

## **American Rescue Plan 2021 Pewamo-Westphalia Community Schools - 19125**

**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:**

We plan to use the funds for asbestos removal to be able to increase the airflow for better air quality in our classrooms and hallways. We had an HVAC assessment, which was the recommendation, as our airflow quality is nonexistent.

**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:**

Our data from NWEA and benchmark assessments show that our students in K-12 grade are struggling with math concepts that they missed due to school closures and online learning. With hiring a math interventionist, we can pull students into small groups to reteach concepts and gaps in their math knowledge that will help them reach the standards in their current grade level.

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

We will not have any remaining ARP ESSER III funds.

**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 two math interventionists will address the academic impact of lost instructional time, particularly those students disproportionately impacted by the COVID-19 pandemic. The math interventionists will support filling the gaps in math instruction from the lost instruction time at both the elementary and middle school/high school buildings.