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Organization Information

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SAM.gov Entity ID: HZMUTGXHL4H6
SAM.gov Name: Dickinson Public School District
SAM.gov Entity ID Expiration Date: 02/26/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

DPS engaged all stakeholders through a survey to identify priority areas to use ESSER funding.

Each school building in the district regularly surveys its students on their perceptions of the school as part of DPS' High-Reliability Schools (HRS) framework. These surveys focus on a variety of topics, including school culture; student engagement; academic needs; student and staff social-emotional/mental well-being; support for special populations (i.e. students with disabilities or English Language Learners); and school building safety. During the past academic year, students largely responded to digital surveys. The district considered how to improve in these areas in light of the effects of the Covid-19 pandemic and the availability of ESSER funding.

In addition to utilizing prior survey data, the district developed a survey that sought stakeholder input to identify where they felt ESSER funds could have the greatest impact. Survey data was then evaluated and a determination was made to focus on four key areas. These needs included responding to Professional Development, learning loss, promoting academic development, and safeguarding against COVID as much as feasible. Specific work plans for how DPS will use ESSER funding to respond to student needs are as follows.

In addition to utilizing prior stakeholder survey data, the district developed a survey that sought stakeholder input to identify where they felt ESSER funds could have the greatest impact. Survey data was then evaluated and a determination was made to focus on four key areas.

Survey Academic Action Items

-Response to Learning Loss: Use a curriculum that is aligned with state standards and can contribute to accelerated learning.

-Enhance the district's multi-tiered system of supports with social-emotional wellness programming to create environments that are more conducive to learning.

-Create or enhance class libraries for all district classrooms.

Survey COVID-19 Responsiveness Action Items

-Update the school district's building infrastructure (i.e. HVAC) to promote better airflow and circulation. The district may also replace filters and/or rearrange classrooms and office spaces to promote increased social distancing.

-Purchase COVID-related supplies as a precautionary measure against future outbreaks from the Delta variant.

Tribes (if applicable)-MUST write NA if not applicable*:

NA

Civil rights organizations (including disability rights organizations)*:

DPS' Assistant Superintendent is the district's Title IX Coordinator and our Superintendent is the DPS Title IX Decision-maker. Our Director of Student Services is the 504 district director. The administrative cabinet and Superintendent discussed the importance of promoting equal access to education and resources to combat learning loss.

Civil rights organizations, such as the North Dakota Human Rights Coalition, had the opportunity to offer their feedback on how the district could better promote equity for all student populations, as DPS invited them to complete an online survey on how the district could use ESSER funds. Discussion topics centered on how to provide individualized instruction for students; student social-emotional/mental well-being; support for special populations (i.e. students

with disabilities or English Language Learners); and school building safety.

DPS also invited civil rights organizations to participate in board meetings and provide valuable insight into discussions on how the district can ensure equitable delivery of services to meet the individualized needs of its diverse group of learners. The district is committed to upholding Title VI of the Civil Rights Act of 1964 to maintain the civil rights of all students and staff.

Respondents from civil rights organizations indicated a desire to promote equitable access to programs that may be supported with ESSER funds. Input from surveys and student achievement data were utilized to develop the following:

Survey Academic Action Items

- Analyze the district's High Reliability Schools (HRS) and Response to Intervention (RTI) frameworks to develop plans that respond to the unique needs of students who were disproportionately affected by the pandemic.

- Response to Learning Loss: Increase access to books and other literacy resources and materials that can accommodate a wide variety of reader interests and abilities across all academic levels.

- Response to Learning Loss: Develop a comprehensive literacy framework to ensure that all students receive best practice, evidence-based instruction in reading.

Survey Social-Emotional Wellness Action Items

- Develop a self-harm/suicide awareness and prevention framework to integrate into the district's existing Response to Intervention (RTI).

- Provide developmentally appropriate social-emotional learning curricula for students at all levels (i.e. elementary school, middle school, and high school).

Superintendents*:

Dickinson's Superintendent participated in calls with the North Dakota Council of Educational Leaders (NDCEL) to consult with other high level administrators about potential uses for ESSER funds. He also reviewed the district's 2020-2025 Strategic Plan to identify key priorities and objectives that align with ESSER funding categories and allowable uses.

