

ESSER III, Part I Use of Funds: \$21,772,671

### Use of Funds

<p>1. How LEA will use funds to implement prevention &amp; mitigation strategies consistent with CDC to safely reopen and operate in-person learning</p>	<p>A portion of the funds will be used to purchase disinfectant wipes for technology equipment and supplement the District's heightened cleaning regimen.</p>
<p>2. How LEA will use funds to address learning loss</p>	<p>Lamar CISD will utilize funds in excess of the 20% required to address learning loss. Increased tutoring for direct, remedial student instruction will be a major focus, along with social/emotional support programming. Additional funds will be used to provide behavioral supports for students with disabilities and those enrolled in special education courses as well as enhanced summer school programming.</p>
<p>3. How LEA will spend remaining ESSER funds</p>	<p>Remaining ESSER funds will be used to acquire software (for screening and assessment and curriculum), virtual access to courses, instructional materials for all students with designated materials directed toward Resource and Inclusion Classes/Special Education, substitute teacher costs and incentives, technology equipment for students, additional personnel units for Reading and Math at the</p>

	secondary level, extra duty and other staff stipends, and allocations to address funding shortfalls in the General Fund and the employee benefits plans.
4. How LEA will ensure interventions address academic impact of lost instruction AND respond to academic, social, emotional, and mental health needs of all students, in particular underserved populations (low-income, students of color, ELs, children with disabilities, homeless, foster, migrant)	The District will use data tools to identify and address the academic impact of lost instruction. Focused time will be spent with campus leaders to ensure that all needs of students are addressed.
5. Meaningful consultation with all required stakeholders	Lamar CISD conducted a survey of stakeholders to ensure all had an opportunity to reflect on and provide input into the use of ESSER funds. In addition, District leadership conducted numerous meetings to discuss individual needs of campuses and departments.
6. Plan must be in language and format parents can understand (oral translation ok if written translation not practicable); upon request by a parent with disabilities, an alternate format is provided	Plan will be accessible and available for translation when necessary.