

Please indicate your role related to Smithton CCSD 130.	One requirement of ESSER-III is that school districts seek feedback from students/families and community members who represent or work with the following students/community groups. Please indicate all with whom you are affiliated.	Please select TWO areas you believe are most important from the following list of SEVEN areas approved for ARP-ESSER III expenditures. *	Please select your top FIVE priority activities from the following list of 15 activities approved for ARP-ESSER III spending.	What ideas do you have for expenses related to assisting at-risk learners? (Examples: Supporting students with disabilities, English Learners, migrant students, homeless students, low income students, children in foster care)	What ideas do you have for expenses related to supplemental learning? (Examples: extended learning schedules; remediation; before/after school programs)	What ideas do you have for expenses related to the physical property? (Examples: deep cleaning buildings/buses; PPE such as masks, gloves, disinfectants and supplies)	What ideas do you have for expenses related to mental and physical health? (Examples: counseling; telehealth; school nursing; therapeutic services; wraparound supports; training)	Please provide other ideas or thoughts related to re-opening schools and achieving success with our students. Thank you for providing input.
Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Purchasing sanitization and cleaning supplies, Coordination for future long-term closures, Educational technology for students, Mental health services and support for students, Improve indoor air quality in schools					
Parent	None of the above	Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown), Educational Technology (ex. individual devices such as Chromebooks)	Coordinate emergency responses, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Activities ensuring operation and continuity of services					
Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Coordinate emergency responses, Improving preparedness of schools and school district, Training on sanitization and spread of disease, Coordination for future long-term closures, Implementing public health protocols for health and safety of students and staff					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Academic needs of children in poverty and underrepresented groups (ex. minorities, students with disabilities, English language learners)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Educational technology for students, Mental health services and support for students, Activities ensuring operation and continuity of services	Extra certified staff to help support and catch up the at risk students	Before and after school programs available	Deep clean, disinfect- extra staff as needed	Staff trained specifically for dealing with mental health issues	Trying to get back to as much in person learning as possible!
Parent	Students experiencing or who have experienced homelessness, Students in foster care, Migratory students	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Educational technology for students, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Improve indoor air quality in schools, Implementing public health protocols for health and safety of students and staff					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services		Before/ after school programs	Ppe, cleaning supplies	Wraparound supports	
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Improving preparedness of schools and school district, Training on sanitization and spread of disease, Purchasing sanitization and cleaning supplies, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools		School tutors available... kids tutor younger kids	Sanitizing rooms daily/ spraying, mandatory masks	"Talk" times with kids- ask questions about how they feel about masks etc- let them open up.	
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Coordinate emergency responses, Coordination for future long-term closures, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission, Implementing public health protocols for health and safety of students and staff					

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Parent	Students with disabilities or disability rights organizations	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Coordination for future long-term closures, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance	More hands on activities to support learning	ESY for those needing extra support so skills are not lost during summer months.	Reusable Water bottles for students who forget their water bottles. I know this was a problem last school year and the school did not want to provide water bottles	Social skills group	It's viral that the kids be back in person. If that means masks then I would support masks over having to go remote or hybrid
Parent	Students with disabilities or disability rights organizations, English language learners	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Purchasing sanitization and cleaning supplies, Educational technology for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance	Supporting students with disabilities and who need extra help	Extended learning schedules, after school programs	All the above	All the above	
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Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Purchasing sanitization and cleaning supplies, Mental health services and support for students, Summer learning and afterschool programs, Improve indoor air quality in schools, Implementing public health protocols for health and safety of students and staff	Hire tutors that can assist at-risk learners, maybe during the after-school program.	Pay a tutor that can spend 15-30min (whatever is needed, based on student need)/with each student, scheduled during after school.	Place one person in charge of checking supplies/ordering to make sure no one is ever without proper PPE.	Staff a therapist (not just school social worker) one day out of the week so that students know consistently when & where this person can be found, and keep confidential. One of my children have overheard current social worker talking about issues with a student, very unprofessional. This kind of behavior prevents a child from confiding in the adult.	It's important for educational expectations to remain high. I do not want my children or others falling behind academically. Thank you.

