

**Pace Charter School of Hamilton  
ARP ESSER Use of Funds Plan**

**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;**

Pace has taken and will continue to take actions to implement preventions to ensure the health and safety of students, educators, and other school staff during and following the return to full in-person instruction five days per week for the SY2021. Every effort will be made to implement mitigation strategies to the greatest extent possible to maintain appropriate distance between students, teachers, staff, and visitors and make modifications to allow for physical distancing. Schools will follow all CDC guidance and mask and testing mandates as ordered by the Governor. Schools will continue to teach and reinforce handwashing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer will be used with at least 60% alcohol. Staff and students will be encouraged to cover coughs and sneezes with a tissue. Cleaning and disinfecting of frequently touched surfaces within the school and on school buses will be conducted to ensure cleanliness of all areas.

Pace staff will ensure that ventilation systems operate properly, increase circulation of outdoor air as much as possible, and that ventilation is adequate when using cleaning and disinfection products to prevent inhalation of toxic fumes. Cleaning and disinfecting products will be safely used and stored by EPA approved and fight against Covid-19. School nurse are fluent in isolation and quarantine guidelines and received extensive training in contact tracing. The school is committed to working directly with the local health department to adjust guidelines and practices to ensure alignment with most recent guidance.

**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;**

Pace administrators, teachers, and staff will address unfinished learning through the implementation of evidence-based interventions during a school run summer learning/summer enrichment program for summer 2022,2023 and 2024. Funds reserved will also be used to address loss of learning through a comprehensive school remediation program along with small group and individual intervention opportunities during the school day. Therefore, we are reserving funds to ensure a summer enrichment program for all students in grades 1st - 7th for the next three

years, and to address the academic impact of lost instructional time, supporting students during the school day in pull out, push in remedial instruction provided by highly qualified staff, using evidence based, materials and supplies.

**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)**

Pace plans to use the remaining portion of ARP ESSER III funding to assist with installing a central HVAC system at the intermediate school replacing current AC. The new systems will bring the intermediate school up to code for ventilation and fresh air make-up. Studies have shown that improved indoor air quality in classrooms improves student health, attentiveness and ability to learn. Depending on the level of natural ventilation (windows and doors) and the mechanical systems used to condition the space, the amount of carbon dioxide in the classroom can increase significantly by the end of the school day. Funds will also be spent on technology, (hardware and software) for in and out of the classroom as well as purchase of cleaning supplies to combat against the spread of SARs.

**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.**

Pace will use ARP ESSER funds to develop strategies and implement public health protocols, including to the greatest extent practicable, policies in line with guidance from the CDC, and any executive orders for the reopening and operation of school facilities. To effectively maintain student health and address the impact of lost instructional time, highly qualified teachers and guidance counselors will support the academic, social, emotional and mental health needs of all students of Pace. ARP ESSER III funding will provide students with support for the next two school years with an intensified support program as well as over the next three summers. Social and emotional health will be addressed by school guidance counselors.

**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.**

In developing the ARP ESSER III Plan, Pace conducted meaningful consultation in the following ways:

Through surveys with stakeholders, including but not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, and other school staff to gain feedback specific to ARP ESSER III funding. All feedback was considered.

Holding open public meetings to address concerns of groups which could include but was not limited to: civil 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 undeserved students; and

The feedback generated by stakeholder engagement was addressed in the following ways:

All recommendations proposed were reviewed and priority needs were identified for funding consideration. Note: Unmet needs will be reconsidered as additional funding sources became available, and feedback resulting from school leadership and parent/committee.