Douglas County School District
ESSER III Use of Funds Plan
American Rescue Plan (ARP) Act

Introduction & Overview
The DCSD ESSER III Use of Funds Plan complies with the purpose of the ESSER funding allocation and the allowable use of funds. The Plan also addresses priorities and strategies contained in Nevada’s Path Forward, including the NDE Statewide priorities for COVID-19 response and recovery. Noting that the funds are one-time with an emphasis on addressing interrupted learning (Learning Loss) and with the goal of sustainable outcomes, the emphasis in ESSER III is to provide students with challenging and engaging school experiences that can accelerate them back to grade level. This involves students receiving grade-level materials, tasks, assignments, and appropriate scaffolds and supports – using instructional strategies that can help all students experience grade-appropriate content and that the needs of all students are addressed. (Based on NDE Guidance)

The DCSD Plan is developed upon the foundation of EPIC Learning (Empower, Prepare, Inspire, Connect) and DCSD’s Multi-Tiered Systems of Support (MTSS): Tier 1 – Quality Core Instruction for All Students; Tier 2 – Small group interventions; and Tier 3 – Intensive individualized support. The DCSD Plan is also aligned with priorities contained in the Nevada Path Forward plan including priorities and strategies to:

- Provide academic coaching and in-person enrichment opportunities;
- Have educators use technology in ways that support students who are performing at different levels ... by supporting 1:1 and small group work and using student-centered learning models;
- Coordinate and integrate student supports through an MTSS framework including using data for decision making and progress monitoring;
- Focus on instructional quality and utilize teacher collaboration;
- Provide professional development that supports all teachers;
- Provide access to high-quality instructional materials.

Review and Accountability
The DCSD ESSER III Plan will be reviewed to ensure that it is implemented according to the plan as written and is compliant with provisions within Education Department General Administrative Regulations (EDGAR) and Uniform Grant Guidance (UGG). DCSD will be collecting and maintaining documentation and evidence regarding monitoring compliance items, accountability, fiscal allocations and expenses, and implementation requirements.

The Plan is fluid and will use data and ongoing needs assessment information to inform and modify as needed while maintaining compliance with allowable use of funds. The ongoing process of review will ensure that the plan is responsive to the needs of the students while ensuring the sustainability of the implementations and outcomes.
Use of Funds Plan Required Components
The American Rescue Plan (ARP) Act requires that LEAs develop and make publicly available their plans for the use of funds after having engaged in meaningful consultation with stakeholders. The plan must include the following ARP Required Components:

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, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
2. How the LEA will use the funds, 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;
3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act;
4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions 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.

Meaningful Consultation
This plan was developed in consultation with stakeholders after soliciting public input via electronic survey with the specific stakeholder groups as identified in the Interim Final Rule of the ARP Act. Additional stakeholder input will be solicited as the plan is implemented, reviewed, and revised.

Publication of the Plan
The Plan is posted to the DCSD website and will be updated and revised as needed with a revised version posted to the website. The plan will be translated and will be compliant with the Americans with Disabilities Act accessibility requirement, with a copy posted to the website.

Allocation of Funds
DCSD will receive an allocation of $4,130,878 once fully funded. A 20% portion is $826,000.

DCSD Use of Funds

1. ARP Act Required Components - #2 & #4
   - Component #2 – Evidence-based Interventions; and
   - Component #4 – Respond to students’ academic needs; and address disproportionate impact on underrepresented groups.
The Use of Funds Plan requires and must contain a description of how the LEA will use the minimum requirement of 20% of ESSER III funding to be directed toward activities that address learning loss through evidence-based interventions to:

A. Respond to students’ social and emotional (SEL) needs;
B. Respond to students’ academic needs;
C. Address the disproportionate impact on underrepresented groups.

DCSD will address this requirement though the following activities:

• Learning Loss – Social Emotional Learning. Hire a social worker, or district-wide counselor, to provide additional support to the academic, social, emotional, and mental health needs of all students, including students in underrepresented groups. $88,032.
• Learning Loss – Academic. Hire the following to provide academic support to all students including students in underrepresented groups: Intervention and Credit Recovery Coordinators, Intervention & Credit Recover Tutors, Distance Learning Instructional Support Teachers, EPIC Learning Instructional Coaches, and provide Cohort Implementation Stipends. $2,556,594

Amount Directed Toward Learning Loss: $2,644,626 (64%)

2. ARP Act Required Components - #3 and #1

• Component #3 – How LEA will spend remaining funds, complying with allowable use of funds.
• Component #1 – Implementation of prevention and mitigation strategies for in-person learning.

The Use of Funds Plan requires and must contain a description of how the LEA will spend its remaining ARP ESSER funds consistent with allowable uses as provided in the ARP Act. In addition, the plan must contain a description of prevention and mitigation strategies that will be used to help continuously and safely operate schools for in-person learning.

DCSD will address this requirement though the following activities:

• Spend remaining funds. Purchase classroom technology and materials including online curriculum and Distance Learning applications to address Distance Learning Technology needs; Indirect Costs. $1,127,310
• Prevention and mitigation strategies. Purchase items to Sanitize and Clean Facilities and address School Repairs and Improvements, including: sanitizers and disinfectants, PPE, cleaning equipment, sprayers, lunch room tables to help facilitate social distancing and safety. $358,941

Amount Directed Toward Remaining Funds and Prevention & Mitigation Strategies: $1,486,251 (36%)