His goal is to further the district's mission of preparing all learners for lifelong success through a safe, collaborative, and innovative learning environment. Specific plans for how the district will use ESSER funds to further this goal include the following:

Academic Action Items

- The district will audit all schools on how efficiently they are implementing the High-Reliability Schools (HRS) and Response to Intervention (RTI) frameworks. They will identify strengths, areas for improvement, and possible solutions that align with the district's strategic plan. The district will develop plans that respond to the unique needs of students who were disproportionately affected by the pandemic.

- Response to Learning Loss: Develop capacity in school leaders, coaches, and intervention staff through individualized professional development to ensure that all students meet and/or exceed grade-level expectations.

- Response to Learning Loss: Increase capacity in principal leadership at each of the district's nine schools to ensure they are all meeting the learning needs of all students, especially those who suffered learning loss and/or those who are performing below grade standards.

COVID-19 Responsiveness Action Items

- Update the school district's building infrastructure and planning of room configurations (i.e. HVAC, furniture). The district may replace filters, furniture, and/or rearrange classrooms and office spaces to promote increased social distancing.

- Purchase two new school buses annually to allow for greater social distancing during rides to and from school.

Social-Emotional Wellness Action Items

- Develop a self-harm/suicide awareness and prevention framework to integrate into the district's existing Response to Intervention (RTI) system.

- Provide developmentally appropriate social-emotional learning curricula for students at all levels (i.e. elementary school, middle school, and high school).

Teachers, principals, school leaders, other educators, school staff, and their unions*:

DPS' central administrative team had roundtable discussions with building principals, other school building leaders, other educators, school staff, and the Dickinson Teachers Association to respond to their specific questions, comments, and concerns.

Each school building in the district regularly surveys its teachers, principals, leaders, other educators, and school staff on their perceptions of the school as part of DPS' High Reliability Schools (HRS) framework. These surveys focus on a variety of topics, including school culture; student engagement and student academic needs; professional development and leadership needs; student and staff social-emotional/mental well-being; support for special populations (i.e. students with disabilities or English Language Learners); and school building safety. The district considered how to improve in these areas in light of the effects of the Covid-19 pandemic.

Educators provided informal observations on student behavior from both remote/virtual and in-classroom settings to provide more insight into how ESSER funding could be used to enhance the student experience.

The main concern of DPS teachers & their union, principals, leaders, other educators, and school staff was making sure they had the training, knowledge, and resource bases to effectively respond to changes in student learning and/or student behavior that occurred in response to the Covid-19 pandemic. They also want to maintain safe educational environments for in-person learning. Specific work plans for how the district will use ESSER funding to respond to the needs of these stakeholders are as follows:

Academic Action Items

- Response to Learning Loss: Develop capacity in school leaders, coaches, and intervention staff through individualized professional development to ensure that all students meet and/or exceed grade-level expectations.

- Response to Learning Loss: Increase capacity in principal leadership at each of the district's nine schools to ensure they are all meeting the learning needs of all students, especially those who suffered learning loss and/or those who are performing below grade standards.

- Response to Learning Loss: Develop a comprehensive literacy framework to ensure that all students receive best practice, evidence-based instruction in literacy.

- Response to Learning Loss: Decrease class sizes of dual enrollment courses with Dickinson State University to promote more small group and/or one-to-one instruction and intervention for Dickinson High School students.

- Provide new teachers with extensive training in DPS' PLC framework so they can collaborate with more experienced staff and identify methods to improve student learning, especially for underserved students and/or students who were disproportionately impacted by the pandemic.

COVID-19 Responsiveness Action Items

- Purchase COVID-related supplies as a precautionary measure against future outbreaks from the Delta variant.

Social-Emotional Wellness Action Items

- Expand existing physical and mental health wellness programs for all staff members.

- Refine trauma-informed responses to students' social-emotional needs.

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*:

DPS engaged its administrative team to include the Director of Student Services, and the Director of Special Education, counselors, social workers, and psychologists to develop an initial plan for ESSER funding, then shared the plan with stakeholders representing the interests of underserved students to receive their input through a survey that was sent by email, text and on the district's website and roundtable conversations with directors of these interest groups.

Each school building in the district regularly surveys its student population on their perceptions of the school as part of DPS' High-Reliability Schools (HRS) framework. These surveys focus on a variety of topics, including school culture; student engagement and student academic needs; professional development needs; student and staff social-emotional/mental well-being; support for special populations (i.e. students with disabilities or English Language Learners); and school building safety. The district considered how to improve in these areas in light of the effects of the Covid-19 pandemic.

