

## ESSER III Use of Funds Page

### Synopsis

Over the past 5 years, the District has conducted 21 community engagement sessions to solicit input from key stakeholders to establish curricular and facilities goals for the District. In addition to these community engagements, a stakeholder committees and surveys were conducted beginning in March of 2020 to solicit information about students and household needs during the pandemic. From these two sources, the district developed its curricular goals, as well as a facilities improvement plan. The ESSER III plan will support the curricular goals established by the Board of Education beginning in the 2021-2022 school year and dovetail with learning loss supports. ESSER III funds will also support the expansion of pre-k services and improved health/safety protocols through the renovation of a district owned facility. Finally, the District will use ESSER III funds to pay for 67 FTE certified salaries to ensure that all positions can be maintained to support the increased needs of our students and families after the pandemic.

#### 1. How will the district address academic impact of lost instructional time through the use of ESSER fund?

- ☒ 2. 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 lost instructional time through the implementation of evidence-based interventions, such as (check all that apply):
  - ☒ summer learning or summer enrichment,
  - ☒ extended day,
  - ☒ comprehensive afterschool programs, or
  - ☒ extended school year programs.

Program specifics include the addition of staff to assist with learning gaps, as well as extended day and school year programs like Edgenuity and SEL-on-Wheels tutoring supports. The District is also using Outreach specialists and Family Engagement specialists to reduce attendance barriers. The Restorative Practices staff are assisting with providing immediate interventions in the school setting to further reduce learning loss.

#### 2. How will the district ensure that interventions implemented respond to the social, mental health and academic needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic?

The District is looking at a variety of different data points to assist in the analysis of the programs created to address the issues identified above. These data points include, but are not limited to the following sources:

- AIMSWeb Assessments (Math and Reading)
- I-Ready Math Assessments
- Scantron Assessment Data (Math and Reading)
- Amplify Science Data
- IAR Data
- PSAT/SAT Data
- Attendance Data

**3. How did the district engage in meaningful consultation with stakeholders including students, parents, administration, teachers, non-certified staff, and unions?**

Through the entire Pandemic, communication was sent out to all stakeholders on a frequent basis. These communications included links to surveys and information about meeting dates for public comment and input that was collected at Board of Education meetings.

Employee stakeholders were engaged in a variety different formats. This included committee meetings, planning, committees, and through information portals that allowed staff to express needs and concerns.

Employee unions were met with monthly to ensure that all issues involving staff were being considered in the development of return to in-person instruction plans, as well as service plans for students.

**4. How did the district engage in meaningful consultation with each to the following groups served by the LEA?**

- a. **Tribes:** Not applicable.
- b. **Civil Rights Organizations:** The District superintendent engaged in regular conversations with local NAACP leadership during the pandemic. In addition, District Special Education and SEL staff met with parents who utilize these services to ensure that needs were being met.
- c. **Children with Disabilities:** The Special Education staff met with parents and partner organizations like DOORS and KCCDD to ensure continuity of service address any additional learning/SEL supports needed.
- d. **English Learners:** The District's *English Learner Community Liaison* and *EL Coordinator* worked to engage families to determine needs and barriers. This included holding regular BPAC meetings to establish goals and needs for services.
- e. **Children Experiencing Homelessness:** The District SEL staff worked closely with mental health counselors, guidance counselors, and school administration to determine the needs of students and families experiencing homelessness and assist with community service linkage.
- f. **Children in Foster Care:** The District SEL staff worked closely with DCFS caseworkers, mental health counselors, guidance counselors, and school administration to determine the needs of students who entered foster care through DCFS placement. This focused on ensuring continuity of educational, transportation, and SEL/Mental Health services.
- g. **Migratory Students:** Not applicable.
- h. **Incarcerated Students:** The District services the Mary Davis Home Youth Detention Center. The youth served at the center are provided educational services through the District. Regular meetings between the facility staff and the District ensure that needs are being met to address learning gaps and SEL supports.

**5. How did the District see and take public input into account?**

As described in a variety of responses above, the District incorporated stakeholder input from a variety of different stakeholders in a multitude of formats including but not limited to:

- Community Meetings
- District Committees
- Building/Curriculum Level Committees
- Stakeholder Committees
- Survey and Data Point Analysis

**6. How were funds used by required category for ESSER III?**

- a. **Learning Loss** LEA Must reserve not less than 20% of items total ESSER ARP allocation to address learning loss through the implementation of evidence-based interventions and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of Covid-19 and underrepresented student subgroups. In addition, to provide a safe and healthy learning environment that allows for appropriate ventilation and adequate spacing of students, renovations to The 940 Building will be completed in the 2022-2023 school year to house Bright Futures Early Childhood Learning Center.
- i. Three Year Budget
    - 1. Salaries \$ 2,972,319
    - 2. Benefits \$ 601,918
    - 3. Contractual \$ 8,620
    - 4. Equipment \$ 11,037
    - 5. Capital Projects \$ 7,642,558
  - ii. Positions Supported / Programs Created
    - 1. Partial year salaries for 63.20 FTE Certified Staff Salaries and Benefits
    - 2. Bright Futures Early Childhood Center Renovations
    - 3. SEL on Wheels Supplies
    - 4. 6 FTE Student Success Program Staff and Benefits
    - 5. 4 FTE Student Guidance Counselors/Family Engagement Specialists
- b. **SEA Learning Loss Reservation**-Academic Supports to address the disproportionate impact of the Covid-19 pandemic for Children with disabilities.
- i. Three Year Budget
    - 1. Salaries \$ 505,784
    - 2. Benefits \$ 123,195
    - 3. Contractual \$ 102,170
  - ii. Positions Supported / Programs Created
    - 1. 7.0 FTE Special Education Teacher Salaries and Benefits
    - 2. Sensory Path Area Construction at 4 schools
- c. **SEA Reserve Summer Enrichment**- Summer programs, particularly to address the disproportionate impact of the Covid-19 pandemic on underserved student subgroups, specifically children with disabilities.
- i. Three Year Budget
    - 1. Salaries \$ 68,000
    - 2. Benefits \$ 10,085
    - 3. Contractual \$ 44,305
    - 4. Equipment \$ 23,840
  - ii. Positions Supported / Programs Created
    - 1. Summer Jump Start Teacher Salaries and Benefits
    - 2. Summer School Student Transportation Costs
    - 3. Partial purchase of the SEL-on-Wheels Van
- d. **SEA Reserve –After School Programs** – Programs that are run by the LEA to address Social Emotional needs of students.
- i. Three Year Budget
    - 1. Salaries \$ 109,100
    - 2. Benefits \$ 13,446
    - 3. Equipment \$ 23,684
  - ii. Positions Supported / Programs Created

1. Safe and Healthy School Thrive Conference Stipends and Benefits
2. SEL-on-Wheels Staff Salaries and Benefits
3. Partial purchase of the SEL-on-Wheels Van