



THE LAWSON ACADEMY

American Rescue Plan (ARP) Act

Elementary and Secondary School Emergency Relief Fund (ESSER III)

Use of Funds Plan

In March 2021, the American Rescue Plan Act, also known as the ARP Act, was signed into law. In the ARP act, \$122 billion was dedicated to the Elementary and Secondary School Education Relief (ESSER) funds. This grant is known as ARP Act ESSER III. The intent and purpose of the ARP Act ESSER III education funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.

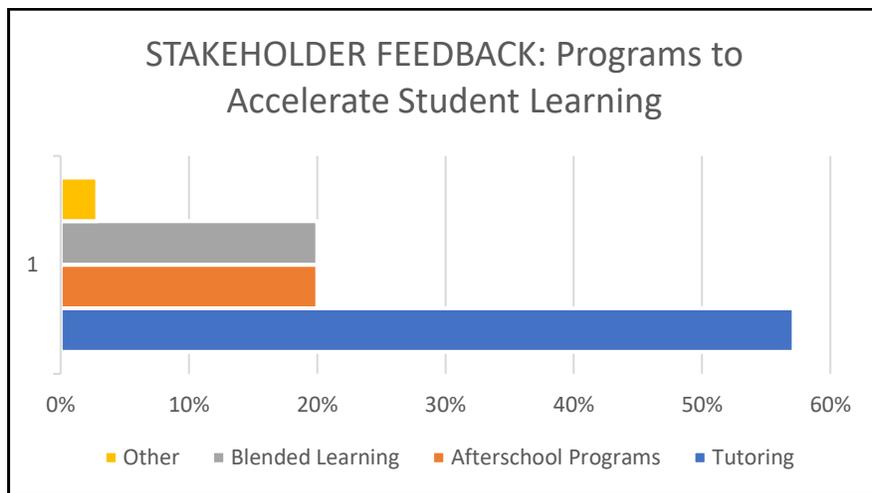
The Lawson Academy's ARP Act ESSER III allocation is \$636,139. ARP Act ESSER III funds begin on Friday, March 13, 2020 and end Monday, September 30, 2024. These funds are additional resources for The Lawson Academy to use to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. The Lawson Academy will utilize its ARP Act ESSER III funds to address issues that have risen due to the COVID-19 pandemic. With the ARP Act ESSER III funds, The Lawson Academy is required, by statute, to set aside 20% of their total allocation, in the amount of \$122,228, to address learning loss and to develop two plans: Safe Return to In-Person Instruction and Continuity of Services Plan and Use of Funds Plan.

The Lawson Academy's ARP Act ESSER III plan will address students' academic, social, emotional, and mental health needs to accelerate progress toward The Lawson Academy's goals. To determine the use of the ARP Act ESSER III funds, The Lawson Academy collected input from stakeholders, principals, staff, parents, students, and community members through a series of meetings, focus groups and district needs assessment and surveys. Stakeholders identified the following priorities:

- a safe and clean learning environment for students;
- improved technology access and support for students and teachers;
- increased compensation;
- increased instructional resources to help support parents;

- utilization of tutoring to address students’ learning loss and gaps;
- increased support for building teacher capacity;
- increased support for social, emotional, and academic learning;
- and increased wraparound services.

The Lawson Academy plans to ensure a safe and clean learning environment for students by equipping all campuses with air purification systems to safeguard students and staff against harmful bacteria, germs, and viruses. ARP Act ESSER III funds will also be used to improve technology access by purchasing increased network supports, hotspots and student devices, performing device repairs, providing on-site technologists to support student devices, and technology integration. In order to ensure high-quality instruction, The Lawson Academy has also committed ARP Act ESSER III funds to provide stipends for the retention and recruitment of highly effective teachers and staff.



The Lawson Academy will address the learning loss of students, including low-income students and students with disabilities (SWD). The focus will be on accelerated learning, with plans to provide reading, math, supports, expanded tutoring and intervention programs, and professional development (PD) for teachers, support staff, and parents, including:

- Intensive or High-Dosage Tutoring (Varsity Tutoring)
- Jump Start Learning (August 16-20, 2021)
- Emphasis on students who were disproportionately impacted by COVID-19
- Emphasis on students who missed the most in-person instruction in FY20 and FY21 (students receive Asynchronous assignments, mentors for students to be in touch at least weekly)

- NWEA BOY, MOY and EOY assessments
- Wraparound services
- Partnership with local resources for COVID-19 Vaccinations
- Panorama Education Surveys
- Staff Counselor/Social Worker to address student and staff needs

Consistent with the ARP ESSER requirements, the Academy engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:

- students;
- families;
- principal (school administrator representing children experiencing homelessness, children and youth in foster care, and other underserved students);
- special education teacher representing the interests of children with disabilities;
- superintendent (district administrator representing children experiencing homelessness, children and youth in foster care, and other underserved students);
- teachers, school staff; and
- board members.

