ESSER III Application

LEA Plan of Use Narrative

1. 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 guidelines on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

- COVID protocols are developed based on most recent information from the county health department and CDC guidelines. Social distancing is recommended, therefore we have added staff to reduce/sustain low class sizes.

2. Please describe 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 after school programs, or extended school year.

Funding will secure implementation of a system of support to address the loss of instructional time. Supports addressed will include academic and social-emotional, school counselors, sustaining reduced class sizes for optimal tiered instruction, collaborative professional learning opportunities to address instructional needs, assessment system and data use/analysis, technology resources for online learning needs, and programs outside of the standard school day such as after school tutoring.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 1002(e)(2) of the ARP Act.

- Remaining funds will be used to address technology infrastructure and connectivity issues and to provide supplies/equipment/staff to mitigate the spread of Coronavirus

4. 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 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.

- Assessment measures to review progress of all students, including those disproportionately impacted by COVID-19 and demographics, are a key component to the implementation of a Multi-Tiered System of Supports (MTSS). Disaggregated data from the assessments will allow for progress monitoring of demographic and special groups of students.
- Academic and social-emotional learning interventions will be part of the implementation of MTSS at all building levels. This district-wide initiative will focus on addressing learning gaps and core instruction for all students. Fidelity and capacity measures will guide the implementation of MTSS.
- Social, emotional, and mental health needs of students will be addressed by having at least one full time school counselor in each building. Counselors will be responsible for identifying and tracking migratory, homeless, and foster care students to ensure their needs are addressed.

Program Description

1. How will the use of ESSER III funds "prevent, prepare for, and respond to Coronavirus"?
ESSER funds will be, based on stakeholder feedback, used to prevent, prepare for, and respond to Coronavirus by addressing instructional and social-emotional opportunities impacted by the virus. Ensuring the district has a robust Multi-Tiered System of Supports (MTSS) will be key in preventing, preparing for, and responding to the virus. Instructional and mental health supports, small class sizes, appropriate assessment measures, and technology will aid students with fluctuations in learning due to the virus.

2. How will the use of ESSER III funds promote equity?
By having a strong MTSS, the district will be able to promote equity for all learners. Use of assessment data, with disaggregated data based on varying student demographics, will allow the district to provide support and services to all students, thereby promoting equity. MTSS encompasses all students by focusing on what each student needs to reach proficiency (or above).

3. Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:
MTSS will use evidence-based and research-based core instruction and interventions to support academics and social-emotional learning for all students including those of low-income families, diverse racial and ethnic groups, regardless of gender, students who are English learners, children with disabilities, students experiencing homelessness, and

children/youth in foster care. All students will have the same opportunities for assessment and intervention which will guide the programs.

4. Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following groups of students:

For all of the identified groups of students, the district will continue to use a process to evaluate student outcomes and district fidelity and capacity with MTSS and implementation practices. Review of the data will indicate the impact of evidence-based programs and the MTSS in the district. Specific attention will be made to disaggregation of the data for these groups of students to ensure program effectiveness. Engaging, differentiated instruction will be provided aligned to evidence based instructional strategies and activities. Multiple data points, using a variety of high-quality assessments will be utilized to determine the comprehensive needs of students. Additionally, these assessment data points will be analyzed to determine student's learning gains and ultimately change instruction to meet student's learning needs.

5. How will the use of ESSER III funds support returning students to the classroom?

The vast majority of students have returned to the classroom prior to this school year. The use of ESSER III funds will ensure that students have educational opportunities in the event they are not able to attend school in-person due to Coronavirus. Implementation of a district-wide MTSS will allow all students to return to the classroom and receive instructional and social-emotional supports as needed. Technology resources will provide students with flexibility in learning formats in adjustment to the virus impacting in-person learning.