DPS also worked with the West Dakota Parent and Family Resource Center and Partners in Parenting and conducted enhanced outreach (i.e. making phone calls and sending emails) with stakeholders representing the interests of underserved students to ensure their voices and needs were heard during the ESSER consultation process.

Stakeholders representing the interests of underserved students offered unique insights into the challenges these students faced during the pandemic and provided effective suggestions for how DPS could better serve and engage them. Specific work plans for how the district will use ESSER funding to respond to the needs of underserved students are as follows:

Academic Action Items

- Response to Learning Loss: Develop capacity in school leaders, coaches, and intervention staff through individualized professional development to ensure that all students meet and/or exceed grade-level expectations.
- Response to Learning Loss: Provide afterschool busing services for underserved students for tutoring sessions at several school locations.
- Response to Learning Loss: Increase capacity in principal leadership at each of the district's nine schools to ensure they are meeting the learning needs of all students, especially those who suffered learning loss and/or those who are performing below grade standards.
- Response to Learning Loss: Develop a comprehensive literacy framework to ensure that all students receive best practice, evidence-based instruction in reading, and other areas of instructional focus.

COVID-19 Responsiveness Action Items

- Update the school district's building infrastructure (i.e. HVAC) to promote better airflow and circulation. The district may also replace filters and/or rearrange classrooms and office spaces to promote increased social distancing.
- Purchase COVID-related supplies as a precautionary measure against future outbreaks from the Delta variant.

Social-Emotional Wellness Action Items

- Refine trauma-informed responses to students' social-emotional needs.
- Develop a self-harm/suicide awareness and prevention framework to integrate into the district's existing Response to Intervention (RTI) system.
- Form a stronger relationship with the West Dakota Parent and Family Resource Center and Partners in Parenting to increase family engagement that may have been lacking during the pandemic.
- Maintain five school psychologist and social worker positions.

ESSER III Approved Applications

District confirms the approved ESSER III application will be posted to their website for public access.*: Yes

ESSER III Application

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*: <http://www.dickinson.k12.nd.us/files/2014/08/DPS-Continuity-of-Services-Plan.pdf>
LEA Website Link (copy from browser-must include http)

District confirms the plan will be updated at least every six months through September 2024 and will seek ongoing public input on the plan.*: Yes

Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.*:

DPS will use ARP ESSER III funds to update its building infrastructure, purchase supplies (i.e. hand sanitizer, cleaning, and disinfecting materials, masks, if necessary, etc.) to promote best health practices and promote safety for both vaccinated and unvaccinated individuals; purchase two new buses annually to promote increased social distancing on bus routes; and, in some instances, decrease class sizes to increase social distancing.

The implementation and prevention strategies listed below align with the following CDC guidance measures.

- Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
- Hand sanitizers with at least 60% alcohol can be used to clean hands if soap and water are not immediately available after touching shared surfaces, eating a meal, etc.
- The CDC recommends that schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.

-In general, cleaning once a day is usually enough to sufficiently remove potential viruses that may be on surfaces. Disinfecting removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

DPS will consistently review CDC guidelines for schools, evaluate local and regional data to make informed decisions about delivering in-person, hybrid, and/or remote learning, maintain its contact tracing resources as needed, and regularly analyze and update its health and safety protocols to mitigate risks and limit the spread of Covid-19 in the Dickinson community.

Learning Loss

Describe how the district will use the mandatory 20% set-aside to address the academic impact of learning loss through the implementation of evidence-based interventions.*:

DPS will use the mandatory 20% set-aside to address the academic impact of learning loss through a blend of direct student services, curriculum development, and professional development. Specific activities, along with information on how they are evidence-based, are as follows:

-DPS will provide afterschool busing for students who stay late to receive tutoring in core academic areas (i.e. English Language Arts, Math, Science, Social Studies, etc.) to mitigate learning losses suffered during the pandemic.