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Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care. Improving preparedness of schools and school district, Educational technology for students, Summer learning and afterschool programs, Activities ensuring operation and continuity of services					
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Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Educational Technology (ex. individual devices such as Chromebooks)	Purchasing sanitization and cleaning supplies, Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Activities ensuring operation and continuity of services	Adjust the ratio of teachers to students (e.g. more teachers per number of students) for those experiencing these hardships.	I concur with the use of these funds to augment supplemental learning programs.	I concur with the use of these funds to provide a safe and healthy learning environment for students.	I do not support the use of these funds for these services. Aside from basic medical on-site care (i.e. first aid), the onus of these advanced services are the responsibility of the parents or guardians.	Open the schools with no restrictions. Children need to interact to develop socially, physically, and mentally.
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District Teacher	Students with disabilities or disability rights organizations	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Purchasing sanitization and cleaning supplies, Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Improve indoor air quality in schools	Supporting Students with mental health issues	Additional teacher support. Possibly hire a teacher's Aide in our K-1 hallway. Teachers need more time working one on one with students and less time making copies and preparing for projects.	Deep cleaning throughout the day.	I really like how our student counselor did lessons once a month for our character words. Maybe she can do lessons once a month related to mental health.	
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Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Improving preparedness of schools and school district, Educational technology for students, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission, Implementing public health protocols for health and safety of students and staff					
Parent	None of the above	Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Improving preparedness of schools and school district, Purchasing sanitization and cleaning supplies, Coordination for future long-term closures, School facility repairs and improvements to reduce risk of virus transmission, Activities ensuring operation and continuity of services		Extend school hours to an 8 hour school day. Do NOT remove or replace time currently dedicated for student physical activities and social learning.		Recognize the factual data science provides and start making common sense decisions.	I appreciate the opportunity and the educators desire to hear parents input. I'm struggling to find a way of saying what I believe would be beneficial without sounding disrespectful or unappreciative of the challenges administration is faced with. For me, this is conversation that would achieve far greater success in person.
Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Improving preparedness of schools and school district, Educational technology for students, Mental health services and support for students, Implementing public health protocols for health and safety of students and staff, Activities ensuring operation and continuity of services	Mental Health needs to be a priority, increasing physical movement, as during COVID I think there was a def lack of, this would improve mental health in many students	virtual learning, followed up by In person review and test		utilize the school expansion to allow all students physical movement or PE everyday, this will help some mental health.	Trying to make this as normal as possible for these students

