

Use of ARP-ESSER III Funds Plan Herscher CUSD 2

Describe how the LEA will include the information below in the Use of ESSER Funds Plan and how the LEA will gain public input.

Herscher CUSD 2 will 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. This includes improvement of air quality in schools through the purchase and installation of HVAC systems and unit ventilators. Additionally, equipment and supplies that both ensure clean and sanitized classrooms, restrooms, hallways, and common areas will be purchased as a response to as well as to prevent COVID-19.
- address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer/night school and afterschool tutoring programs. Furthermore, transportation services will be provided to students that participate in each program as needed, thus funds for pay and benefits for transportation workers will be funded. Finally, meals and snacks will be provided to participants, thus funds for pay and benefits for food service workers will be funded.
- focus on student groups most impacted by the pandemic, interventions and strategies for consideration, summer learning, and support for educators and other school staff.
- identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning.

Herscher CUSD 2 ensures...

- 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 but not limited to students from low-income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students, and students most at risk of failure.
- meaningful consultation with stakeholders. Should the public seek to provide input in the plan they may attend the Board of Education monthly meetings, call the school district office to schedule a meeting (815-426-2162), or contact a building administrator.
- allocate funding both to schools and for districtwide activities based on student need.
- ensure an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.