

# Jones Public Schools

## ARP / ESSER III Spending Plan

### Part 1: Prevention and Mitigation Strategies

*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.*

COVID-19 and its variants have brought many challenges to Jones Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Jones Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year. If funding for a particular item has been identified as an expenditure in ESSER stimulus funds, it is noted in the chart.

Expenditure	Plan	ESSER Funding
4 school buses	Limit the number of students per bus	ESSER II
Replace HVAC	Improve air quality and energy efficiency	ESSER III
Cleaning supplies and equipment	Improve cleaning ability and increase efficiency	ESSER III
Employ additional staff and faculty	Reduce class size for better social distancing	ESSER III

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### Part 2: Strategies for Addressing Learning Loss

*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, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.*

Expenditure	Plan	ESSER Funding per year
Reading Specialist	Provide individual and small group instruction and tutoring for reading assessment and remediation	\$40,000 (+)
After-school tutoring	Provide additional time for small group or individual instruction	\$165,780
After-school counseling	Provide additional time for individual, small group, and family counseling to address social and emotional needs	\$24,300
Additional transportation	Provide late bus routes to allow more students access to after-school tutoring and counseling	\$48,000
Purchase “Leader in Me” curriculum and teacher training	Provide robust, evidence based curriculum to meet social emotional learning needs.	\$22,848
Purchase USA test prep assessment software	Implement diagnostic assessment program to identify learning loss and monitor progress	\$10,140

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### Part 3: Other ARP ESSER III Expenditures

*How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.*

Expenditure	Allowable Use
Utilities, insurance, salaries, textbooks, maintenance, IT support	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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### Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

*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 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.*

Population	Academic Needs	Social Needs	Emotional Needs	Mental Health
Students of low socioeconomics	Provide devices and connectivity for virtual learning  After-school tutoring  Reading specialist	Assess food security through supper programs to include weekends  Engage families through extended day counseling	Implement “Leader in Me” curriculum  Utilize after-school individual and small group counseling	Utilize after-school individual and small group counseling
Students with Disabilities	Provide adaptive technology to close the homework achievement gap	Ensure access to clubs and activities	Implement “Leader in Me” curriculum  Utilize after-school individual and	Utilize after-school individual and small group counseling

			small group counseling	
Homelessness	<p>Provide devices and connectivity for virtual learning</p> <p>After-school tutoring</p> <p>Reading specialist</p>	<p>Assess food security through supper programs to include weekends</p> <p>Engage families through extended day counseling</p>	<p>Implement “Leader in Me” curriculum</p> <p>Utilize after-school individual and small group counseling</p>	Utilize after-school individual and small group counseling
English Learners	<p>Access full-time ELL staff.</p> <p>Provide devices and connectivity for virtual learning</p> <p>After-school tutoring</p> <p>Reading specialist</p>	<p>Engage families through extended day counseling</p>	<p>Implement “Leader in Me” curriculum</p> <p>Utilize after-school individual and small group counseling</p>	Utilize after-school individual and small group counseling
Children in foster care	<p>Provide devices and connectivity for virtual learning</p> <p>After-school tutoring</p> <p>Reading specialist</p>	<p>Assess food security through supper programs to include weekends</p> <p>Engage families through extended day counseling</p>	<p>Implement “Leader in Me” curriculum</p> <p>Utilize after-school individual and small group counseling</p>	Utilize after-school individual and small group counseling
Students of color	Implement evidence-based Tier 1 instruction.	Use clubs and activities to open opportunities for “belonging”	<p>Implement mentor advisory program</p> <p>Implement</p>	Implement mentor advisory program

	<p>Provide Tier 2 supports for learning</p> <p>Provide Tier 3 Tutoring as needed</p>	<p>Engage families in school programs and counseling</p> <p>Establish opportunities for the diversity of cultures to be highlighted.</p> <p>Promote opportunities for all students to engage with each other through community events targeting awareness of POC issues.</p>	<p>Leader in Me curriculum</p>	<p>Implement Leader in Me curriculum</p> <p>Provide space, opportunity, and time for professional support through outside agencies.</p>