



Pasadena Independent School District

American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief Fund (ESSER III)

Use of Funds Plan

The American Rescue Plan Act, also known as the ARP Act, was signed into law. In the ARP act, \$122 billion was dedicated to the Elementary and Secondary School Education Relief (ESSER) funds. This grant is known as ARP Act ESSER III. The intent and purpose of the ARP Act ESSER III education funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.

In July 2021, Pasadena ISD applied to receive their allocation of the ARP Act ESSER III funds. Pasadena ISD's ARP Act ESSER III allocation is \$147,248,350. ARP Act ESSER III funds begin on Friday, March 13, 2020 and ends Monday, September 30, 2024.. These funds are additional resources for Pasadena ISD to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. Pasadena ISD will utilize its ARP Act ESSER III funds to address needs that have risen due to the COVID-19 pandemic

To determine the use of the ARP Act ESSER III funds, Pasadena ISD collected input from stakeholders, principals, staff, parents, students, and community members through a series of meetings, focus groups and district needs assessment and surveys. Stakeholders identified the following priorities: a safe and clean learning environment for students; improved technology access and support for students and teachers; increased compensation; utilization of tutoring to address students' learning loss and gaps; and increased wraparound services.

Pasadena ISD will address the learning loss of students, including low-income students, students with disabilities (SWD), English learners, and Gifted and Talented students. The focus will be on accelerated learning in the core areas, expanded tutoring and intervention programs, and enhanced support services for students, teachers, support staff, and parents.

Examples of use of funds include:

- District level/campus-based intensive tutoring programs
- Increased reading and math interventions
- Additional targeted resources to support campuses and students
- Intervention Teachers
- Class Size Reduction Staff
- Extended Day and Summer School Programs

Pasadena ISD is hiring personnel to support specialized areas and programs, including core subjects, special populations, and parent and family engagement. Parents will be provided support and literacy resources needed for at-home instruction. Pasadena ISD has also committed ARP Act ESSER III funds to provide stipends for the retention and recruitment of highly effective teachers and staff.

Pasadena ISD plans to ensure a safe and clean learning environment for students by equipping all campuses with systems to safeguard students and staff against harmful bacteria, germs, and viruses. Daily temperature checks, each campus has been provided no-touch infrared thermometers for screening symptomatic students and staff.

Pasadena ISD continues to monitor the spread of COVID-19 and receives regular guidance from Texas Governor Greg Abbott, Texas Education Agency Commissioner Mike Morath and other local, state and federal agencies regarding response, prevention and mitigation efforts. This direction will continue to evolve based on COVID-19 conditions across the state and our local community. We will educate our students, staff, and community members about the importance of frequent hand washing; covering a cough or sneeze; not touching one's eyes, nose, and mouth; staying home when sick; and other measures to help prevent the spread of communicable diseases. Hand sanitizer will be available at every building entrance and in every classroom. Pasadena ISD Custodial Services will continue to routinely clean and disinfect all facilities, including cleaning frequently touched objects and surfaces with approved germicidal agents, which are effective against multiple disease-causing viruses and bacteria.



SAS#: ARPAAA21

Organization: PASADENA ISD
 Campus/Site: N/A
 Vendor ID: 1746001850

County District: 101917
 ESC Region:04
 School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

A. Use of Funds - LEA Allowable Activities

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.
- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Any activity authorized under Elementary and Secondary Education Act (ESEA)

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

2. Any activity authorized under Individuals with Disabilities Education Act (IDEA)

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

3. Any activity authorized under the Adult Education and Family Literacy Act

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

4. Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity



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5. Coordination of preparedness and response efforts of LEA with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

6. Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

7. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

8. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

9. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity



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Program Description PS3013 - Program Plan

10. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

11. Planning for, coordinating, and implementing activities during long-term closures, ... including providing technology for online learning to all students

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

12. Planning for, coordinating, and implementing activities during long-term closures, ... how to provide guidance for carrying out requirements under IDEA

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

13. Planning for, coordinating, and implementing activities during long-term closures, ... how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

14. Purchasing educational technology (hardware, software, and connectivity) for students ... that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
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- ☐ 2023-2024, including summer 2024 (carryover period)
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15. Providing mental health services and supports, including through implementation of evidence based full-service community schools

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

16. Planning and implementing activities related to summer learning -- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

