



ESSER III 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:
 - a. Standards-aligned ELA Curriculum
 - i. Funds have been reserved for an updated, standards-aligned ELA curriculum to improve student instruction.
3. Spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act
 - a. Interventions and strategies for consideration
 - i. Funds have been allocated for new curriculum materials to allow for updated and best teaching practices.
 - b. Summer learning and enrichment
 - i. Funds have been set aside to allow the operation of summer school, as well as summer enrichment opportunities provided through our local community college.
 - c. Support educators and other school staff
 - i. Money has been allocated for professional development for teachers and other school staff.
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 students from low-income families, students of color, children with disabilities, students experiencing homelessness, and youth in foster care.
 - a. All students will have access to appropriate services and interventions, regardless of background.

5. We have engaged in meaningful consultation with stakeholders, including:
 - a. students
 - b. families
 - c. school and district administrators (including special education administrators)
 - d. teachers
 - e. principals
 - f. school leaders
 - g. other educators
 - h. school staff, and their unions
 - i. stakeholders representing the interests of children with disabilities
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.
7. 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. Funds have been set aside for both after-school and summer activities for the betterment of our students.
8. Funding has been allocated both to schools and for districtwide activities based on student need.
9. Implement an equitable and inclusive return to in-person instruction.
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 upon our current facilities, including air quality, provide summer school opportunities, and support both teachers and students through professional development opportunities and updated curriculum adoptions.
11. Describe how the district will use its ARP-ESSER III funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.
 - a. Funds will be used to pay for social work services, updated ELA curriculum materials, opportunities provided through our local community college, materials to support our after-school programs, and summer school programs.