



LEA Plan for Use of Funds

1. 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.

Funds will be used for staffing, programming, and technology and are not primarily allocated for prevention and mitigation strategies. Technology funding will be used to ensure appropriate support for the 1:1 Chromebook environment and the success of the district network to ensure continuity of instruction to allow schools to remain open.

2. 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.

Funds are planned to be allocated for summer and afterschool learning opportunities based on student need. The district is collecting data regarding student performance on local, state, and national assessments and is using a tiered system of supports to provide intervention and enrichment within the school day. Students who need additional instruction or experiences will be recommended for academic and social programs that extend beyond the school day or normal school calendar.

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

Funds will be used to support staff interventionists who support students with needs outside of the regular classroom learning experience, technology infrastructure that is critical to maintaining meaningful in-person instruction, and mental health supports through the use of an outside provider who works on-site with district students.

4. 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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district



administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

District plans regarding the addition of staff interventionists, summer learning opportunities, after school learning opportunities, and additional mental health supports are all geared towards targeting the needs of students who have been disproportionately affected by the pandemic or whose academic outcomes are not meeting district standards. The district disaggregates local and state assessment and survey data regularly to understand the impact of programming on students in traditionally high-needs subgroups (economically disadvantaged, Black, Hispanic, ELL, Special Education) and has reported out to the community and the Board of Education regarding success in these areas. Ongoing discussions with the Board of Education through committee meetings and community members through Superintendent's Coffee meetings, PTO meetings, and other community events help to inform strategies in these areas.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The district communicates with community members through a variety of means, including the Special Education Parent Advocacy Group and the families of English language learners. Building and district administrators have been very clear with regard to the need to target certain populations of students who may traditionally be underserved and to develop plans and activities to meet the needs of those students.