

ESSER III Use of Funds Page

Synopsis

Over the past 5 years, the District has conducted 21 community engagement sessions to solicit input from key stakeholders to establish curricular and facilities goals for the District. In addition to these community engagements, a stakeholder committees and surveys were conducted beginning in March of 2020 to solicit information about students and household needs during the pandemic. From these two sources, the district developed its curricular goals, as well as a facilities improvement plan. The ESSER III plan will support the curricular goals established by the Board of Education beginning in the 2021-2022 school year and dovetail with learning loss supports. ESSER III funds will also support the expansion of pre-k services and improved health/safety protocols through the renovation of a district owned facility. Finally, the District will use ESSER III funds to pay for 67 FTE certified salaries to ensure that all positions can be maintained to support the increased needs of our students and families after the pandemic.

Use of ARP-ESSER III Funds Plan Contents

ESSER III funds will be used to support the following activities and programs.

- 1. use ARP-ESSER III Funds to implement prevention and mitigation 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
- 2. use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as (check all that apply):
 - summer learning or summer enrichment,
 - extended day,
 - comprehensive afterschool programs, or
 - extended school year programs.
- 3. spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (check all that apply):
 - Focusing on student groups most impacted by the pandemic
 - Interventions and strategies for consideration
 - Support educators and other school staff
 - Other (specify within the plan)
- 4. ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act 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 (check all that apply):
 - students from low-income families,
 - students of color,
 - English learners,
 - children with disabilities,

- students experiencing homelessness,
 - children and youth in foster care, and
5. Engage in meaningful consultation with stakeholders. Meaningful consultation must occur with the following (check all that apply):
- students;
 - families;
 - civil rights organizations (including disability rights organizations);
 - school and district administrators (including special education administrators);
 - teachers,
 - principals,
 - school leaders,
 - other educators,
 - school staff, and their unions;
 - and stakeholders representing the interests of children with:
 - disabilities,
 - English learners,
 - children experiencing homelessness,
 - children in foster care,
 - children who are incarcerated,
 - and other underserved students.
6. provide the public the opportunity to provide input in the development of the district plan for the use of ARP ESSER funds and take such input into account.
7. use ARP-ESSER III funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning.
8. allocate funding both to schools and for districtwide activities based on student need.
9. implement an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out- of-school suspensions) and creating a positive and supportive learning environment for all students.
10. describe its overall plans and policies related to district support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction.
11. describe how the district will use its ARP-ESSER III funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.

- 12. describe how the district will use its ARP-ESSER III funds to sustain and support access to early childhood education programs.