- DPS' School Board, with a recommendation from the Superintendent, has approved two full-time virtual learning academies (K-8 & 9-12), which have now been approved and given a plant number by ND DPI. The creation of these online academies will provide families an option for quality education while learning in their home environments. COVID 19 has many parents exploring educational alternatives, specifically for students who are at a higher risk due to health concerns such as respiratory disease, are immunocompromised, or suffer from anxiety due to COVID constraints. With our new virtual academies, DPS will also decrease brick and mortar class sizes, which will allow for greater social distancing. DPS is investing in these online academies through professional development offered to online staff and administrators to better serve our online learners, creating an educational experience that gives students the best possible outcomes while combating the pandemic. Evidence basis: <https://jamanetwork.com/>

-The district will develop a comprehensive literacy framework with evidence-based best practices from Fountas & Pinnell and Read 180 to improve reading and ELA outcomes for all students and will install individualized classroom libraries in each school building to ensure students have ready access to books that are aligned to North Dakota ELA standards, as well as their own personal reading levels. Link to the ESEA evidence basis for these programs: <https://ies.ed.gov/ncee/wwc/Study/78712> & <https://ies.ed.gov/ncee/wwc/Study/82599>

-DPS will provide professional development for each school building's principal to ensure that schools are meeting the learning needs of all students, especially those who suffered critical learning losses due to the pandemic. These professional development sessions will focus on supporting both students and educators and will be based on Taking Action. This evidence-based framework aims to increase student learning and development through response intervention. Link to the ESEA evidence base: <https://ies.ed.gov/ncee/wwc/Study/80136>. Link to the relevant study: <https://books.google.com/books?hl=en&lr=&id=HmYXBwAAQBAJ&oi=fnd&pg=PT1>

-DPS will provide professional development to prepare all school leaders, teachers, coaches, and interventionists to work with students so they can meet and/or exceed grade-level expectations. These sessions will be based on the district's existing RTI framework, as DPS wants to invest in their current staff, systems, and processes to deliver highly effective academic services.

-DPS will provide training for new teachers so they feel comfortable with participating in and/or implementing Professional Learning Community (PLC) teams. They will have additional time and hands-on feedback to collaborate with more experienced staff and identify methods to improve student learning. The most significant outcomes from this process will be (1) placing a focus on learning for all students, but especially those who were disproportionately impacted by the pandemic, (2) developing a collaborative culture of leadership, and (3) prioritizing a results-focused orientation for staff. Link to evidence base: <https://www.tandfonline.com/doi/abs/10.1080/00220272.2011.576774>

-DPS will enhance its dual enrollment programming with Dickinson State University to offer its high school students more opportunities to earn both high school and college credit and/or prepare for career pathways. Link to the ESEA evidence base: <https://ies.ed.gov/ncee/wwc/Study/84227>. Link to the relevant study: <https://files.eric.ed.gov/fulltext/ED577243.pdf>

-The district will implement high-quality curricula across all content areas and align them to North Dakota's K-12 Education Content Standards. Curricula will be linked to evidence-based educational best practices such as functional behavior assessment-based interventions, peer-assisted learning strategies, and career academies to maximize success for all students.

-The district will use money allocated to the Budgetary Shortfall category to support educational excellence through the purchase of high-quality instructional supplies and materials. The district will also use funds to support a variety of educational programming and positions (i.e. afterschool tutoring, special education and mental health consultants, increased mental health supports for staff) that are crucial to effectively respond to the challenges posed by the

Needs of Students Disproportionately Impacted

Describe how the district will respond to the needs of students disproportionately impacted by the COVID-19 pandemic. Address each stakeholder group.*:

DPS will use ESSER III funds to provide students who were disproportionately impacted by the COVID-19 pandemic with equitable access to the educational rigor, resources, and support needed to maximize their academic success and social-emotional well-being. On a district-wide scale, DPS administrators, principals, teachers, intervention staff, and support staff will collaborate to design action plans to accelerate learning for underserved students with identified educational gaps. There will also be a focus on providing family engagement and accounting for students' social-emotional needs. The district's specific responses for each stakeholder group of disproportionately impacted students, which include low-income families, students of color, English Learners, and children with disabilities, are as follows:

Low-Income Families

Since 24% of DPS students (977 out of 4,072 students) are eligible for free or reduced-price lunch, the district's professional development sessions will include a focus on understanding poverty and provide information on how to adapt educational strategies to effectively engage with low-income students. DPS will also increase the number of collaborative family engagement events it hosts with the West Dakota Parent and Family Resource Center so parents and guardians are more likely to invest in their child's academic and extracurricular interests. These events will include social-emotional learning workshops for low-income families so they have the resources and knowledge to create more positive, predictable home environments.

