

American Rescue Plan - Elementary and Secondary School Emergency Relief

Implementation Year(s): 2021-22

MAPLEWOOD-RICHMOND HEIGHTS (096107)

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1. The LEA must engage in meaningful consultation with stakeholders, taking the input into account for the development of the LEA's plan for the use of ARP-ESSER (ESSER III) funds. The LEA has engaged with the following stakeholders. **(All must be checked)**

- Students;
- Families;
- School and District Administrators (including special administrators); and
- Teachers, principals, school leaders, other educators, school staff, and their unions.

2. The LEA also engaged in meaningful consultation with each of the following to the extent they are present in or are served by the LEA, check all that apply:

- Tribes;
- Civil Rights Organizations (including disability rights organizations); and

Stakeholders representing the interest of;
- children with disabilities,
- English learners,
- children experiencing homelessness,
- children and youth in foster care,
- migratory students,
- children who are incarcerated, and
- other underserved students (supply any additional groups).

Gifted, Emancipated Youth Low-income students, Black & Hispanic students

3. The LEA sought and took into account public comment on their Safe Return to In-Person Instruction and Continuity of Service Plan.

Yes

4. By June 23, 2021, the LEA posted, on their website, their Safe Return to In-Person Instruction and Continuity of Service Plan.

Yes

If yes, please provide the hyperlink for the LEA's Safe Return to In-Person Instruction and Continuity of Service Plan. If the LEA does not have a website, the LEA should email its Safe Return to In-person Instruction and Continuity of Services Plan in .pdf format to webreplyfgm@dese.mo.gov

<https://www.mrhschools.net/parents/covid-19-resources>
<https://www.mrhschools.net/userfiles/files/Return%20to%20Learning%20Handbook%20August%202021.pdf>
<https://www.mrhschools.net/userfiles/files/Draft%20MRH%20Continuity%20of%20Instruction%20Plan%2021-22.pdf>

As a matter of best practices, MRH students with disabilities that do not have IEPs are offered 504 plans, individualized learning plans, and other accommodations.
 The needs of students and staff that need extra precautions specifically addressed on page 14 of the Return to Learning Plan
 The district has also hired additional nurse, another social worker, and increased student access to tutoring.

5. Who has the LEA identified as most impacted by COVID-19? If the LEA has not yet identified one or more groups impacted, skip question 6 and go to question 7. (Check all that apply)

- Students from low-income families.
- Students from each racial or ethnic group. (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English Learners
- Children with disabilities (including infants, toddlers, children and youth with disabilities eligible under the Individuals with Disabilities Education Act)
- Students experiencing homelessness
- Children and youth in foster care
- Migratory Students
- Youth involved in the criminal justice system
- Students who have missed the most in-person instruction
- Students who did not consistently participate in remote instruction when offered during building closures
- LGBTQ+ students
- Other

6. If question 5 was answered: How will the LEA re-engage and support these students?

LEA Comment:

MRH has always subscribed to the concept of Wraparound services. Therefore we have a variety of options that may be identified for specific students or the strategies that may be used for whole group interventions: MRH In-class strategies frequently include flexible small groups, differentiated instruction, and modified assignments.

Students that are significantly below grade level, receive assigned intervention groups, which may be push-in or pull-out group that meets regularly with reading or math specialist/interventionists)

In the upcoming year, MRH plans to provide before and after school tutoring including open drop-in support, drop-in homework help, and assigned or targeted support groups.

Each student from grades 3 through 12 will have WIN time /advisory time built into their schedule. Targeted advisory/ study hall will be available for students in grades 3-12.

MRH will follow an educational plan process for students requiring significant assistance or change of placement.

MRH will have Social Emotional therapeutic classrooms on each campus staffed by fully certified teachers for flexible, intensive intervention.

MRH will provide support through services of school-based counselors as well as partnerships with outside agencies who maintain a regular presence and support on our campuses :

Youth In Need 3 full-time (one per campuses),

Brown School of Social Work @ Washington University,

College Advising Core through Washington University),

Safe Connections,

Chad Coalition, Mosaic Services,

Weekend on Wheels,

Joe's Place

Licensed clinical social workers (3 for district)

7. If question 5 was not answered or blank and the LEA has yet to identify the students most impacted by COVID-19 (Question 5), how and when will the LEA identify those students and their needs?

