

LEA ESSER Use of Funds Plan

The Autism Academy of Learning will ensure that its ARP Funds meet all the required elements and are spent in an allowable manner.

1. ARP ESSER 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.

The Autism Academy of Learning recognizes that safe reopening schools and sustaining safe operations to maximize in person instruction is essential for student learning and student well-being. The School will maintain the health and safety of students, educators and other School staff. To support the safe return to in-person instruction and sustain safe operation, the School developed the “Return to Campus COVID 19 Guidelines Student/Parents/Staff Handbook”. The guide is available at: <https://www.theautismacademy.org>. This guide is updated regularly to meet the guidelines and requirements provided by the Centers for Disease Control and Prevention (CDC), the Ohio Department of Education, and state and local health officials.

The guide includes the following prevention and mitigation strategies:

1. Screening and Isolation
2. Personal Protective Equipment (this protocol is subject to change)
3. Disinfecting and sanitizing learning and work environments
4. Ventilation improvements in all School buildings and campuses

2. The School will 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 use the ESSER funds to identify, re engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

- a. Students who have missed the majority of in-person instruction during the 2019-2020 and 2020-2021 school years;
- b. Students who did not consistently participate in remote instruction when offered during school building closures; and
- c. Students most at-risk of dropping out of school

The School will use 20% of its ESSER III funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. These interventions include but are not limited to the following:

1. Evidence-based Intervention

- Supplemental instruction in pre-requisites skills needed to access upcoming grade level content
- Small Group and Individualized Instruction
- Differentiation

2. Instructional Resources and Curriculum Materials

- Unique Learning Systems
- BrainPop Software
- High-quality instructional materials

3. Stipends

- Staff retention and recruitment incentive stipends

4. Technology

- Devices
- Infrastructure upgrades

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

Section 2001(e) of the ARP Act permits school Schools to use the ARP Act ESSER III funding not reserved for learning loss to address the impacts of COVID-19 in a variety of ways. The Autism Academy will use the remaining funds on continuing to employ existing staff and hiring new staff and teachers.

4. The School will ensure that any implemented interventions, including those implemented under ARP section 2002(e)(1) 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 Director of Education will work collaboratively with the Principal to support and monitor implementation of evidence-based interventions. The Director of Education in conjunction with the Principal will be responsible for data collection and analysis of the interventions. They will help in identifying the most effective interventions employed.

Data collection and analysis will include academic indicators, social-emotional indicators, and instructional time indicators including excessive absenteeism. In addition, the administrators will work closely the community liaisons to reduce and/or remove barriers to learning. This will ensure that families have the needed resources to support the needs of students disproportionately impacted by COVID-19.