

BRIGGS PUBLIC SCHOOLS

ARP/ESSER III USE OF FUNDS

(8/8/2023)

PART I: PREVENTION AND MITIGATION STRATEGIES

Funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable and consistent with the most recent CDC guidance on reopening schools, allow us to continuously and safely open and operate schools for in-person learning.

In consultation with stakeholders and through surveys completed by various stakeholders, the following items have been identified as needs for Briggs to continue to effectively serve our students in the event of a prolonged pandemic or another health crisis. Items identified as an expenditure in ESSER III funds are noted in the chart.

EXPENDITURE	PREVENT/PREPARE/RESPOND
<i>In consultation with licensed architects/engineers, it has been determined that many of the facilities at Briggs are sub-standard in the areas of space (square feet/person/classroom), ventilation, plumbing, electric panels/wiring, fixtures, and access/egress. These issues present numerous health and safety issues that need to be addressed, especially amid the current COVID-19 pandemic. The cost of identified building improvements exceeds the bonding capability of the district for the foreseeable future.</i>	
Replace central area ("maze") of MS Building to allow for larger classrooms (distancing), adequate restrooms, indoor air quality, and a safer/healthier facility to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Prevent
Renovate Lower Gym Annex and north end of MS Building to update classrooms, provide adequate restrooms, HVAC upgrade to improve indoor air quality, window and door replacement, and provide a safer/healthier facility that reduces the risk of virus transmission and exposure to environmental health hazards.	Prevent

PART II: STRATEGIES FOR ADDRESSING LEARNING LOSS

Briggs will reserve funds under section 2001(e)(1) of the ARP Act for evidenced-based interventions that address learning loss and ensure that the interventions respond to students' academic, social, and emotional needs due to the impact of the COVID-19 pandemic. At least 20% of the ARP/ESSER III budget is required to be spent in this area.

EXPENDITURE	PREVENT/PREPARE/RESPOND
Training/Coaching/Support from Success for All (SFA) (Evidenced-Based, Whole School Reform Model) to develop and implement strategies to address learning loss due to the COVID-19 pandemic. SFA activities include Reading/Math Intervention and Tutoring, Getting Along Together/Winners Circle (social emotional learning), School Solutions Teams (whole child support system), and attending the SFA Experienced Sites Conference/New Leaders Institute.	Prepare/Respond
Provide Supplemental Teachers to provide small-group and individual instruction in Reading/Math Recovery and Intervention to address learning loss due to the COVID-19 pandemic.	Respond
Educational Technology (classroom interactive display panels) to aid instruction, address learning loss, and assist learning recovery due to the COVID-19 pandemic.	Respond
Success for All Professional Development Academy Stipends provided to instructional staff as part of an extended school year. Three days of intensive training in the SFA Evidenced-Based, Whole School Reform Model and related strategies/activities to address student learning loss due to the COVID-19 pandemic.	Prepare/Respond
Success for All Technology Support Fee to adequately administer the SFA Evidenced-Based Whole School Reform Model and provide teacher access to SFA Member Center to capture and analyze student data to drive instruction.	Prepare/Respond
SFA 4Sight Assessment to track progress and target instruction in reading and math, and allow for correct placement due to learning loss associated with the COVID-19 pandemic.	Prepare/Respond
Learning Management System (LMS) from Edgenuity/Odysseyware as a virtual learning platform to provide continuity of services and address learning loss as related to school closure and credit/course recovery.	Prepare/Respond

PART III: OTHER ARP/ESSER III EXPENDITURES

Briggs has no remaining ARP/ESSER III funds to spend on other expenditures. However, items that could fall under this category are identified in Part V along with their funding source(s).

PART IV: ENSURING MOST VULNERABLE POPULATIONS UNIQUE NEEDS ARE ADDRESSED

Briggs will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students – especially those disproportionately impacted by the COVID-19 pandemic, including students from low-income families, racial and ethnic minorities, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

ALL STUDENTS	
ACADEMIC NEEDS	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>) • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model. • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss.
SOCIAL NEEDS	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of SSO, NSLP, and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA <i>Getting Along Together</i> (GAT) and <i>Winners Circle</i> process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success.
EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA <i>Getting Along Together</i> (GAT) and <i>Winners Circle</i> process.

<p>MENTAL HEALTH NEEDS</p>	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals.
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LOW INCOME STUDENTS	
<p>ACADEMIC NEEDS</p>	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>) • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model. • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss. • Provide readers to take home for SFA Read & Respond.
<p>SOCIAL NEEDS</p>	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of SSO, NSLP, and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide readers to take home for SFA Read & Respond.

EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process.
MENTAL HEALTH NEEDS	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals.

STUDENTS WITH DISABILITIES	
ACADEMIC NEEDS	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>) • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model. • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss. • Review IEP's to modify services to address COVID-19 related deficits. • Provide specially designed instruction consistent with IEP. • Provide extended school year services as needed. • Provide in-person learning during school closure and/or virtual days to the greatest extent possible.

SOCIAL NEEDS	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of SSO, NSLP, and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Encourage participation in school activities and events. • Recognize success/achievement of students with disabilities.
EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Address emotional needs in IEP with related services.
MENTAL HEALTH NEEDS	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals. • Address mental health needs in IEP with related services.

ENGLISH LEARNERS	
ACADEMIC NEEDS	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>)

	<ul style="list-style-type: none"> • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model. • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss. • Provide readers to take home for SFA Read & Respond. • Provide a Cherokee Language/Culture elective class.
SOCIAL NEEDS	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of SSO, NSLP, and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide readers to take home for SFA Read & Respond. • Provide a Cherokee Language/Culture elective class. • Provide translation services for school communication through Apps, translators, and online services.
EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide a Cherokee Language/Culture elective class.
MENTAL HEALTH NEEDS	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process.

