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## LEA Plan for Use Of Funds

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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; ([count] of 2000 maximum characters used)

For the ARP grant, the District focused on the following in this area: the replacement/upgrade of HVAC systems for a couple of the schools (that are in most need).

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; ([count] of 2000 maximum characters used)

The District is using funds to implement summer programs and a summer enrichment camp (Camp PRIDE, Extended School Year, High School Acceleration Program). The District is also expanding the focus and length of Extended Day Programs during the school year. Students will be strategically matched for an intervention group or an acceleration group in the Extended Day Program. The program runs for 28-30 weeks. The District is also using funds to support enrichment programming after school in the areas of STEAM.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

The funds are also being used to access more professional learning opportunities for administration and teachers to build their collective efficacy in the following key areas: equity, SEL, learning recovery, the science of reading, best instructional practices, and responsive teaching. High-quality materials in the area of math are being purchased (as this is an area of concern for the district). High-quality assessments are a focus to gather more reliable and valid data to make informed instructional decisions. Educational technology tools are being purchased to implement our blended learning approach to instruction.

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 COVID19 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.

([count] of 2000 maximum characters used)

All planned interventions and programs were designed with the student groups most affected by COVID. All areas of this plan have evaluation of their impact planned and a monitoring and data collection plan in place so that adjustments can be made. The BOE has a goal to better understand student achievement through four presentations given by the administration this school year. The progress on programming and specific student groups (that the ARP funds are supporting) will be included in these presentations. The impact of these grant funds will also be measured in monthly PLCs and administrative meetings.

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. ([count] of 2000 maximum characters used)

The District has engaged with all important stakeholders through BOE meetings, administrative meetings, faculty meetings with teachers/staff, and surveys provided to the community (translated for specific community members).