**ARP ESSER III Use of Funds Plan**

**Part 1 – Strategies for Prevention and Mitigation of COVID**

The extent to which and how 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.

Hydro-Eakly Public Schools plans to utilize ARP ESSER III funds to prepare, prevent, and/or respond to the COVID-19 impact on our district. The committee recommends the following to prevent and mitigate COVID to continuously and safely open and operate Hydro-Eakly Public Schools for in-person learning:

* Lease 5 new yellow route buses to allow for better social distancing on bus routes.
* Replace video surveillance system that has become unusable to assist in contact tracing for notification of exposure to known cases of COVID-19.

**Part 2 – Strategies for Addressing Learning Loss**

How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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 after school programs, or extended school year.

Hydro-Eakly Public Schools plans to utilize ARP ESSER III funds to prepare, prevent, and/or respond to the COVID-19 impact on our district. The committee recommends the following to address learning loss:

* Employ teachers and staff members for the summer remediation program to address learning loss of all students, including any population subgroups disproportionately impacted by the COVID-19 pandemic.
* Acquire additional counselors and counseling resources to address social and emotional issues that impede student learning.

**Part 3 – Other ARP/ESSER III Expenditures**

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

Hydro-Eakly Public Schools plans to utilize ARP ESSER III funds to prepare, prevent, and/or respond to the COVID-19 impact on our district. The committee recommends spending the ARP ESSER III funds on various and different areas to best assist the district; including, but not limited to:

* Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local education agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
* School-parent communication tools and services, such as improved website and parent notification system.
* School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
* Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
* Property and liability insurance coverage required to maintain the operation and continuity of services of all school buildings and facilities.
* Utilities such as electricity, natural gas, and water due to keeping the buildings open during COVID.
* Retention stipends for teachers and staff to ensure adequate staffing in the district to meet academic and supportive needs of students.

**Part 4 – Ensuring the Most Vulnerable Populations Unique Needs are Addressed**

How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students experiencing homelessness, children in foster care and migratory students.

Hydro-Eakly Public Schools plans to utilize ARP ESSER III funds to prepare, prevent and/or respond to the COVID-19 impact on our district. The committee recommends spending the ARP ESSER III funds to ensure the most vulnerable populations unique needs are addressed.

* Academic Needs
	+ Provide connectivity for virtual learning in the event that the district must return to full-time virtual classes.
	+ Implement evidence-based instruction along professional develop necessary for effective implementation.
	+ Provide support for unfinished learning.
* Social Needs
	+ Assess food insecurity and provide added nutrition as needed through donations.
	+ Assess school’s clubs and activities to open new opportunities for expanded opportunities.
	+ Engage families in the school’s programs of academics and activities.
* Emotional Needs
	+ Added counselor position will provide more 1:1 interaction with students. Utilize the counselor and other staff to ensure student social/emotional needs are being met.

Including and in addition to the above interventional strategies, specific needs of the most vulnerable populations will be met as described below:

* Low-income Families
	+ Academic Needs – Additional tutoring and instructional supports will be provided by certified teachers throughout the school year, as needed. Principals will make direct contact with presents to explain the benefits of the summer remediation program, during which students of this population will receive instruction to address learning loss and reinforce concepts and skills in preparation for the following school year.
	+ Social Needs – Access to food security will be provided, including access to our school pantry. The pantry is supplied through donations. It is managed by the counselors and principals, and stocked by student leaders.
	+ Emotional Needs – Leadership Labs will be conducted once each month teach coping strategies to students and develop emotional intelligence in this population.
	+ Mental Health Needs – An additional counselor has been hired to address student mental health needs on a referral basis.  As an additional support to low-income students, the counselor makes regular appointments to check in with our low-income students.
* English Learners
	+ Academic Needs – An ESL class will be added during the regular school day to provide additional academic and language supports for this population of students.
	+ Social Needs – Translators will be provided at each school site to assist with parent communication with the school. Opportunities will be presented to highlight, respect, and celebrate diversity of cultures.
	+ Emotional Needs – Leadership Labs will be conducted once each month teach coping strategies to students and develop emotional intelligence in this population.
	+ Mental Health Needs – An additional counselor has been hired to address student mental health needs on a referral basis.  As an additional support to low-income students, the counselor makes regular appointments to check in with these students.
* Children with Disabilities
	+ Academic Needs – Students with disabilities are provided curriculum at their level, they are given additional instructional support with smaller class sizes and one-on-one direct instruction when necessary.  Students with disabilities are also assessed more frequently and progress in monitored so that instructional changes can be met. When possible, in-person learning will be provided for this population during remote learning days.
	+ Social Needs – These students will complete newly adopted curriculum to develop skills necessary for success in the workforce. An existing classroom will also be redesigned to offer life skills training for these students.
	+ Emotional Needs – Leadership Labs will be conducted once each month teach coping strategies to students and develop emotional intelligence in this population. These students will also complete curriculum in resource labs to build interpersonal skills.
	+ Mental Health Needs – The newly added counselor and the existing counselor will schedule times to meet with this population once per month to conduct mental health activities and identify students who need additional intervention.
* Student Experiencing Homelessness
	+ Academic Needs – Any supplies, materials, devices, or internet connectivity needed for academic success that is not generally supplied to other students will be provided through our school pantry program to fulfill the individual needs of students in this population.
	+ Social Needs – Access to food security will be provided, including access to our school pantry. The pantry is supplied through donations. It is managed by the counselors and principals, and stocked by student leaders. The counselor will also connect families with community groups that can provide further assistance.
	+ Emotional Needs – The counselor will communicate with these students and their parents/guardians to ensure that the student has adequate resources to develop self-confidence. Where resources such as personal hygiene products and clothing are needed, the counselor will utilize the school’s Helping Hands donations account to provide these items.
	+ Mental Health Needs – The counselor will set aside weekly appointments to meet with students in this population to identify and address their unique and emergent needs.
* Children in Foster Care
	+ Academic Needs – Students will be complete assessments to identify learning gaps, unfinished learning, and learning loss. Interventions will be provided as needed.
	+ Social Needs – Students in this population will be placed in homeroom Peer Support Groups that have strong peer leaders who foster inclusivity and belonging.
	+ Emotional Needs – Leadership Labs will be conducted once each month teach coping strategies to students and develop emotional intelligence in this population.
	+ Mental Health Needs – The counselor will meet with students of this population on a weekly basis. In addition, contact with the parents will be made on a weekly basis to encourage a team approach to meeting the unique mental health needs of this population.