

Applicant: 06-030-0001-13 EXETER-MILLIGAN PUBLIC SCHOOLS
Application: 2020-2021 ARP ESSER III SSA 6998 - 00-
Cycle: Amendment 2

American Rescue Plan - ARP - ESSER III SSA - 6998 ▾

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| Allowable Uses | Intent and Purpose |
|----------------|--------------------|
|----------------|--------------------|

American Rescue Plan (ARP) ESSER III SSA Grant - Allowable Uses

[ARP ESSER III SSA Instructions](#)

Use of Funds: A local educational agency (LEA) that receives funds under this title may use the funds for one or more of the following 17 areas. Please check one or more of the intended use of funds areas and describe the proposed activities. You will be required to indicate the function code(s) when completing the budget detail.

- 1. Administration: Only reasonable and necessary for administering the grant. Time and effort will be required. If administrative funds are being used, it must be explained in detail.
- 2. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- 3. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- 4. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. ** This Allowable Use is not available for ARP ESSER III SSA. ***
- 5. Activities to address the unique needs of low-income children or students, children with disabilities, 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.
- 6. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- 7. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- 8. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- 9. Planning for coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- 10. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
 Explanation/Description ([count] of 500 maximum characters used)
 Purchase iPads and laptops for student use within the classroom and at home. This would also assist if remote learning was deemed necessary for students.
- 11. Providing mental health services and supports.
 Explanation/Description ([count] of 500 maximum characters used)
 Provide mental health support for students utilizing the behavior health services though Fillmore County Hospital. This support would also assist teachers in recognizing the signs/symptoms of those students in need of mental health first aid.
- 12. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- 13. Addressing learning loss among students, including low-income students, children with disabilities. English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by -
 - (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - (B) Implementing evidence-based activities to meet the comprehensive needs of students.
 - (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - (D) Tracking student attendance and improving student engagement in distance education.
 Explanation/Description ([count] of 500 maximum characters used)
 Investigate and adopt a scientific based reading curriculum that would meet the needs of all students and also address learning loss.
- 14. 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.

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American Rescue Plan (ARP) ESSER III Grant Funds - Intent and Purpose

[ESSER III SSA Master Instructions](#)

Public Education

1. Describe how the District engaged stakeholders in meaningful consultation on the Plan for Use of Fund. Answers must be detailed. Stakeholders must include, but are not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, Tribes, civil rights organizations (including disability rights organizations), and 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
 ([count] of 2500 maximum characters used) A message was sent to all parents, faculty and staff asking for input. The message was also placed on the website July 10th and is still live (Sept 14). No one expressed an interest nor shared their opinion about the plan, etc.
2. Describe the following components in regards to stakeholder engagement for the Plan for Safe Return. Answers must be detailed.
 - a. Who was consulted? How did the consultation occur and what were the outcomes?
 ([count] of 2500 maximum characters used)
 At our July 14, 2021 and August 11, 2021 board meetings, "Return to School Plan" and "ESSER III funding" were agenda items. Superintendent Paul Sheffield reviewed the the district's Safe Return to School plan for 2021-22 as developed by the Re-opening committee. This is a requirement for the ESSER III funds that allow state and local education agencies to continue safe in-person instruction and to address unfinished teacher and learning to mitigate the COVID-19 pandemic. This information is available on the school website at www.emwolves.org. The board was receptive and approved the of the plan. Those present at the meetings were also in agreement. No changes were made to the plan.
 Update - At the January 12, 2022 board meeting, the board reviewed the changes to the existing plan and approved the addition of mental health services.
 - b. Revisions to plans are statutorily required every 6 months. What systems, structures or procedures is the district putting in place to ensure revisions are made to address developing or changing student needs and community priorities? How will the district continue to engage stakeholders in the process of revision?
 ([count] of 1000 maximum characters used)
 The plan is to have an agenda item at least every six (6) months at regular monthly board meetings. Public meeting notice of the board meeting is published in the Nebraska Signal (newspaper of general circulation) as well as the E-M school website, post office in each community, Generations Bank in Exeter and Farmers and Merchants Bank in Milligan.
 Update - At the January 12, 2022 board meeting, the board reviewed the changes to the existing plan and approved the addition of mental health services.
 - c. The district URL address where the Plan for Safe Return can be found. [ARP Act pf 2021 \(H.R. 1319\)](#)
 ([count] of 500 maximum characters used)
https://docs.google.com/document/d/16MwLe8QkHRp1JtCQWQZi_WBbRHVsvQokdEMgvEfpzgi/edit
<https://docs.google.com/document/d/1cGISmMNBX-Gdqqc5SgKfzbzJxuSmX0yMgIP5BF6U7ew/edit>
3. A minimum of 20% of the allocation must be expended to address learning loss. Answer the following questions? Answers must be detailed.
 - a. How will 20% of the allocation be used to address student learning loss?
 ([count] of 2500 maximum characters used)
 Funds will also be used to purchase a new scientific-based reading program that will also address the needs of students and learning loss.
 - b. At what level of evidence are the specific intervention(s) or strategy(ies) to address learning loss? If the answer is "Demonstrates a Rationale" the District Must upload a file with information about the Evidence Based Rationale.
[ESSER III - Evidence-Based Interventions - Google Docs](#)
 Strong Moderate Promising
 Demonstrates a Rationale
 - c. What evidence does the district have to support the specific intervention(s) or strategy(ies) to address learning loss?
 ([count] of 2500 maximum characters used)
 Curriculum purchased is identified in the Nebraska Instructional Materials Collaborative and supports the Nebraska Standards.
 - d. Include the hyperlink to the evidence source.
 ([count] of 2500 maximum characters used)
 We will provide progress reports to parents that will also link their Individual Reading Improvement Plans (IRIP's). The Nebraskas Instructional Materials collaborative can be accessed at <https://nematerialsmatter.org/>
 - e. How are these resources providing support for students that missed instructional time?
 ([count] of 2500 maximum characters used)
 Resources, such as para support and reading curriculum update, will provide support to all students, but especially to those who are identified as needing extra support. This will be determined by the use of our universal screener and other assessment results. Intuitively, those students who missed instruction will perform at a lower level and will then receive that added supports needed.