Students of Color

As a school district where 77% of students (3,135 out of 4,072 students) are white, DPS understands that it must provide equitable educational opportunities that respond to the needs of students of color. To better meet the needs of students of color and increase their self-efficacy and engagement in the classroom, the district will embed current events and local news and/or challenges into project-based learning to increase student investment in their education. DPS will also promote collaborative, group-based learning so students can learn with and from each other and gain different perspectives.

English Learners

DPS will integrate WIDA (World-Class Instructional Design and Assessment) tools and resources across the curriculum to provide English Learners with equitable opportunities to obtain a high-quality education. The district's educators will encourage English Learners to see their unique linguistic and cultural backgrounds as assets that can enrich not only their own learning experience but that of the DPS educational community as a whole. DPS will use the guidance found in the North Dakota K-12 Education Content Standards to offer English Learners a rigorous, content-rich, and age-appropriate framework for instruction that increases student achievement, contributes to the development of 21st-century skills, and prepares students for college and career readiness.

Children with Disabilities

DPS will continue to address the needs of students with disabilities on a case-by-case basis through in-person meetings, instructional phone calls, and/or video conferences. Transportation options will be provided with an alternative schedule based on student needs. The district will continue to deliver binders containing modified curricular materials, when appropriate, to families of students with disabilities if those students are participating in remote/distance learning. When educational services are provided, DPS will collect progress data for the Individualized Education Plan (IEP) goals of students with disabilities to inform parents and IEP teams about appropriate program changes or to assist in making compensatory service decisions for students with disabilities.

Students experiencing Homelessness, Children and Youth in Foster Care, and Migratory Students

DPS believes in providing equitable access to quality education for all students. At-risk or underserved students are identified and supported through Partners in Parenting, Social Workers, Transportation, food services, extracurricular participation, and school-wide interventions. DPS will continue to monitor and evaluate the needs of students who are at-risk or underserved.

Estimated Use of Funds Plan

Allowable Use of Funds

Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)
Added needs of at-risk populations	\$960,000.00	\$740,000.00
Mental health supports	\$260,000.00	\$100,000.00
Supplemental learning	\$300,000.00	\$224,865.00
High quality instructional materials and curricula	\$650,000.00	\$650,000.00
Professional development	\$555,000.00	\$555,000.00
Transportation	\$750,000.00	\$150,000.00
Other Activities to maintain operation & continuity of services	\$1,974,324.00	\$1,974,324.00
Perkins (Career & Technical Education)	\$50,000.00	\$0.00
Improving Air Quality	\$1,000,000.00	\$0.00
Ensure preparedness and coordination	\$500,000.00	\$0.00
	\$6,999,324.00	\$4,394,189.00

Compliance with General Education Provisions Act Section 427

Compliance with General Education Provisions Act Section 427 (GEPA)

What barriers exist in your community that may prevent students, teachers, and other program beneficiaries from access or participation in the funded projects or activities listed in the application?*

Barriers that may prevent students, teachers, and other program beneficiaries from access or participation in the funded projects or activities listed in the application include the following:

-Parents/guardians may not be able to attend the family engagement workshops hosted by the West Dakota Parent and Family Resource Center and Partners in Parenting if they have to work. They also may not be able to pick their child or children up from afterschool tutoring if they have to work.

-Students who were disproportionately impacted by the pandemic (i.e. minorities, students with disabilities, and/or low-income students) may be less likely or eager to participate in additional LEA-based activities such as afterschool tutoring or dual enrollment or may feel that their needs are not being adequately met by the district due to poor access because of transportation needs.

-English Learners and/or students with IEPs may struggle to adapt to the new literacy curriculum and/or other educational programming.

-A significant portion of DPS students (24%) come from low-income families and may face challenges with access to educational materials (i.e. books for reading at home) outside of school.

-Stark County is designated as a geographic Health Professional Shortage Area (HPSA), according to the Health Resources and Services Administration. The ratio of the County's population to the number of mental health care providers is 610:1, compared to 510:1 at the state level. This healthcare shortage can impact all students, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability, and/or age.

