

# American Rescue Plan 2021

## Tekonsha Community Schools - 13130

**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:**

Tekonsha Community Schools is a small, rural, low income school district. Our Community Eligibility Provision (CEP) is over 80%. In our district there needs to be a continuity of services for all our pupils. Tekonsha Community Schools is committed to providing a safe, secure environment that fosters the love of learning in which individuals can realize their full potential.

**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:**

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

Salary and benefits for Behavioral Support Specialist. Mrs. Tew is the school's interventionist . As the interventionist, she is the person that is reviewing the progress of students both virtually and face to face. Mrs. Tew then informs the superintendent of the progress of these students. All students from all categories in the district will have equal access to these resources.

**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.**

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