

WINTERSET CSD

ESSER III -Utilization of Funding Plan

Board Approved- August 2021



Purpose: As part of the American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER or ESSER III) Winterset CSD received approximately \$1.4 million dollars to use in order to safely return students to in-person learning and address student learning loss associated with the COVID-19 pandemic. While many school districts across the country continued to serve students remotely for a portion of the 2020-2021 school year, Winterset provided in-person learning to the majority of our students for the entire school year. In order for the district to access the funds that have been allotted to us we are required to submit a plan to the Iowa Department of Education (DE) addressing how we intend to use these funds for the reasons outlined within the ESSER III guidance. This document represents the essential components required within the ESSER III plan.

District Stakeholder Engagement:

In accordance with the requirement for meaningful consultation regarding the use of ESSER III funds the following individuals representing the groups below were engaged in consultation around the district's plan.

Required Group:	Members Representing Each Group:
Students	High School Student Council
Families	SIAC Members & Parent Engagement Committee
School and District Administrators:	Justin Gross, Superintendent Corey St. John, Director of Teaching & learning Kendra Alexander, Director of Special Education Kent Abrahamson, High School Principal Joshua Heyer, Junior High Principal Kevin Oswald, Middle School Principal Doug Hinrichs, Elementary Principal Cammy Lenner, SBO
Teachers, school leaders, other educators, & their unions.	Tamara Bane, Teacher Leader and Chief Negotiator for WEA Chad Kammin, High School SS teacher & President of WEA Lacey Forsyth - High School Math teacher and PEI Representative
Stakeholders representing the interest of children with disabilities, ELL, homeless children, children in foster care, migratory students, incarcerated children, & underserved students	Natalie Montross, Juvenile Court Liaison Cari Davis, Success Center Coordinator Megan Brackemyer, Middle School Counselor Melissa Smith, ELL Teacher Lana McDonald, Special Education Teacher Suzy Busta, JH Counselor Michael Seufert, HS Counselor

1. Consultation with Key Stakeholder Groups and Incorporation of Their Feedback Engagement and Feedback Opportunities:

1. School Board Members
 - a. June 14th board meeting - Information Only
 - b. July 12th - Survey results and key stakeholder feedback shared with the board
2. School Improvement Advisory Committee/Parent Engagement Committee
 - a. July 6th - Survey results shared with committee and their takeaways/feedback were discussed.
3. All-district Staff Input Survey
 - a. Sent June 28th and remained open until July 6th
 - b. Sent to members on the committee and shared with committee members.
4. High School Student Council Input
 - a. The all-district input survey was shared with the high school student council members for feedback.
5. School Board Approves Plan - after reviewing stakeholder input
 - a. August 9th

2. Data used by the District Leadership Team to Determine the Students' Academic, Social, Emotional, and Mental Health Needs Included

- ISASP data
- Literacy screening and progress monitoring data (FAST assessments)
- Math screening and progress monitoring data (FAST assessments)
- Behavioral referral data

3. Groups of students that have been the most impacted by COVID-19 within our district include the following:

- Students from low-income families
- Students with disabilities

4. The district plans to use ESSER III funds to implement prevention and mitigation strategies related to COVID-19, which include the following strategies:

- Purchasing supplies to sanitize and clean the district's facilities
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) needed to distance students

5. The district plans to use the 20% set-aside to address the academic impact of learning loss or to accelerate learning through the following evidence-based interventions:

- Use of evidence-based accelerated learning interventions in literacy

- Use of evidence-based accelerated learning interventions in mathematics
- Use of evidence-based accelerated learning interventions in social-emotional-behavioral health (SEBMH), including mental health
- Participation in the FAST for Success Literacy Exploratory Project

5a. Specific Examples of how the district will use the 20% on evidence-based interventions include the following:

- Summer School staffing and curriculum
- Interventionist salaries at the elementary and middle school to assist students using evidence-based interventions.

6. The district plans to use the remaining ESSER III funds consistent with the following statutory requirements:

- Activities authorized by the following federal programs.
 - Elementary and Secondary Education Act (ESEA)
 - Individuals with Disabilities Education Act (IDEA)
 - Adult Education and Family Literacy Act (AEFLA)
 - Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)
- Purchasing supplies to sanitize and clean the LEA's facilities
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
- Addressing the needs of children from low-income families, children with disabilities, English language learners, racial and ethnic minorities, students expressing homelessness, and foster care youth
- Purchasing educational technology for students that aids in regular and substantial interaction between students and their classroom instructors, including students from low-income families and children with disabilities
- Planning and implementing activities related to summer learning and supplemental after school programs.

Proposed Expenditures that align to the above mentioned practices may include any combination of the following:

- 1. Recovering Un-finished learning**
 - a. Husky University
 - i. 2021 - \$125,000
 - ii. 2022 - \$125,000
 - b. Interventionist

i. 21-22

1. Elementary - 1 position - \$75,000 approximately
2. Middle School - 1 position - \$75,000 approximately

2. Continuation of Services:

- Salaries for 3 staff members that based on declining enrollment and class size could have been reduced (will be evaluated each year based on certified enrollment)
 - \$189, 000 - each year

3. Professional Development

- Social Emotional Learning PD
 - Capturing Kids Hearts (all district staff)
 - \$175,000 year 1 (Includes facility rental agreements)
 - \$25,000 year 2
- Elementary Literacy
 - Orton Gillingham Professional Development
 - \$15,000

4. Other

- a. 600 Chromebooks - \$200,000
- b. Cases for Chromebooks (4-12th grade)- \$20,000
- c. Picnic Tables for outdoor seating area - \$5,000
- d. Sanitizing Supplies - \$20,000
- e. Hotspots/Student Internet - \$28,000
- f. Allworx Phone System at JH/HS - \$55,000