



Use of ARP-ESSER III Funds Plan

1. Use ARP-ESSER III Funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
2. Use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as (check all that apply):
 - a. summer learning or summer enrichment
 - i. We have allocated funds for staffing for the Summers of 2022,23,24. This will support students at risk for failure in general education as well as students with disabilities and language learners
 - b. comprehensive after-school programs
 - i. We have targeted days during the 21-22, 22-23 for night school and targeted interventions after school
3. Spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act to target groups that are at risk for academic and/or social-emotional struggles as a result of COVID-19. This work includes:
 - a. Contracted social-emotional services and interventions
 - b. Targeted groups for credit recovery. Contracted services and staff for credit recovery.
 - c. Improvements in infrastructure connected to outdoor spaces, large indoor spaces and HVAC.
4. Ensure that the interventions it implements, including but not limited to the interventions 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:
 - a. Efforts will be made to market to those most impacted by the pandemic.
 - i. students of lower socioeconomic status, students of color, and students not on track to graduation
5. We have engaged in meaningful consultation with stakeholders including:
 - a. Students
 - b. Families
 - c. Teachers
 - d. Principals
 - e. School Staff and Unions
 - f. Stakeholders/parents/guardians representing children with:
6. We have provided the public the opportunity to provide input in the development of the district plan for the use of ARP ESSER funds and take such input into account.
- 7.
8. We are using ARP-ESSER III funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning.
 - a. We will be using grant funds to purchase STAR 360 which will help with both the identification but also the mitigation of learning gaps.

9. We have implemented an equitable and inclusive return to in-person instruction. This includes:
 - a. Training for staff to integrate students back to in-person instruction and support for teachers and
 - b. We have surveyed our students and will be working via our equity teams to address the needs noted in the surveys.

10. Describe its overall plans and policies related to district support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction.
 - a. Our funds are being used to improve air quality