

**AMERICAN RESCUE PLAN - ESSER - ORIGINAL APPLICATION  
LEA PLAN FOR USE OF FUNDS**

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)

The district is not planning on using these funds for prevention and mitigation.

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)

We will be using 20% of our funds to address learning loss through providing support to at risk students. Scaffolded support will be provided to special education students through the use of educational assistants.

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)

We will be using these funds to meet the needs of our diverse population by providing educational assistants and a mobility aide to meet individual student needs. 80% LEFT OVER

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 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. 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)

This plan addresses the impact of Covid 19 on the academic, social, emotional and mental health needs of all students with concentration on programming and assessments for students who are disproportionately impacted as identified by our I & RS, PIRT and Behavior Support teams. The plan includes professional development to further educate staff members in the areas of learning acceleration and mental health specifically as a result of the impact of Covid 19. To address academic needs the plan includes using outside professional developers and resources to improve instructional techniques and utilizing technology to accelerate learning to close the achievement gap for our ELL learners, Special Education students and students from low-income families. Resources listed as identified needs were generated from District Needs Assessments completed by staff and parents/guardians through surveys and focus groups.

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)

This grant serves to provide support and resources to traditionally underserved student populations and their families. During Covid 19 the most effective way to reach all stakeholders was through Needs Assessment Surveys. The district also held focus groups and encouraged stakeholder comments through our in-person and remote BOE meetings. The results of these surveys are what drives how the money is allocated in the grant, with special consideration given to the needs of our underserved population of students and their families (ELL learners, Special Education students and students from low-income families) in the area of communication and resources.