17. Planning and implementing activities related to ... supplemental afterschool programs -- providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

B. Use of Funds - LEA Allowable Activities (continued)

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

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- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

2. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

3. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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4. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Tracking student attendance and improving student engagement in distance education

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

5. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

6. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... mechanical and non-mechanical heating, ventilation, and air conditioning systems

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

7. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... filtering, purification and other air cleaning, fans, control systems

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

8. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... window and door repair and replacement

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity



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2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

9. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☒ N/A - Will not expend grant funds on this activity

10. Other activities that are necessary to maintain the operation of and continuity of services in the LEA

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

11. Other activities that are necessary to ... continuing to employ existing staff of the LEA

- ☒ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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Program Description PS3013 - Program Plan

C. LEA Needs Process

1. Which of the following processes did the LEA follow to determine the needs of the LEA caused by the pandemic that would not be reimbursed by other fund sources (Federal Emergency Management Agency (FEMA), Child Nutrition Program, Child Care & Development Block Grant (CCDBG))? Directions: Select the types of activities the LEA followed in conducting its process to identify the added needs caused by the pandemic. Check all that apply.

- ☒ LEA conducted surveys to district-level staff.
- ☒ LEA conducted surveys to campus-level staff.
- ☒ LEA conducted surveys to parents.
- ☒ LEA conducted surveys to students.
- ☒ LEA surveyed community groups (i.e., government officials, business, law enforcement, nonprofit organizations, etc.).
- ☒ LEA sent direct communication to staff, parents, and/or students to gather input.
- ☒ LEA reviewed and analyzed data from local and state health authorities.
- ☒ LEA identified needs as issues arose that were out of the ordinary.
- ☒ LEA reviewed documented comprehensive needs assessment considering the pandemic to determine needs.
- ☐ LEA consulted with local school board to determine needs.
- ☒ LEA followed some type of documented disaster or emergency plan with specific needs assessment processes.
- ☐ LEA used professional or contracted services to collect, disaggregate, and/or analyze data related to needs.
- ☒ LEA determined needs through another process or data points not listed above.
- ☐ LEA completed a focused or problem-oriented assessment.
- ☐ LEA completed an emergency assessment.
- ☐ LEA completed a time-lapsed assessment.
- ☒ LEA completed an initial comprehensive assessment.
- ☐ LEA completed an ongoing or partial assessment.
- ☐ LEA completed a different needs assessment process not described above.



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Program Description PS3013 - Program Plan

2. How did the LEA prioritize the needs identified in Line 1 above? Directions: Select the types of processes the LEA followed in prioritizing the needs of the LEA in determining what activities would be funded with ESSER III funds. Check all that apply. If all identified needs are being met with ESSER III funds, select "All needs met; no prioritization needed."

- ☒ LEA focused on largest expenditures.
- ☒ LEA focused on needs serving the largest number of students.
- ☒ LEA focused on needs serving the largest number of staff.
- ☐ LEA consulted with local school board to prioritize needs.
- ☒ LEA focused on Economically Disadvantaged or Socioeconomically Disadvantaged data.
- ☒ LEA focused on serving needs of identified student groups (at-risk, migrant, immigrant, SWD, English Learners, Homeless, Foster, etc.).
- ☐ LEA ranked campus needs per SC5000.
- ☐ LEA focused on governance needs.
- ☐ LEA focused on wellness needs.
- ☒ LEA focused on instructional continuity needs.
- ☒ LEA focused on postsecondary needs for seniors.
- ☐ LEA focused on facility needs.
- ☐ LEA focused on school operational needs.
- ☒ LEA focused on technology needs.
- ☐ LEA focused on Personal Protective Equipment (PPE).
- ☐ LEA focused on professional development and training needs to facilitate transition to remote/online/virtual classrooms and teaching.
- ☐ LEA prioritized needs through another process or data points not listed above.
- ☐ All needs met; no prioritization needed.

D. Maintenance of Equity

Directions: Select one applicable response for which the LEA is exempt from the required Maintenance of Equity provision. If the LEA is not exempt from this provision, select "No".

