

LEA ESSER Use of Funds Plan Guide - Part I Due July 2

The Ector ISD will ensure that its ARP Funds meet all the required elements and are spent in an allowable manner.

1. ARP ESSER 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.

EISD will use ESSER funds to purchase PPE supplies so that they are readily available to ensure safe conditions on all campuses.

EISD will use ESSER funds to provide students and teachers with appropriate equipment to ensure effective instruction in person and/or online learning.

2. The District will 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.

EISD will utilize interventionists that will work with small groups to accelerate instruction for struggling learners.

The district will utilize skill based programs such as Edgenuity, Maneuvering in the Middle and Lexia to address learning gaps.

Enrichment time will be built into the school day to address specific skills. Before and after school tutoring will be utilized as well.

3. The District will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

EISD will utilize the remaining funds to provide professional development, curriculum, and enhanced safety/health measures

4. The District will ensure that any implemented interventions, including those implemented under ARP section 2002(e)(1) 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.

All interventions at EISD will be geared to addressing specific learning needs and/or socio/emotional needs of each student. Curriculum will be updated, teachers will be properly trained and student's specific learning gaps will be identified.

5. The District made its plan available to the public and provided an opportunity for feedback that was collected and incorporated into the plan.

EISD developed a survey that was made available to all stakeholders through our district website. A site base meeting was also held to ensure feedback was obtained and discussed. All information gathered was taken into account to address concerns and needs.

6. The District engaged in timely and meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, 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.

EISD's site based committee includes teachers of varied subjects, teachers of special populations, community stakeholders and administrators of each campus.

In addition, the Ector ISD provides the following assurances:

- The District engaged in meaningful consultation with the following groups:
 - a. Students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions.
- The District engaged in meaningful consultation with each of the following groups, to the extent present in or served by the LEA:
 - b. 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 created its plan in an understandable and uniform format.
- The District's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- The District will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.
- The District provided the public an opportunity to provide input on its plan and took such input into account.