

Weld County School District RE-5J
Use of Funds Plan
ARP ESSER 3 Supplemental Funding

Question 1: In what ways have students been impacted by lost instructional time (the pandemic)? What data sources did you use to identify these needs?

Students in our district have been impacted by lost instructional time during the 2021-2022 school year, due to increased time out of class for mental health needs and behavioral supports. We have experienced an increase in the number of students accessing in-school counseling supports, the frequency of these students seeking the counseling services, and the duration of time for which they seem to need the counseling services. Additionally, our district has experienced an increase in disciplinary concerns which is hypothesized to be related to the impact on student's ability to attend due to the strained capacity of students at this time as a result of COVID.

Question 2: Have any student groups been disproportionately impacted? If so, which ones?

Many students have been impacted by loss of instructional time related to the pandemic. In our district, there is an increase in the number of students that have significant cognitive delays and/or significant behavioral disabilities that are experiencing intensive unregulated behaviors that are impacting their ability at access instruction and having a secondary impact on their classmates due to classroom disruptions. Another student population that has an increase in the number of students experience significant mental health concerns is the LGBTQ+ population at the high school level. Our counselors are supporting three counseling groups specific to this population and could address more if additional resources were available. Another student population that we have identified as experiencing increased learning loss due to the pandemic is our students that qualify for facility school placements. Like all school districts, we have struggled to place these students in facility school placements to support their specific needs including their mental health needs, which means that we have been supporting them internally which pulls resources.

Question 3: How were the evidence-based interventions selected to respond to identified academic, social, emotional, and mental health needs and any identified disproportionate impact?

The evidence-based intervention that has been selected to respond to the identified social, emotional, and mental health needs for the specific at risk populations for our district is increased access to mental health and behavioral support staff in order to directly meet with and impact the student's struggling with increased mental health and behavioral concerns due to the impacts of the pandemic on their ability to maintain focus, establish positive habits to support staying in classrooms, identify and manage their emotions, develop positive behavioral outlets, and increase time engaging in academic situations.

Question 4: How will you know if the interventions addressed students' academic, social, emotional, and mental health needs?

Our district will know if the intervention of adding mental health and behavioral support staff is impacting students' academic, social, emotional, and mental health needs by a decrease in the unregulated behaviors that are disrupting the learning environment, a decrease in the number of students accessing counseling services, and a decrease in disciplinary referrals.

Question 5: How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of the pandemic/lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended year programs?

The LEA will use the funds to support students that are experiencing mental health/behaviors that are impacting their ability to receive instruction inside the classroom.

Question 6: How will the LEA spend its remaining ARP ESSER funds (not to exceed 80%) consistent with section 2001(e)(2) of the ARP Act?

The LEA's full allocation will be used to address the academic impact of the pandemic.