-Challenges noted in the 2019 Community Health Needs Assessment for the Dickinson community include limited availability of mental health services and specialists, and difficulty in retaining primary care providers and nurses. These challenges can impact all students, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability, and/or age.

-Not all DPS students, particularly those who come from low-income families, have consistent Internet access or access to remote learning devices, which can make learning at home challenging.

The Dickinson Public School District is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The district prohibits discrimination and harassment based on a student's, parent's, guardian's, or employee's race, color, religion, sex, gender identity, sexual orientation, national origin, ancestry, disability, age, marital status, or other status protected by law, per its board-approved non-discrimination and anti-harassment policy and its Title IX policy. This policy also applies to students, parents, guardians, and employees who are participating in virtual learning through DPS' online learning academy.

What steps are being taken to address or overcome these barriers?*

DPS will address and overcome barriers that are applicable to their circumstances in the following ways. Linkages to each program type of ESSER III budget expenses are included.

Transportation: The district will offer bussing for students whose families are working and cannot pick them up from the afterschool tutoring program. This will ensure equitable access to the district's tutoring program to combat learning loss. All DPS buses are ADA compliant to promote accessibility for students with special needs. DPS will also purchase additional buses to promote adequate social distancing and ensure that immunocompromised students who are participating in school-based learning are properly safeguarded against Covid-19.

Professional Development: The district's professional development offerings for administrators and teachers will include sessions on how to adapt educational strategies for enhanced engagement with student populations who were disproportionately impacted by the Covid-19 pandemic. DPS will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability, and/or age.

High-Quality Instructional Materials and Curricula: DPS will differentiate all curricular materials to best meet the individual needs of every student while still being aligned to challenging, but attainable, North Dakota K-12 Education Content Standards. The district will review individualized education plans (IEPs) to provide effective curricular materials for students with special needs and will integrate WIDA (World-Class Instructional Design and Assessment) tools and resources across the curriculum to give English Learners equitable opportunities to obtain a high-quality education.

Mental Health Supports: DPS will implement social-emotional wellness programming for staff and students, including trauma-informed learning and a suicide prevention framework, to enhance relationship-building competencies, solve problems, and cultivate more equitable classroom spaces. The West Dakota Parent and Family Resource Center will make workshops available for attendance via Zoom. They will also be recorded and shared online for viewing at a later date. The Resource Center will also schedule at-home visits and/or phone calls with parents/guardians based on their availability to ensure they benefit from family engagement activities. For English Learners, program materials will be shared in students' home languages.

Added Needs of At-Risk Populations: DPS will complete an audit of its High-Reliability Schools (HRS) framework to ensure it is meeting the needs of all students, especially those who were disproportionately impacted by the pandemic. The district will review strengths and areas to improve, integrate findings into its strategic plan, and adjust HRS implementation as needed to better serve at-risk populations.

Supplemental Learning: The district will use funds to purchase classroom libraries to encourage personalized literacy instruction and reading time for all students, including those with special needs. DPS will also expand its dual enrollment program to better serve students with special needs and promote post-graduation pathways for them.

Budget Shortfall: The district will use funds to cover a variety of individualized educational supplies and materials to best meet the educational needs of a diverse student population. DPS wants to provide students with individual materials as much as possible to limit the spread of Covid-19 through sharing supplies and materials. DPS will also ensure that all education standards are being met by continuing to fund adequate staffing numbers throughout the district, which will also allow for reasonable class sizes allowing for greater individual instruction opportunities.

Perkins: DPS will use funds to purchase CTE equipment, supplies, and materials to better enhance students' career and/or college readiness, with a special emphasis on responding to the needs of minorities, EL students, and other students with special needs. There will also be CTE-focused professional development for staff members in this area so educators can help students align their skills with local business and industry standards.

Improve Air Quality: The district will improve HVAC systems where needed to promote better airflow and circulation. This will reduce the potential spread of Covid-19 and improve the health and well-being of all students and staff, regardless of gender, race, origin, disability, and/or age.

Ensure Preparedness and Coordination: Purchasing cleaning and disinfecting supplies and other supplies and materials (i.e. smaller classroom furniture, social distancing barriers, etc.) will ensure DPS can effectively prepare for, respond to, and/or prevent Covid-19 from spreading throughout the educational community, which will safeguard the health and well-being of all students and staff, regardless of gender, race, national origin, disability, and/or age.