American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund (ARP ESSER)  
LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)  

Approved August 2, 2021 - Revisions as Needed  
Funds Available through September 2024

**District Information**

<table>
<thead>
<tr>
<th><strong>District Name</strong></th>
<th>Bryant Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District LEA#</strong></td>
<td>6303-000</td>
</tr>
<tr>
<td><strong>City</strong></td>
<td>Bryant</td>
</tr>
<tr>
<td><strong>Superintendent Name</strong></td>
<td>Dr. Karen Walters</td>
</tr>
<tr>
<td><strong>URL access to the LEA Plan for Use of ARP ESSER</strong></td>
<td><a href="https://5il.co/x51i">https://5il.co/x51i</a></td>
</tr>
<tr>
<td><strong>Funds posted on the district website</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date posted</strong></td>
<td>8-13-21</td>
</tr>
</tbody>
</table>

**Directions:** The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

1. **Creating Safe and Healthy Learning Environments:** Determine if ARP 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 school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.
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<table>
<thead>
<tr>
<th>Program Code</th>
<th>Practice</th>
<th>Description</th>
<th>Projected Amount</th>
</tr>
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</table>
| 186, 187, 188, 189, 190, 192 | Systemic Procedures | Actions or systems implemented to prevent, prepare for, and respond to COVID-19.  
- Meeting the nutritional needs of underserved students.  
- Supporting student mental health needs.  
- Locating absent students and reengaging disconnected youth.  
- Providing safe and inclusive learning environments.  
- Providing healthy learning environments. | $80,000  
Point of Contact  
(Contract Tracing)  
$50,000  
Chemical Supplies for Disinfecting |
| 196, 197     | Facilities        | School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs. | $2,376,335.37  
HVAC Replacements - Plans to be Approved by Facilities Division |
| 198          | Transportation    | Transportation costs to reduce the spread of COVID-19.                                                                                                                                                     | $0                                                                               |

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost Instructional time through the implementation of **evidence-based interventions**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of [Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes](#). Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation $7,745,907.37 minimum 20% set-aside $1,549,181.47
# American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

**LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Evidence-based Intervention</th>
<th>Description</th>
<th>Monitoring</th>
<th>Evaluation</th>
<th>Projected Amount</th>
</tr>
</thead>
</table>
| 170 180 182 184 | Accelerating learning through instructional approaches | Out-of-school time programs: Educators target students needing additional support before, and after the regular school day, and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3). *Before/After School Tutoring* | Building administrators, teachers, specialists conduct weekly progress monitoring of:  
- student attendance  
- classroom visits  
- PLC teacher teams  
- Instructional software data reports: monitor time on task and progress | Tutoring program will be evaluated through:  
- student diagnostic assessments  
- classroom assessments  
- common formative assessments  
- diagnostic screeners  
- data sheets  

PLC teacher teams will meet periodically to review students' progress and determine next steps. | $663,572 |
| 170 180 184 | Accelerating learning through instructional approaches | Summer learning and enrichment:  
Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3). *Summer School* | Summer school administrator will conduct daily progress monitoring of:  
- student attendance  
- classroom visits  
- PLC summer teacher teams  
- Instructional software data reports: monitor time on task and progress | Effectiveness of summer school will be evaluated through pre and post diagnostic screeners, assessments or growth reports. | $1,000,000 |
| 170 180 182 183 184 185 | Addressing resource inequities | Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3)  
- Advanced Coursework opportunities  
- Inclusive Practices  
- Well-prepared educators  
  *Lexia, Zeam, Edulastic, Edgenuity, NWEA, GoFormative, 95 percent, CKLA, Decodeables, Just Words* | Building administrators, teachers, specialists conduct weekly progress monitoring of:  
- Classroom walkthroughs  
- Teacher evaluation  
- Classroom and student data sheets  
- Curriculum and instruction audits with administrators and district specialists | Effectiveness will be evaluated through  
- student diagnostic assessments,  
- classroom assessments,  
- common formative assessments,  
- diagnostic screeners. PLC teacher teams will meet periodically to review students progress, practices, and resources to determine next steps. | $1,726,000 |
| 170 180 182 183 184 185 | Addressing resource inequities | Evidence-based practices that maximize students' social, emotional, and academic benefits.  
- Professional Learning Communities (Tier 2)  
  *Solution Tree purchased service for leadership & instructional coaching & professional development* | Building administrators will monitor the PLC process weekly.  
Onsite coaching and professional development will be provided from Solution Tree throughout the year focused on student learning. | Administrators will evaluate the products of the PLC process which include norms, agendas, meeting minutes, student data reviews, etc. The administrators will share observations, and provide feedback to the instructional teams. | $1,350,000 |
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2.A. **Process for Monitoring Implementation:** 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 to address the academic impact of lost instruction 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. (See above)

2.B. **Process for Evaluating Implementation:** Please describe how the LEA will evaluate the effectiveness of these interventions. (See above)

**Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

<table>
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<tr>
<td>185</td>
<td>Technology</td>
<td>Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.</td>
<td></td>
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<tr>
<td>191</td>
<td>Maintenance of</td>
<td>Continue operations without disruption including employment, programs and addressing budget shortfalls.</td>
<td>$500,000 COVID LEAVE for employees</td>
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<tr>
<td></td>
<td>Equity</td>
<td></td>
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</tbody>
</table>

**SUPERINTENDENT NAME (printed) and SIGNATURE**

Karen C. Walters, Superintendent

Karen C. Walters

**DATE**

8/13/2021