LEA Comment:

8. Describe any actions the LEA will take to ensure all students feel welcome at school. LEAs may wish to consider how it will support students needing to or wishing to wear masks in an environment where not all are required or how accommodations can be made for students who struggle to wear a mask when mask are required. LEAs may also wish to consider how it will make re-entry to in-person instruction comfortable for students that are transitioning from distanced instruction.

LEA Comments:

"MRH has worked hard throughout the pandemic to continue to help students and families feel welcome. All MRH students receive home visits. This year families were given the option of a porch visit at their home or an outdoor space at school. A series of family town hall style virtual meetings have been conducted at the building and district level to address re-entry questions and help families feel comfortable. Meet the teacher events are occurring in both virtual and in-person formats. Students in transition grades that are new to a building have received the opportunity to visit campus prior to the start of school.

During the school year, all schools are conducting age-appropriate class and grade level meetings for student check-in meetings. These may be held in the form of classroom-based morning meetings, grade-level gatherings, multi-age groupings, broadcast or virtual check-ins, and one on one check-ins with a teacher or other adult mentor. Meetings are planned and carried out by staff and students as appropriate. Student council and other student leadership groups are utilized to help plan events for the school that are meaningful and engaging. These can range from student-lead peer support to locker decorations to provide a welcoming environment. Each building also has a PTO group that helps plan and support meaningful family engagement activities. Virtual events have been held throughout the pandemic to keep connections strong.

All schools employ class-building and team-building strategies within classrooms to build cooperative connections among students. Each campus has extra-curricular activities that are age-appropriate and based on student interests. SEL (Social-Emotional Learning) check-ins and counseling lessons are used to ensure that students are supported socially and emotionally throughout their school day. All schools will have Social Emotional therapeutic classrooms on each campus staffed by fully certified teachers for flexible, supportive and intensive intervention. This allows students who are dis-regulated to continue to learn in a supportive and nurturing environment. Extensive counseling options are also available on each campus.

9. Describe any actions the LEA will take to reduce students being excluded from in-person instruction to the maximum extent practicable.

LEA Comments:

See full return to learning plan for complete details. We have provided a bulleted list below:

In-Person Learning

In-person learning is the primary mode of instruction for the MRH 2021-2022 school year.

Classes will be held five days per week.

MRH Virtual Academy is not available.

Discover Club will be offering before and aftercare.

MRH Clubs and extracurriculars will be offered, in accordance with current safety guidelines issues by the St. Louis County Department of Health

Safety Expectations for All

All individuals attending MRH schools will be required to wear a mask.

Individuals should maintain 3-6 feet of physical distance at all times to the greatest extent possible.

Assigned seating and records of seating will be maintained to assist with contact tracing.

Plexiglass or other physical barriers may be used in high-travel areas where distancing is difficult.

Special cleaning protocols will ensure regular disinfection of "high touch surfaces".

MRH will practice and reinforce handwashing and healthy hygiene behaviors.

Systemic contact tracing will occur in collaboration with the local health department using modified quarantine guidelines.

MRH encourages the vaccination of all eligible individuals as a key mitigation strategy.

Transportation

Students who qualify for transportation will be required to wear a mask at all times while on the bus.

Parents are encouraged to walk or provide transportation to school if possible.

All buses will be equipped with hand sanitizer for student use.

Students will be seated according to established protocols and must remain in assigned seats to ensure effective contact tracing.

Food Service

Free meals will be available to all MRH students.

Grab and Go breakfast items will be available for pick up at the end of each school day.

Lunch will be served in designated areas with physical distancing to the extent possible and plexi-glass barriers where appropriate.

Tables and other high-touch surfaces will be frequently disinfected.

Students will be expected to maintain distancing and to replace masks when finished eating or drinking.

Health Expectations

Students and staff members will be provided with two masks.

Face coverings should have at least two layers of washable, breathable fabric and be worn securely over the mouth and nose.

Individuals exhibiting symptoms of COVID-19 should not attend school.

Individuals who become symptomatic while at school will be immediately isolated.

