

ARP Use of Funds Plan  
Cypress School District 64

Per ISBE, each school district that receives ARP/ESSER funds must develop a plan for use if the funds and provide an opportunity for public input on the plan. Below is the plan for our district's allocation. Public input on this plan may be submitted to Superintendent Kimberly Shoemaker at [kshoemaker@cypressgradeschool.org](mailto:kshoemaker@cypressgradeschool.org).

Allocation:

General Allocation: \$226,982  
SEA LEarning Loss \$16,422  
After School Program \$3,284  
Summer Enrichment \$3,284

Proposed Expenditures (20% of allocation addressing Learning Loss = \$49,995)

- FY 22, FY 23, FY 24 After school tutoring \$35,775
- FY 22, FY 23, FY 24 After school tutoring transportation \$5,645
- FY 23 Teaching Salary to address learning loss \$45,420
- FY 22, FY 23, FY 24 Tutoring Benefits \$4,167
- FY 23 Teacher benefits \$5,289
- Supplemental instructional materials \$3,552
  
- Salary for office assistant FY 23 and FY 24 to assist with health records \$39,200
- Salary for 1 full time custodian and 1 part time custodian \$49,400
- Replace HVAC system to improve indoor air quality \$61,524
- Total Funds: \$249,972

**1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance?**

Cypress School District will return to prepandemic mitigation strategies. Should health conditions shift or stakeholder feedback necessitate, the district will review conditions and mitigation strategies and offer necessary revisions. The District has budgeted a portion of ARP ESSER funding to be used for supplying custodial staff to clean/disinfect. District plans for mitigation strategies also include policies related to universal and correct wearing of masks when required, physical distancing when required, use of hand sanitizer stations in each classroom and throughout the buildings, and cough and sneeze etiquette will be taught, monitored, and reinforced. We will also be cleaning and maintaining our facilities, including improvements to ventilation, repairing or replacing air handling units to better manage air flow and outdoor air intake for improved ventilation. We will also conduct contact tracing in combination with isolation and quarantine in collaboration with the Southern Seven Health Department guidance for all highly infectious diseases. We will continue to have diagnostic testing and screening supplies available, and the district will strategically utilize test kits for

COVID concerns in order to keep students safely in school. The District will also make the appropriate accommodations for children with disabilities with respect to our health and safety policies, including building a Health Care Plan to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.

**2. How will the District use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time?**

All students will have the opportunity to participate in summer learning opportunities. Students in grades K-8 will have the opportunity to participate in a summer reading program as well as access online learning platforms throughout the summer. Students with disabilities were also given the opportunity to also participate in engaging extended school year learning opportunities. The District has implemented an after school tutoring program that is available to all students and provides transportation home.

**3. How will the District spend its remaining ARP ESSER funds?**

The District will utilize ARP ESSER funding to hire an additional classroom teacher to maintain small class sizes and minimize learning loss. The District will also employ an additional office assistant to assist in maintaining health records and implement a test to stay protocol.

**4. How will the District ensure that the interventions it implements 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?**

The District will use a portion of ARP ESSER funding to hire additional staff of 1 classroom teacher and 1 office assistant. Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors. Social workers and agency clinicians will further support teachers with self-regulation techniques. Students will work collaboratively around high interest topics that promote joy, peer interaction, and immerse students in the school setting. Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. School counselors, social workers, and agency clinicians will work in partnership with classroom teachers to observe students within the District in the returning setting for signs of social, emotional, or mental stress, with a focus on those students more likely to be disproportionately impacted by the pandemic. School RTI Teams will continue to review the mental health concerns identified by students, families, and their teachers. Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family support.

**5. How has the District engaged in meaningful consultation with stakeholders, including students; families; school and district administrators; and teachers, principals, school leaders, and other educators, school staff, and their unions?**

The District has met with all stakeholders to receive input on the initial planning phase and has placed their use of funds plan on display and opened it up for public comment.

**6. How the District engaged 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 and youth in foster care, migratory students, children who are incarcerated, and other underserved students.**

The District has consulted with our special education co-op as well as included our homeless liaison in the initial planning phase.

**7. How it will seek and take public input into account.**

The District will continue to display the plan and welcome public feedback via face to face communication, telephone or email.