assessments sources to identify students who are most at risk and ensure that interventions are targeted at those populations. We will purchase benchmark assessments and use this as a data point to identify students who are most at risk. We will prioritize social emotional learning through professional development of teachers and staff on how to identify students who are exhibiting signs of emotional crisis as well as strategies to improve school attendance.

SEL programs will be considered provided we have the ability to hire and maintain the appropriate support staff, ie social workers and student assistance specialists. We will also consider third party resources for our SEL needs.

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