Please indicate your role related to Smithton CCSD 130.	One requirement of ESSER-III is that school districts seek feedback from students/families and community members who represent or work with the following students/community groups. Please indicate all with whom you are affiliated.	Please select TWO areas you believe are most important from the following list of SEVEN areas approved for ARP-ESSER III expenditures. *	Please select your top FIVE priority activities from the following list of 15 activities approved for ARP-ESSER III spending.	What ideas do you have for expenses related to assisting at-risk learners? (Examples: Supporting students with disabilities, English Learners, migrant students, homeless students, low income students, children in foster care)	What ideas do you have for expenses related to supplemental learning? (Examples: extended learning schedules; remediation; before/after school programs)	What ideas do you have for expenses related to the physical property? (Examples: deep cleaning buildings/buses; PPE such as masks, gloves, disinfectants and supplies)	What ideas do you have for expenses related to mental and physical health? (Examples: counseling; telehealth; school nursing; therapeutic services; wraparound supports; training)	Please provide other ideas or thoughts related to re-opening schools and achieving success with our students. Thank you for providing input.
Parent	Students with disabilities or disability rights organizations, English language learners, Students experiencing or who have experienced homelessness, Students in foster care	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Improving preparedness of schools and school district, Purchasing sanitization and cleaning supplies, Educational technology for students, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission	These at-risk students and their families could be supported by before or after school tutoring opportunities. Teachers or paraprofessionals that sign up to tutor could receive a stipend covered through ESSER funds.	The previous response could relate to this question also. A plan should be implemented to identify students who may benefit from supplemental supports. Students could be identified either through teacher observation and recommendations or assessments. Appropriate services including those listed above should then be offered to these families.	All classrooms and common areas should continue to receive deep cleaning each evening. Additional custodial staff may be beneficial. PPE need to continue to be kept in heavy supply at school.	Social work staff should be readily available for all students. It may be beneficial for the school social worker to introduce herself/himself to all classrooms at the beginning of the year and let students know how to contact her/him throughout the year. (I know this is more of a procedural/practice response than funding response. I just believe it is important at this time for students to understand that there is a school social worker available and what their role is. If there is not a full time school social worker available, then perhaps ESSER funding could be utilized to help offset that cost.)	Finding the proper balance between providing students and families with a safe and healthy learning environment while also providing a meaningful and effective in-person learning experience is key. It is a challenging task. I will fully support the educational plan put in place by the district administration, faculty, and staff. Thank you for taking the time to put this survey together. I hope my responses were not too lengthy. I work for another school district in the area and we are facing much of the same issues. Dr. Castelli-Welcome to Smithton! We thank you, Mrs. Norton, and all of the Smithton School Staff for all that you do for our students!
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Improving preparedness of schools and school district, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Implementing public health protocols for health and safety of students and staff					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Improving preparedness of schools and school district, Educational technology for students, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Improve indoor air quality in schools	Parental outreach that explains/reinforces value of education - and their involvement.	Cloud-based learning repositories that more easily enable teacher and student access.	None - sufficient inventory to prevent stock depletion	Research continually proves that physical fitness equals psychological resilience - but the education system devalues fitness. A renewed emphasis would build a more well-rounded student.	We are fortunate to live in Smithton & have our children attend this school. That said, most of us are active and willing parents. Demand more from us when things get hard; I feel like teachers took on an unsustainable pace last year.
Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Purchasing sanitization and cleaning supplies, Educational technology for students, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools					
Parent	Civil rights organizations	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Implementing public health protocols for health and safety of students and staff, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety improvement to facilities (ex. HVAC systems)	Improving preparedness of schools and school district, Purchasing sanitization and cleaning supplies, Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Activities ensuring operation and continuity of services	I do not have any ideas for this topic.	Before/after school programs, remote learning programs off-school hours.	Continued cleaning efforts , no new ideas.	offing counseling or therapeutic services for children who may need it.	I think the district has done a fantastic job, and I have nothing else to offer. Keep up the great work!
District Teacher	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Purchasing sanitization and cleaning supplies, Educational technology for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission	I feel that K-2 Teachers, RTI & Special Ed teachers should all be Orton-Gillingham Trained. It would be best for the trainer to come to our school. I took this training this summer and it is intense. This is a program that helps struggling students.	I feel expenses should go to having a remedial program after school (2-3 days a week). This would include an actual "Reading Recovery" Teacher along with the purchase of a reading recovery program. (Not Reading A-Z which the school already uses). This teacher should provide weekly graphs to show growth.	The school did wonderful this year by providing all of the above supplies. Our custodians were/are overworked. Now that our building has almost doubled in size, we need to hire an additional custodian to maintain the excellence of smithton school.	The only expense I feel is necessary is to have a "sick" room. Currently, when students come into the nurses office they are there with other kids who are sick too. If a child is truly sick, he/she needs to be isolated in a room off of the nurses station until the parent arrives to pick them up. That way if he/she has covid or some other contagious illness, they are not spreading it to everyone who enters the office.	My thoughts to ponder. I feel masks should be made mandatory until there is a vaccine for young students. In my 31 years of teaching, last year was the only time I had no cases of flu, strep throats or colds all because of wearing masks and hand-sanitizer.