Individuals will be asked to isolate and quarantine in accordance with St. Louis County Department of Public Health's modified guidance.

Family Partnerships

Conduct daily health screenings for all family members.

Keep children home from school when sick or after close contact with COVID-19.

Report all probable or confirmed household cases to the school nurse.

Communicate with the school if the child will be absent to ensure learning supports.

Weekly reports are available on the MRH COVID-19 dashboard.

Parents and visitors will generally not be allowed to enter the buildings.

Individuals granted access to essential services will be required to follow all established health and safety protocols.

Social workers and counselors are available to provide additional support to families.

MRH uses restorative practices and does not use punitive discipline for academic correction (including attendance issues). Instead, students who have lack of engagement receive a personalized academic engagement plan.

10. Will the LEA allocate ESSER III funds for:

- Districtwide Activities
- School Level Activities
- Both

11. Describe the LEA's methodology for distributing funds based on student need.

LEA Comments:

MRH has only one school per grade level, grades PK to 12. MRH has established standards for academic, social-emotional, and safety needs related to CoVID support. Sites will be audited to determine needs per building in relation to this standard. First, distribution will be based upon the fulfillment of those needs. Next, we will use funds to address specific student needs as informed by data. Our preliminary data indicate that mathematics, ESL, and young learners were disproportionately impacted by virtual learning due to CoVID and will be a priority for academic intervention. We were able to bring our special education students on-campus during COVID and will continue to work cooperatively with SSD providing support to these students.

Standards for schools:

All students must be able to participate [Early Childhood (preschool was closed during 2020-21 and needs to be reopened and extra interventions for those struggling that should have had preschool last year, but didn't)]

Social Worker available to each campus (Increase from 2 to 3 social workers for the district)

Teaching Assistant available for high does tutoring on each campus

A permanent sub per campus so that students have a familiar person during quarantines and teacher absences

Every student K-12 student have access to a computer (one-to-one environment)

Additional district nurses to support each site (provides consistent services on-site and efficient contact tracing)

Adequate supplies for each site to ensure that mitigation strategies are applied

Additional before or after school supports in academic areas (K-12)

12. The LEA has reserved at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, high dosage tutoring, full-service community schools, mental health services and supports and adoption or integration of social emotional learning into the core curriculum/school day, or extended school year programs, and ensure, through regular evaluation, that those interventions respond to students social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups by implementing;

a.) **Comprehensive afterschool programs**

- Comprehensive afterschool programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

MRH will provide before/after school learning labs in mathematics and reading to students identified through our data process. These labs will be staffed by certified teachers. The instruction will be targeted and differentiated based on student needs. Students will be identified by using benchmark data, including computerized reports. After identification, a skill development target will be determined for each student. Intervention intensity is 3 days per week for 1 hour.

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

\$40,000

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

Pre-post using benchmark and skill development data.

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

b.) Extended day programs

Extended day programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

c.) Extended school year programs

Extended school year programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

d.) High dosage tutoring

- High dosage tutoring (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

Provide teaching assistants that will act as high dosage tutoring interventionists in each building as well as 2 part-time certified teachers at the early childhood level. The instruction will be targeted and differentiated based on student needs. Flexible groups of 3 to 4 students will participate in 3 or more half-hour tutoring sessions for 4 to 8 weeks. Students will be identified by using our Rtl process based on benchmark data, classroom performance data, and specific skill data, including computerized reports. After identification, a skill development target will be determined for each student. Intervention is provided weekly with an intensity of a minimum of 90 minutes per week. Tutoring will be consistent with the design principles in "Accelerating Student Learning with High-Dosage Tutoring: Ed Research for Recovery" (Feb. 2021).

2: Budget Amount: (How much will the LEA spend on the intervention?)

\$220,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Pre-post assessment using benchmark, specific skill development data, and classroom performance data.

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

e.) Summer enrichment

- Summer enrichment (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

Summer Enrichment opportunities will provide students with high quality learning opportunities that engage their passions and intensify students desire to learn. High interest summer programming increases engagement in learning and exposes students to creative topics. It also provides opportunities to learn in non-traditional settings within the schools and the community. Some examples of topics considered are creative writing, field study, geo-caching, parks and recreation (Physical Education), robotics, lego challenges, yoga, gardening, etc. The summer enrichment program will be offered at multiple times and durations. MRH summer enrichment is designed to allow students involved in summer remediation to also participate in these enrichment options.