	<ul style="list-style-type: none"> • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals.
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RACIAL & ETHNIC MINORITIES	
ACADEMIC NEEDS	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>) • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model. • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss. • Provide readers to take home for SFA Read & Respond.
SOCIAL NEEDS	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of SSO, NSLP, and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA <i>Getting Along Together</i> (GAT) and <i>Winners Circle</i> process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide readers to take home for SFA Read & Respond.
EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA <i>Getting Along Together</i> (GAT) and <i>Winners Circle</i> process.

<p>MENTAL HEALTH NEEDS</p>	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals.
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STUDENTS EXPERIENCING HOMELESSNESS	
<p>ACADEMIC NEEDS</p>	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>) • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model. • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss. • Provide readers to take from school for SFA Read & Respond. • Provide supplies/materials needed for academic success.
<p>SOCIAL NEEDS</p>	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of SSO, NSLP, and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide readers to take from school for SFA Read & Respond. • Provide personal items (food, clothing, personal hygiene, etc.) as needed. • Provide assistance in locating housing accommodations. • Coordinate contact with agencies for assistance.

EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide personal items (food, clothing, personal hygiene, etc.) as needed. • Provide assistance in locating housing accommodations. • Coordinate contact with agencies for assistance.
MENTAL HEALTH NEEDS	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals. • Provide personal items (food, clothing, personal hygiene, etc.) as needed. • Provide assistance in locating housing accommodations. • Coordinate contact with agencies for assistance.

STUDENTS IN FOSTER CARE	
ACADEMIC NEEDS	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>) • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model. • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss. • Provide readers to take home for SFA Read & Respond.

SOCIAL NEEDS	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of the Seamless Summer Option (SSO) and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide readers to take home for SFA Read & Respond.
EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process.
MENTAL HEALTH NEEDS	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals.

MIGRATORY STUDENTS	
ACADEMIC NEEDS	<ul style="list-style-type: none"> • Address learning loss with Success for All (Evidenced-Based Whole School Reform Model) curriculum, programming, and supports including/supporting Tier 1, 2, and 3 interventions. • Provide high-quality, valid, and reliable assessments and pre COVID assessment data to assess learning loss (SFA Reading Roots/4Sight, Istation <i>Indicators of Progress</i>) • Provide evidenced-based summer learning program. • Training/Support for instructional staff to implement the Success for All Evidenced-Based Whole School Reform Model.

	<ul style="list-style-type: none"> • Provide supplemental teachers to address learning loss with reading/math recovery and intervention. • Provide LMS (Edgenuity/Odysseyware) and devices/connectivity for virtual learning as needed. • Provide educational technology to aid instruction in addressing learning loss. • Provide readers to take home for SFA Read & Respond.
SOCIAL NEEDS	<ul style="list-style-type: none"> • Provide free meals (breakfast, lunch, supper) to all students as part of SSO, NSLP, and CACFP. • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Remove barriers to participation in school activities. • Engage families through the SFA Schoolwide Solutions Parent & Family Involvement Team (PFIT). • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide readers to take home for SFA Read & Respond.
EMOTIONAL NEEDS	<ul style="list-style-type: none"> • Implement the SFA <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process.
MENTAL HEALTH NEEDS	<ul style="list-style-type: none"> • Enable SFA Schoolwide Solutions Intervention Team to remove individual student barriers to classroom success. • Implement the Success for All <i>Getting Along Together</i> and <i>Winners Circle</i> programs to help students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. • Provide training for staff in the SFA Getting Along Together (GAT) and Winners Circle process. • Provide school counseling support to meet immediate needs. • Provide access to community mental health professionals.

PART V: COVID-19 ASSOCIATED ACTIVITIES PAID WITH OTHER FUNDS

ACTIVITY/EXPENDITURE	FUNDING SOURCE/PROVIDER
Afterschool Program	Title IV (21 st CCLC)
Summer Learning Program (in addition to any paid with ARP/ESSER III)	Title I, Title IV (21 st CCLC), Reading Sufficiency Act, Title VI
Extended Day/Year: School Calendar exceeds minimum requirement (83.5 additional hours-approximately 12 days)	Combination of Local, State, and Federal Funds
Instructional Coaches	Title I, Title V, Title VI
Cherokee Language/Culture Classes	Title VI
Additional Reading/Math Recovery/Intervention (Tutoring)	Title I, Title IV (21 st CCLC), Title VI
Istation Reading and Math Program/Assessments	Reading Sufficiency, Title I, Title V
Services for Student with Disabilities	IDEA, Title VII (Impact Aid), Medicaid (698), and Local/State Funds
Child Nutrition: Free Student Meals	SSO, NSLP, and CACFP
Educational Technology (classroom interactive displays, student/staff devices, Wi-Fi hotspots and service)	Erate Emergency Connectivity Fund (ECF), Title I, Title V
Additional Success for All Experienced Sites Conference (ESC) Attendee Registration and Travel Expenses	Title I, Title V, IDEA
Sanitation Supplies/Personal Protective Equipment related to COVID-19	Local Funds/Cherokee County Emergency Management/Cherokee Nation
Health and Safety Protocols	Minimal cost with local funds
Coordination of preparedness and response efforts with state, local, and tribal health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.	No or minimal cost. Coordinated with Oklahoma State Department of Health, Cherokee County Health Department, Cherokee Nation Health Services
Developing and implementing procedures and systems to improve preparedness and response efforts.	Minimal cost with local funds
Training for staff on sanitation and minimizing the spread of infectious diseases.	Minimal cost with local funds