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Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Educational Technology (ex. individual devices such as Chromebooks)	Coordination for future long-term closures, Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Activities ensuring operation and continuity of services			Smart purchases of items that can be used when the pandemic is over with. Proper cleaning and filtration equipment.		
Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Improving preparedness of schools and school district, Educational technology for students, Summer learning and afterschool programs, Improve indoor air quality in schools, Activities ensuring operation and continuity of services					
Parent	Students with disabilities or disability rights organizations	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Coordination for future long-term closures, Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance					
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Parent	Students with disabilities or disability rights organizations	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Training on sanitization and spread of disease, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services		Before/ after school programs, summer classes	Masks available to all students and staff at all times, hand sanitizer throughout building, hands free water bottle filling stations	Individual counseling for students in need, expanded facilities and staffing for nursing PRN	
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Purchasing sanitization and cleaning supplies, Educational technology for students, Mental health services and support for students, Improve indoor air quality in schools, Activities ensuring operation and continuity of services					Vaccinated or not, I believe our children nd ataff should still wear masks due to people still coming down with covid even when vaccinated. I think Smithton school is doing an excellent job during this time as always.
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Improving preparedness of schools and school district, Coordination for future long-term closures, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Improving preparedness of schools and school district, Educational technology for students, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission		Tutoring, before or after school should be made available to those who children who show learning problems to begin the school year and continue on a as needed basis.	PPEs are plentiful and stock piling them is a waste as they will go bad. Improve the buildings such as touch-less fountains, toilets, faucets, etc to decrease the spread of germs.	Try to have extracurricular activities for the children so they can do them with other kids, whether sports or other teams (math, spelling, etc)	Allow the kids to gave as much normally as possible. This alone will help the children

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Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission		Before/after school tutoring to help get struggling students up to speed			
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Implementing public health protocols for health and safety of students and staff	Provide materials for them at home	Online portion for kids to use at home and tutoring	Deep cleaning is a must - hand sanitizer for every room with Clorox wipes	Surveys for all - telehealth	Nothing you are doing a great job!!
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Improving preparedness of schools and school district, Coordination for future long-term closures, Educational technology for students, Implementing public health protocols for health and safety of students and staff, Activities ensuring operation and continuity of services					
Parent	Students with disabilities or disability rights organizations	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Coordinate emergency responses, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, Mental health services and support for students	School supplies donated to these children.	Before and after school programs for students who need extra help with school work.	If PPE is mandated have masks available to students who need them.	Counseling and school nursing are both very important.	
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety improvement to facilities (ex. HVAC systems)	Coordinate emergency responses, Improving preparedness of schools and school district, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools	Teachers, strong support staff and great paras make all the difference... put money into people instead of computer programs. Better training and resources for those teachers/staff to be their best. Building relationships with caring and educated staff will help those kids most.	Short term contract support teachers. Maybe a reading specialist for elem and jr high, and math support teachers who have a 2-3 year contract.	New air system. Our daughter's allergies were under control and almost non-existent in the spring of 2020 while we were home and still playing outside more than a normal school year. But the spring of 2019 and the spring of 2021 were absolutely awful. Allergy doctor thinks it's the school's air system.	Counseling being more available and more "advertised" so parents know there is help for their kids if they need it and it isn't "looked down on". Our new school nurse seems AMAZING... I'd love to see if she has suggestions for their physical health. I do wish PE was more of an all year option for 30 mins a few days a week.	I wish masks weren't required by everyone for now as the numbers are going up again. Masks are better than a shut down! I also heard the plexiglass on the desks came down, but if the money is already spent I see no need to rush to take them down. We aren't in the clear yet, but we should treat this year's precautions just like last year so we can keep the kids in person learning.
Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Educational Technology (ex. individual devices such as Chromebooks)	Training on sanitization and spread of disease, Purchasing sanitization and cleaning supplies, Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools	All of the above	All of the above	All of the above	All of the above	HVAC is my foremost thought for future of air quality and any viral transmission.
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Improving preparedness of schools and school district, Purchasing sanitization and cleaning supplies, Educational technology for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission					