2: Budget Amount: (How much will the LEA spend on the intervention?)

\$30,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Attendance consistency, Student and Parent Surveys

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

f.) Summer learning

Summer learning (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1)
(How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

g.) Full-service community schools

Full-service community schools (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1)
(How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

h.) Mental health services and supports

- Mental health services and supports *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. An additional social worker will be added to the district (creating a district total of 3 social workers) to address the social-emotional needs of middle school and high school students, especially anxiety and depression. This additional support will allow us to free up counselors for more academic supports.

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

\$77,000

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

i.) Adoption or integration of social emotional learning into the core curriculum/school day

- Adoption or integration of social emotional learning into the core curriculum/school day (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

Teachers will embed social-emotional learning strategies during the school day. Resources, such as Panorama, will help us measure the effectiveness of embedding social-emotional learning strategies. Panorama is a computer-based survey that measures students', parents', and teachers' perceptions of the culture/ climate of the school. The Panorama Student Survey has introduced several survey topics that target social-emotional and "non-cognitive" skills. While this field is relatively new and still developing, there is already consensus that focusing on "whole child" skills is highly beneficial for students. Asking students to self-reflect on constructs like grit, growth mindset, and the level of interest a teacher takes in their long-term success helps to engage students in thinking about their classroom experience while also pushing them to consider how they can take more ownership of their personal learning. Similarly, schools can use students' results to set a baseline and monitor ongoing interventions. A minimum of a fall survey and a spring survey will be conducted to measure student perception data regarding sense of belonging, self-efficacy, engagement, emotional regulation, growth mindset, social awareness, self-management, and a sense of school safety. We will use this data to help us gauge to what degree our efforts to build social-emotional learning and high-quality learning climate are successful.

2: Budget Amount: (How much will the LEA spend on the intervention?)

\$8000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Positive change in areas measured.

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

j.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

k.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

I.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

m.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

13. The LEA will use funds to address mitigation and prevention strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning. (Check if LEA plans to use funds for mitigation strategies)

Supplies: *E.g.*

- Cleaning Supplies
- Hand Sanitizer
- Hand Soap
- Masks

 Budget Amount:

\$10,000.00

Staffing: *E.g.*

- Health services/contact tracing vaccination

 Budget Amount:

\$4,000.00

Distancing: *E.g.*

- Barriers
- Extra Staffing
- Extra Transportation

 Budget Amount:

\$12,000.00

Services: *E.g.*

- Cleaning Services
- Transportation Services
- Counseling Services
- Nursing Services
- Contact Tracing
- Vaccinations

 Budget Amount:

\$150,000.00

Equipment/Capital Expenditures: *E.g.*

- UV Lights
- Fogger
- Scrubber
- Windows
- Bottle fillers

 Budget Amount:

Total: (Please enter the total of your budget amounts)

\$176,000

14. How will the LEA use the rest of the ARP-ESSER (ESSER III) funds? (Please enter your description next to each allowable use that applies.

* The Uniform Guidance at [2 CFR § 200.407](#) requires prior written approval from DESE for certain costs, such as the purchase of real property; equipment and other capital expenditures; entertainment costs; and travel costs.

- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for and respond to COVID-19;
- Training and professional development of sanitizing and minimizing the spread of infectious diseases;
 Staff stipends for CoVid safety protocols, ongoing training, and implementation of protocols \$270,000
- *Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- *Improving indoor air quality;
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.
 additional benchmarking systems and resources for intensive tutoring, resource purchases for mathematics, reading, and ESL - \$20,000
- Planning for or implementing activities during long-term closures, including providing meals to eligible student and providing technology for online learning;
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
 computer supplies-Chromebooks \$120,000, Hot Spots, Software , Tech etc \$20,000
- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
 services contracted out; resources; curriculum writing resources \$5,000
- Other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff
 staffing- Transition Coordinator \$185,000 (Certified Salary and Benefits of one transition coordinator - 2000 line)