1. Is the LEA exempt from the required Maintenance of Equity provision?

- ☐ No
- ☐ Yes, LEA has fewer than 1,000 total enrollment
- ☐ Yes, LEA has only one campus within the LEA
- ☐ Yes, LEA has only one campus per grade span (elementary, middle school, high school) within the LEA
- ☐ Maybe, the LEA will apply to USDE for a waiver for exceptional or uncontrollable circumstances
- ☒ Maybe, the LEA will apply to USDE for a waiver for a precipitous decline in financial resources in the LEA



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Program Description PS3013 - Program Plan

E. Required Assurances

1. Select the following checkboxes to indicate your compliance with the required assurances.

- ☒ The LEA assures that although funds may be used for one-time or ongoing purposes, the LEA understands the use of the funds for ongoing purposes could result in funding deficits in future years after the funding expires on September 30, 2024. The LEA assures it makes no assumption that the state will provide replacement state funds in future years, and that this fact will be raised and explicitly discussed in a meeting of its governing board.
- ☒ The LEA assures that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds.
- ☒ The LEA assures that it specifically, engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff.
- ☒ The LEA assures that it specifically, engaged in meaningful consultation with, and to the extent present in or served by the LEA tribes, civil rights organizations (including disability rights organizations).
- ☒ The LEA assures that it engaged in meaningful consultation with stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- ☒ The LEA assures that its plan for the uses of ARP ESSER III funds is provided in an understandable and uniform format.
- ☒ The LEA assures, to the extent practicable, the plan is written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- ☒ The LEA assures that the program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds will be posted to the LEA's website within 30 days of receiving its ESSER III Notice of Grant Award.



SAS#: ARPAA21

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2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3014 - Program Narrative

A. Pre-Award

Directions: Enter "No" if no activity is marked as pre-award in Sections A and B in PS3013. You must enter an amount if any activity is marked as pre-award in Sections A and B in PS3013. The combination of an activity marked as pre-award in Sections A and B in PS3013 and an amount entered below will constitute the required prior approval process for pre-award costs.

1. Enter the total dollar amount of ESSER III funds to be charged as pre-award costs for the activities indicated in Sections A and B in PS3013 as occurring during pre-award (March 13, 2020, through the application submission date).

\$2,500,000.00

B. Minimum Required Set-Aside

Directions: You must enter an amount that is at least 20% of your total budget. You will be required to report this set-aside by activity and student group in future reporting.

1. Enter the total dollar amount of ESSER III funds to be expended to meet the 20% minimum required set-aside for learning loss mitigation, including through afterschool, summer school, extended day/year programs, targeted to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

\$63,713,543.00

2. Briefly describe the activities selected in PS3013 questions A16, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

Funds will be used to address learning loss by providing high impact tutoring before, during and after school will be provided to target students from low income families, students of color, English learners, disabled, homeless, migrant and foster students., class size reduction to decrease the student teacher ratio, instructional intervention using diagnostic prescriptive instruction designed to address individual student needs.

3. Briefly describe the activities selected in PS3013 questions A6, A13, A15, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

Extended day and summer program will be provided to targeted students and low income families, students of color, English learners, disabled, homeless, migrant and foster students. Assessment results will be used in diagnosing student's academic and social/emotional need. Campus and district staff will provide information and training to parents and families on how to effectively support their children by extending school activities at home.



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Program Description PS3014 - Program Narrative

C. Safe Return to In-Person Instruction and Continuity of Services Plan

Directions: Your plan must be made available for public comment and take any comments received into account before posting the final plan to the web site listed below. A previously developed plan may meet this compliance requirement if it meets the statutory requirements. TEA will randomly verify the plan is available at the link provided after Notice of Grant Awards (NOGAs) are issued.

1. Enter the direct web link to the LEA's web page where you post your required "Safe Return to In-Person Instruction and Continuity of Services Plan" and the PS3013 and PS3014 program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds within 30 days of receiving your ESSER III Grant NOGA. These plans must be reviewed at least every 6 months and updated as appropriate.

Safe Return to In Person Instruction
 English - https://issuu.com/pasadenaisd/docs/back_to_class_2020_fe198eca836165
 Spanish - https://issuu.com/pasadenaisd/docs/de_vuelta_a_clases_2020

D. Prevention and Mitigation Strategies Consistent with Centers for Disease Control and Prevention (CDC)

1. Briefly describe the activities selected in PS3013 questions A5, A8, A9, B5, B6, B7, B8, and/or B9. If none of these activities were selected, enter "No prevention and mitigation strategies funded."

No prevention and mitigation strategies funded.