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Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Health and safety improvement to facilities (ex. HVAC systems)	Purchasing sanitization and cleaning supplies, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Improve indoor air quality in schools, Implementing public health protocols for health and safety of students and staff					
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Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Improving preparedness of schools and school district, Coordination for future long-term closures, Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs		After school tutoring program, consistent educational plan throughout the school - all students get a chrome book or iPad - not different based on grade level.	Deep cleaning, temperature scans upon arrival, water bottles available to students and teachers as needed	Additional counseling throughout the days, parent survey to gather feedback of additional students that may need emotional support at school.	It would be helpful to have a school-wide plan. Rather than grade levels making their own choices about synchronous vs asynchronous learning - all classes should be the same and synchronous. Hopefully this won't happen again, but last year was a complete disaster and disappointment. Our kids lost out on so much - both learning and social experiences.
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission, Implementing public health protocols for health and safety of students and staff					
Parent	None of the above	Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Training on sanitization and spread of disease, Purchasing sanitization and cleaning supplies, Educational technology for students, Mental health services and support for students, Implementing public health protocols for health and safety of students and staff					
Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Improving preparedness of schools and school district, Coordination for future long-term closures, Educational technology for students, Mental health services and support for students, Activities ensuring operation and continuity of services					
Parent	None of the above	Academic needs of children in poverty and underrepresented groups (ex. minorities, students with disabilities, English language learners), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Coordination for future long-term closures, Mental health services and support for students, Activities ensuring operation and continuity of services					

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Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Educational technology for students, Activities ensuring operation and continuity of services					
Parent	Students in foster care	Academic needs of children in poverty and underrepresented groups (ex. minorities, students with disabilities, English language learners), Student supports and services (social, emotional, and mental health needs)	Coordinate emergency responses, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services					
Parent	Students with disabilities or disability rights organizations, Students in foster care	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Improve indoor air quality in schools, Activities ensuring operation and continuity of services					

Please indicate your role related to Smithton CCSD 130.	One requirement of ESSER-III is that school districts seek feedback from students/families and community members who represent or work with the following students/community groups. Please indicate all with whom you are affiliated.	Please select TWO areas you believe are most important from the following list of SEVEN areas approved for ARP-ESSER III expenditures. *	Please select your top FIVE priority activities from the following list of 15 activities approved for ARP-ESSER III spending.	What ideas do you have for expenses related to assisting at-risk learners? (Examples: Supporting students with disabilities, English Learners, migrant students, homeless students, low income students, children in foster care)	What ideas do you have for expenses related to supplemental learning? (Examples: extended learning schedules; remediation; before/after school programs)	What ideas do you have for expenses related to the physical property? (Examples: deep cleaning buildings/buses; PPE such as masks, gloves, disinfectants and supplies)	What ideas do you have for expenses related to mental and physical health? (Examples: counseling; telehealth; school nursing; therapeutic services; wraparound supports; training)	Please provide other ideas or thoughts related to re-opening schools and achieving success with our students. Thank you for providing input.
