

The District will use ARP ESSER funds to address the academic impact of the COVID-19 pandemic. In August 2021, the District sent a survey to all employees and parents to gather data on how each constituent group felt that the ARP ESSER funding should be allocated. There were six main areas of need that resonated from this input:

- The need for additional reading intervention to support academic loss that occurred during the school closure and periods of remote learning.
- The need for additional math support and software to fill in the gaps of learning lost during the school closure and periods of remote learning.
- The need for additional teacher support and credit recovery opportunities at the high school level to assist students who had fallen behind academically and were in danger of not meeting graduation requirements due to school closure and periods of remote learning.
- The need for additional social-emotional support (counselors) at the middle school level and the need to assess the overall social emotional impact of the school closure and periods of remote learning on all District students.
- The need for additional ELL support for eligible students who struggled during school closure and periods of remote learning.
- The need for technology devices to implement one-to-one support for students at the middle school, intermediate and primary levels to allow them to academically achieve during school closure and periods of remote learning.

During the previous two years, the District has addressed these identified concerns using ARP ESSER funds to assist with the purchase of middle school, intermediate and elementary school devices to complete one-to-one technology access and implementation, to hire a District Literacy Coach, High School Credit Recovery Specialist, K-2 and 3-5 Math Specialists, an ELL teacher, and middle school social worker/counselors.

For the 2023-2024 school year, the remaining ARP ESSER funds will be utilized as per the Use of Funds Plan as follows:

- Continued employment of the District Literacy Coach to provide professional development in the areas of differentiation in the classroom, implementation of FastBridge and using data to drive instruction in the Tier 1 and Tier 2 levels and implementation of the Science of Reading
- Continued purchase and use of Math Software as additional support for student understanding and retention including an explanation of mistakes during student independent practice/homework
- Continued employment of Kindergarten Interventionists to provide early intervention to our youngest learners utilizing professional development on Really Great Reading's Countdown, an evidence-based intervention aligned with the Science of Reading

- Continued employment of the High School Credit Recovery Specialist to oversee students who are credit deficient through the implementation of online course work to get students back on track to meet graduation requirements
- Salary payments for tutoring provided by certified staff to assist with after hour tutoring and supervision of high school students utilizing online credit recovery options to get them back on track to meet graduation requirements
- Salary payments to certified staff for reading and math course work offered during the summer
- Contract payments for the continued partnership between Chestnut and the District to assist counselors with providing support to students impacted socially and emotionally both within the school setting and outside the school setting
- Salaries for additional social-emotional support (counselors) at the middle school and elementary levels needed to assess the overall social emotional impact of the school closure and periods of remote learning on students and the related learning loss impact
- Salaries for the continued employment of K-2 and 3-5 Math Specialists responsible for professional development in the areas of differentiation in the classroom using best math practices and using data to drive instruction in the Tier 1 and Tier 2 levels and support and in the use of manipulatives, math reasoning and math fluency
- Continue purchase of Panorama & Crisis GO survey tools to gauge the social emotional well-being of students, their sense of belonging within the school community and their comfort level of speaking to teachers, support staff or administration in dealing with issues resulting from school closure and remote learning
- Continued employment of an additional ELL certified teacher to support eligible students who struggled during school closure and periods of remote learning
- Purchase of new teacher and high school student devices for continued one-to-one device deployment and management to achieve academic success

The District will continue to seek meaningful consultation with stakeholders, including students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions by continually updating policy and procedure as the COVID-19 pandemic dictates through mass messaging information and instructions to our constituents.

To the extent the District finds necessary communication with the following groups: civil rights organizations (including disability rights organizations), stakeholders representing the interests of children with disabilities, English learners, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students, mass communication information will be provided as the situation changes.