f. How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are economically disadvantaged, English learners, and students with disabilities). [Learning Loss Document](#)

([count] of 2500 maximum characters used)

These support the learning for all students

4. What are the anticipated outcomes for the districts investments? Consider this: If we do x, we expect y to occur, leading to z in regards to student outcome. A district may have multiple theories of action based on the district's investments.

([count] of 2500 maximum characters used)

We will use MAP Reading Fluency and MAP Reading results. Our goal is to have 80% of students scoring at the 50 percentile or higher in reading. Our data committee meetings (progress monitoring) helps focus on the data and place students in the appropriate intervention groups to best meet the needs of each individual.

UPDATE - the goal is to address the mental health needs of our students which should in turn improve attendance and the overall health of students. Training teachers to identify students in need of mental health services will also improve the overall well-being of our students.

5. What student data (ex. Perceptual, Process, Demographic, Achievement) did the district use to determine the priorities? Be specific in your answer.

([count] of 2500 maximum characters used)

Students are administered the MAP assessments in the fall, winter and spring. The fall data is used for initial interventions with continuous progress monitoring to help gauge the progress of each student.

UPDATE - Comparison of attendance data, test scores, and daily grades of those students receiving mental health services.

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Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

[Instructions](#)

Note: This Object Code summary displays amounts already paid, to aid in budget amendments. This does not include those reimbursement request(s) submitted but not approved. Do not reduce any Object Code Total below what has already been paid.

| Paid to Date Amounts | 100 - Salaries | 200 - Employee Benefits | 300 - Professional & Technical Services | 400/500/800 - Other Purchased Services | 600 - Supplies | 700 - Capital Assets | Indirect Cost |
|--|----------------|-------------------------|---|--|----------------|----------------------|---------------|
| | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Current Budgeted Amounts by Object Code | \$0 | \$0 | \$45,850 | \$0 | \$48,780 | \$0 | \$0 |

Total Allocation Available for Budgeting

If the District is budgeting funds for salaries, funds must also be budgeted for employee benefits at a reasonable amount.

| American Rescue Plan (ARP) ESSER III SSA Grant - Allowable Uses - Function Codes 1-17 (must match program information) | | | | | | | | |
|--|----------------|-------------------------|---|--|----------------|----------------------|------------------------------------|--------------------------|
| Function Code | 100 - Salaries | 200 - Employee Benefits | 300 - Professional & Technical Services | 400/500/800 - Other Purchased Services | 600 - Supplies | 700 - Capital Assets | Total ARP-ESSER-III-SSA-6998 Funds | Delete Row |
| 10-Technology ▼ | 0 | 0 | 0 | 0 | 15600 | 0 | \$15,600 | <input type="checkbox"/> |
| 11-Mental Health Services and Supports ▼ | 0 | 0 | 45850 | 0 | 0 | 0 | \$45,850 | <input type="checkbox"/> |
| 13-Renewal and Acceleration ▼ | 0 | 0 | 0 | 0 | 33180 | 0 | \$33,180 | <input type="checkbox"/> |
| ▼ | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | <input type="checkbox"/> |
| ▼ | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | <input type="checkbox"/> |
| ▼ | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | <input type="checkbox"/> |
| Sub Total | \$0 | \$0 | \$45,850 | \$0 | \$48,780 | \$0 | \$94,630 | |

| | | | | | | | | |
|--------------------|-----|-----|----------|-----|----------|-----|----------|--|
| ***** TOTALS ***** | \$0 | \$0 | \$45,850 | \$0 | \$48,780 | \$0 | \$94,630 | |
|--------------------|-----|-----|----------|-----|----------|-----|----------|--|

Determining Maximum Indirect Cost allowed

| | | | |
|--|----------|----------------------------|----------|
| (A) Total Allocation Available for Budgeting | \$94,630 | (F) Total budgeted above | \$94,630 |
| (B) Capital Assets Costs | \$0 | (G) Budgeted Indirect Cost | 0 |
| (C) Allowable Direct Costs (A-B) | \$94,630 | (H) Total Budget (F+G) | \$94,630 |
| (D) Indirect Cost Rate % | 2.0951 | | |
| (E) Maximum Indirect Cost (C*(D/(1+D))) | \$1,941 | Allocation Remaining (A-H) | \$0 |

user ID: psheffie



For additional information please contact the Nebraska Department of Education

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