Parent	Students with disabilities or disability rights organizations	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Improving preparedness of schools and school district, Mental health services and support for students, Improve indoor air quality in schools, Activities ensuring operation and continuity of services	I am wondering what process the district is currently using to analyze data used to identify students who might benefit from layered supports? Does the district use a screening tool such as SABERS or the SSRS-IE to use proactive data to increase the likelihood of students receiving interventions in a timely manner? How might investing in a screening tool, professional learning, and follow-up coaching or technical assistance for staff increase identifying and supporting at-risk students while building internal capacity of staff and the sustainability of proactive practices for the district?	I might offer looking into fidelity of implementation data before spending extra funding on before and after school programs or extended learning schedules. Often times those are temporary fixes and cannot be sustained passed the funding years. We are recommending that districts really invest back into their own personnel to develop knowledge and skills (practices and interventions) that are sustainable.		Mental and physical health extends past students and should include staff as well. Maintaining recess and building in opportunities for students and staff to move their bodies is always a plus. Again, all of those services such as counseling, telehealth, school nursing will fall off once funding fades. I will continue to reinforce the need to build a district-level multi-tiered system of support that aligns academic, behavioral, and social emotional needs with internal resources such as identifying what trainings staff need related to physical and mental health. How are you working with grade level teams to identify appropriate breaks throughout the day to allow students to move and practice appropriate social interactions? How might providing staff with a bonus "mental health day" - budget in funds for a sub for one more day for each staff member. How might the staff survey the students to gain insight into what they value about their own mental and physical health? Also, when my child is sick from school, the last thing he or I want to do is a stack of busy work papers. That does nothing but cause additional stress which doesn't help any type of mental or physical health. When a child is sick, their main focus should be on recovering. I understand that they should be held accountable for missing work, but the amount that is expected upon return is too much. I might offer for each grade to commit to a standard expectation for what students will be expected to complete if they miss school. This would also help parents understand what is expected of their child on those days.	I currently provide direct state and district level support related to building a multi-tiered system of support for continuous improvement. I work alongside state and district personnel to complete activities such as initiative and intervention audits, resource alignment across schools and classrooms, establishing effective teaming structures at the district, building, and classroom levels, and identifying strategies to increase stakeholder engagement. Our goal is to create positive and proactive environments for all students, staff, families and caregivers as well as the larger community. I would be more than happy to support Smithton CCSD 130 when building internal capacity and sustainability of systems that can do just that. Please do not hesitate to reach out with any questions. Chrissy Crolly 636-751-9922
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Summer learning and afterschool programs, Improve indoor air quality in schools, Activities ensuring operation and continuity of services	Making sure they have the proper tools and environment needed to succeed.	Before and after school programs that are falling behind.		Counseling. Having people on staff or having a few staff trained to recognize red flags that are present with students having mental and physical health issues. Once an issue has been recognized taking the proper steps to get them the help that is needed. Incorporating more Therapeutic services such as yoga and breathing techniques.	Schools should most definitely get back to as much normalcy as possible. Masks should be optional so therefore letting the parents choose what is best for their child and their child's health. I believe routine cleaning should be continued to keep the spread of germs reduced but at the end of the day germs are going to exist and we have to realize that.

