

American Rescue Plan ESSER III Program Description and Plan for Use of Funds

How will the use of ESSER III Funds "prevent, prepare for, and respond to Coronavirus"?

The social worker, special education teacher and tutor in the Academic Support Room will improve student engagement, monitor academic progress and communicate with parents.

Updates to the HVAC system controls and sanding tables will assist with adjusting air handlers and other components remotely when needed. New windows with screens will allow for more easily having windows open to allow for more air flow.

Updated replacement technology of chromebooks and BenQ boards will help be prepared for remote learning.

How will the use of ESSER III Funds promote equity?

The services of the social worker, tutor and special ed teacher will be equitable to student based on their need. Students from low income families often need more assistance from these types of positions to help their students be successful in navigating the school system and accessing the academic supports that our school offers.

All students will have equal access to the staff and to the updated instructional materials, chromebooks, BenQ boards and the TEAM curriculum presented by the SRO.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on groups of students:

The social worker will often be working with students who are migratory or in foster care or from low income families. The special education teacher and tutor will work with students with disabilities to recover from Covid learning loss in smaller group settings. The 6th - 12th grade tutor will assist students who are designated as 'At Risk' which includes the low income student population.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on groups of students.

The school improvement team tracks data for subgroups of students 3 times per year. The NWEA scores are used as a district benchmark assessment and can be segregated by subgroups. Munetrix software will be used to track the impact on the various subgroups.

How will the user of ESSER III Funds support returning students to the classroom?

The additional support personnel of a social worker, special education teacher and tutor/substitute will be able to facilitate parent meetings when needed to discuss transitioning back to in person learning.

Updates to the HVAC system will make in person learning more comfortable with better temperature consistency.

Increase in amount of certified teachers and available substitutes helps return students to in person

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to

continuously and safely open and operate schools for in-person learning:

CDC guidance recommends quarantines for people when exposed to Covid and staying home when symptomatic therefore we have more employees missing work. The funds will be used for two employees to be available as 'everyday' substitutes employed by the district to sub for teachers or support staff as needed on a daily basis. On the occasional days that they are not needed to sub, they will be used as additional tutors in the 6-12 Academic Support program to tutor students.

The funds will be utilized to assist 3 long term substitutes with becoming certified teachers to help address the shortage of certified teachers after the pandemic.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Summer school for credit recovery previously funded with Sec 23 funds, will continue at no cost to students. This will help with students who failed a course possibly due to Covid learning loss or who are struggling with remote learning.

An additional special education teacher will be employed to assist with the special education students who are attending virtually and also to implement interventions to recover learning loss with all of their caseload students. Lowering the special education caseloads throughout the district will allow all special education teachers to spend more time on interventions with their caseload students.

An additional interventionist for grades 6-8 to focus on math and ELA interventions will be present when not substituting for other teachers.

Chromebooks will be purchased for one grade to maintain the 1 to 1 blended learning environment.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Updates to the heating and ventilation system in the school buildings involving changing from pneumatic to digital controls and updating the software that controls the HVAC system. A smaller amount will be used toward our window replacement project also. Downdraft sanding booths will improve the air quality in the Industrial Education Building.

Funds will be used toward an updated reading series to implement evidence based practices for reading instruction. This will assist with recovering from decreased reading scores post pandemic. This will be for grades K-10. Funds will be used toward updating Algebra 2 instructional materials as this was another area of student learning loss during remote learning.

BenQ boards will replace outdated smartboards in 15 classrooms allowing for the teachers to utilize many engaging educational apps in the classrooms with students.

A CNC router for the industrial education program will help gets trades focused students excited about in person learning again.

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act, will address the academic impact of lost instructional time, 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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

A social worker will be employed to assist in K-12 with attendance concerns, parent contacts and transitioning between remote and in person learning. This will help meet the ongoing increased mental health needs of our students.

Munetrix software will be utilized to track data for these various subgroups.

The SRO will implement the Teaching Educating And Mentoring program K-12.