

**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;**

A portion of the funds will be used to mitigation strategies for COVID. The district is using funds to purchase additional tables for outdoor seating (\$8400). This will ensure social distancing protocols will continue to be met and will provide children more comfortable seating compared to our current situation. Right now, children can be found outside, on benches, retaining walls, or on blankets eating their lunch and snack. Picnic tables will allow us a more comfortable and permanent arrangement for students and staff at both elementary schools.

**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;**

The district is utilizing funds to provide students with a summer program designed around areas most impacted by COVID (\$66,564). This includes math, reading, writing, SEL, and enrichment. We will look to offer all students academically and/or socially emotionally at risk access to in person summer learning. We will also provide all students with summer book baggies to support ongoing summer reading (\$76,866). Teachers will develop summer learning experiences and will be running book clubs to help support summer learning.

The district will also use the acceleration learning principles to guide instructional coaching and curriculum development (\$87,220). This includes ELA coaching with consultants (\$40,000), building a leadership cohort with staff (\$33,220), and an instructional coaching stipend to expand existing responsibilities (\$14,000). Increased staffing will allow us to provide students with more consistent coverage while pulling teachers for this much needed professional development (\$428,500 over two years). Unfilled teacher absences have been a daily struggle with staffing and have impacted other programs. We are also looking to better support our after school program (ACE) by increasing staffing and administrative support (\$40,000).

**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)**

Additional staff to address unfilled teacher absences and ensure continuity of learning for students (due to daily absences, long term leaves, and professional learning). This will be a total of \$428,500 over two school years.  
Summer program to support students academically and/or socially at risk (\$66,564)  
Texts to support ongoing summer reading and teacher led book clubs. (\$76,866 over three summers). Picnic tables to continue outdoor lunch/snack. (\$8400)

Support of high quality professional development, curriculum development, assessment design, instructional strategies and scaffolds (\$87,220 over two years)  
Instructional coaching/teacher leadership to support learning acceleration (\$87,220).  
Mental health coaching (\$14,000 for over two years) and student formative assessment/data analysis (Panorama ~ \$8,200 over two years)  
School wide enrichment experiences (\$6500 for speakers and field trips)  
Wellness center staffing (9,000) and supplies (\$13,800) for two years.

- 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.**

The district will continue to use a tiered system of support for academics and mental health. This will provide teachers and students with systematic benchmarking (using Link It for 6-8, AIMS Web for K-2, and Panorama k-8) to assess students' need. A comprehensive data team will analyze results and work toward individual plans for students, as needed. Our nurse, CST specialists, and Mental Health Social Worker will serve on this team to represent key student subgroups. We are also looking to mirror this tiered approach for Enrichment, which was also an area impacted by COVID.

- 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.**

The district has been making stakeholder consultation an ongoing process. We have documentation of stakeholder consultation, which includes agendas, meeting minutes, survey data, and focus group discussions.