



## **LEA ARP ESSER III Plan – Bella Academy of Excellence**

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.

**School is adding custodial position to assist in cleaning and sanitizing the school throughout the school day. Masks will be worn by students and staff. Wherever possible, social distancing of three feet will be maintained. Absences will be monitored for potential COVID-19 related symptoms. Anyone having symptoms of the virus will be asked to remain at home until 2 weeks after the first symptoms appeared per CDC recommendations.**

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.

**The school will be offering Saturday school and summer programming to address the impact of lost instructional time due to school closures. The school will continue to provide focused instruction using high-yield instructional strategies.**

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

**Funds may be used to address air quality needs which may include repair/replacement of HVAC, carpet removal, roof repair (if necessary). School will maintain 1:1 for laptops. Instructional programs purchased will allow access by students at home.**

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.

**The remaining funds will be used to address the whole child needs. Social Workers/counselors will provide services as needed to students. School staff will receive PD on trauma informed instruction. Staff will also receive PD on relationship building and student engagement.**



5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

**The school assessed student learning gaps in 2021. The school also solicited parent comment at board meetings and will post the plan on its website with contact information, to allow parents/community to comment on plan and student progress. Based on analyzed data, the most important educational needs were determined to be learning gaps**

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff.

**These services began in March of 2021 and will continue through 2024-25.**

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

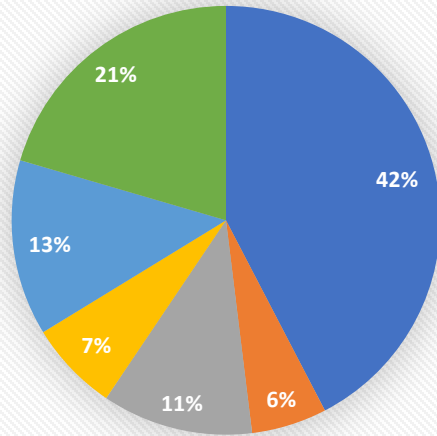
**The school purchased programs that will allow students/families to access these at home and thereby extend the students' learning day. Students who experience absences due to COVID-19 will be allowed to access classroom instruction via internet.**

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

**High-quality formal and informal assessments will be used to determine learning gaps and academic progress. Based on this data, students will receive additional instructional support through programs including Title I and the schools multiple systems of support.**



## Funds



■ Instruction      ■ Professional Development      ■ Support Services  
■ Family/Community      ■ Facilities      ■ Transportation

To comment on this plan, please email: [sarah.myers@imageschools.org](mailto:sarah.myers@imageschools.org)