

## **Shepherd Public Schools Plan of Use Narrative for ESSER III Funds**

**Please describe 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:**

This fall we have returned to face to face instruction and are committed to following the mandates from the CDC and our local health department in order to provide a safe learning environment. Funds will be used to update school buildings including updating doors and windows. Also, funds will be used to purchase sanitation equipment and supplies in order to mitigate the spread of the virus. We will also purchase masks to allow students and staff the ability to wear masks when mandated or preferred. Our district school nurse will be responsible for contact tracing and testing K-12.

**Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:**

In order to address the academic impact of lost instructional time, our K-12 teaching staff and administration will collaborate to review our curriculum resources/software, pacing guides and non-negotiable standards. Utilizing our MTSS process, professional development supported by instructional coaches will address identified needs. Throughout the school year, evidenced-based strategies such as 1:1 tutoring/small group instruction, will be provided before/during/after school. K-12 family learning opportunities will be offered both in person and virtually throughout the year. This learning will be targeted to identified needs from district/State data. We have reduced class sizes in first and second grade in order for teachers to provide interventions prescribed by our MTSS team and in alignment with the IRIP process. Additional staff have been employed to provide interventions/support as prescribed by their MTSS teams. The district will provide summer learning opportunities K-12. A two-week extended school year for K-8 will be delivered to identified students based on NWEA and district assessments. This program will target reading and math focusing on non-negotiable standards utilizing evidenced based strategies. Family nights focusing on STEM will be offered. A credit recovery program will be offered for targeted students to recoup lost credits. Certified teachers will be available to assist students with Plato software.

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

In order to implement our learning loss plan we must maintain our current level of staffing by utilizing recruitment/retention strategies. We will provide our most needy students with hot spots to ensure their ability to access instructional materials beyond our school day as well as specified at-home learning times. To address the social emotional needs of our K-12 students additional counseling support will be provided. The district will update its technology in classrooms and our 1:1 device program.

**Please 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 (see below) 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.**

As part of the MTSS process, universal screeners will be given in the fall, winter, and spring, to determine progress made by students. Data teams will meet and create plans for identified students in particular subgroups utilizing research based interventions. Progress monitoring of interventions will occur in order to assess the student's growth and change course if necessary. Throughout the year, teachers will utilize additional monitoring tools such as IXL, Into Reading, and Math Expressions to track student progress and adjust instruction accordingly. The social emotional needs of both staff and students will remain a focus in the coming years. In conjunction with our partnership with Project Aware, counselors have been employed in all buildings to assist us with meeting the social emotional needs of our students and staff. Second Step and Navigate 360 have a social-emotional screener that will be used in conjunction with the MTSS process to determine the individual needs of the students.