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District Teacher	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services		Junior high RTI for reading and math			
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Improving preparedness of schools and school district, Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Activities ensuring operation and continuity of services					
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Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Improve indoor air quality in schools, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety improvement to facilities (ex. HVAC systems)	Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Activities ensuring operation and continuity of services					

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Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety improvement to facilities (ex. HVAC systems)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Coordination for future long-term closures, Educational technology for students, Implementing public health protocols for health and safety of students and staff, Activities ensuring operation and continuity of services					
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District Staff Member	Students with disabilities or disability rights organizations, English language learners, Students in foster care	Academic needs of children in poverty and underrepresented groups (ex. minorities, students with disabilities, English language learners), Student supports and services (social, emotional, and mental health needs)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Coordination for future long-term closures, Mental health services and support for students, Activities ensuring operation and continuity of services					

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District Teacher	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Educational technology for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance		A partnership between a trusted team member (teacher) and the classroom teachers is needed. Collaboration between these partners is vital for this to work. After a predetermined period of time, (4-6weeks?) an assessment would be administered. The students that are found to be the lowest or below grade level can then be identified. The teachers can then determine which grade level standards need to be worked on. The two parties would develop a plan to help these students catch up. The plan would be tailored to work on the skills that are most important for the student's success. After a period of time these students can be retested and hopefully growth will be shown. When will this instruction take place? Students may be pulled out during the day. That would be determined by the classroom teacher. Perhaps the instruction would also happen before or after school. I happen to know of someone who will only be working 3-5 more years before retiring, so there won't be a long term burden to the district. Contact Kris Barschak and she'll spring into action!!			
District Teacher	Students with disabilities or disability rights organizations, Students experiencing or who have experienced homelessness, Students in foster care	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Implementing public health protocols for health and safety of students and staff	Please start services to help Grades 6-8 receive services for students, who are low in math and reading, but do not qualify for Special Education services. Smithton School provides RtI services for Grades K-5th, but then those services stop. I know two RtI students that qualified for IEPs in Junior High, but what about the rest of those RtI students. We are falling them by not giving them extra assistance. Please use the money to start RtI services for Grades 6-8. It is much needed.	I know when I was in National Honor Society in High School there were service hours we had to complete. How about partnering with Freeburg High School's National Honor Society to set up an after school program to help students struggling with math and reading.	Please keep teachers supplied with enough disinfectant supplies for their classroom. I think once a week a classroom should be mopped, too.	We definitely need mental health services for Grades 4th-8th. Mentally the pandemic was trying on an adult brain. It was worse for the children. They need to have a safe place to talk about their stresses and worries.	I love the snow cone idea for meeting the new superintendent. That is a wonderful idea. Just keep the lines of communication open with Smithton families and the staff. The communication between teachers helping other teachers is great. Teachers stay in communication with their students and students' parents well. Last year was so very difficult for our Smithton School community. Keep in contact and inform the staff.
Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Educational technology for students, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Improve indoor air quality in schools, Activities ensuring operation and continuity of services	Reimbursement for staff/teachers to receive training/schooling related to aspects of psychology that would assist keeping at-risk learners on track.	Outdoor instruction that includes hands-on activities; not just sitting at a desk	Air purifiers and outdoor learning/classroom area	Outdoor instruction that includes hands-on activities; not just sitting at a desk	Put the pinnacle of trust into the plans and ideas that come from the community. The more the plans of the bureaucrats are implemented, the worse our educational system has performed. It is time to hand the reins back to the local communities. I have been very impressed with Smithton CCSD #130 and I think, while we are a small community, we can be a positive influence on other communities.
Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Purchasing sanitization and cleaning supplies, Mental health services and support for students, Summer learning and afterschool programs, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools	All students are potentially at risk learners.				Mask requirements are as harmful to students as viruses with a 99.6% survivability rate. If you want health (socially, and emotionally) students, keep them in class, without masks!!
Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Educational Technology (ex. individual devices such as Chromebooks)	Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools		Before/after school programs	Deep cleaning and disinfectants	Training for adults and workshops for kids	

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Parent	Students with disabilities or disability rights organizations, Students experiencing or who have experienced homelessness, Students in foster care	Academic needs of children in poverty and underrepresented groups (ex. minorities, students with disabilities, English language learners), Student supports and services (social, emotional, and mental health needs)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Activities ensuring operation and continuity of services	social/emotional groups facilitated by the School SW, peer mentors, additional one on one instruction and tutoring if needed	before and after school learning opportunities	overall cleanliness of the school and following of safety protocols	I believe that the wraparound model is very effective to access overall holistic needs of students and families. The wraparound process would allow assessment of needs and linkage in the community to services that the school does not have the capacity to provide. Also, groups in a school setting provides an opportunity for many students to receive assistance without feeling isolated from their peers. Telehealth services many also be an effective way to expand mental health services to students outside of school hours.	Like many parents, I want my child to have a "normal" school experience, but I am not even sure what that means anymore. The pandemic has taught us many things about the adaptability and resiliency of our children. If we provide positive messaging around wearing a mask, our children will be fine with wearing a mask (this is just an example). I know that with my positive messaging and at home support, my daughter will overcome adverse side effects of this pandemic. I also know that this is not true for all children in our community. For many, school is their safe place and they come to school carrying the "invisible baggage" of home life. I feel that keeping schools open, providing free meals and mental health support should be a priority at this time. This will ensure that all students in our community have a safe, clean, and supportive place to thrive.
Parent	None of the above	Student supports and services (social, emotional, and mental health needs), Health and safety improvement to facilities (ex. HVAC systems)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Summer learning and afterschool programs, School facility repairs and improvements to reduce risk of virus transmission, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Improving preparedness of schools and school district, Coordination for future long-term closures, Educational technology for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance					
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District Teacher	None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance					
Parent, District Staff Men	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Improving preparedness of schools and school district, Purchasing sanitization and cleaning supplies, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Implementing public health protocols for health and safety of students and staff		Use the same curriculum program for subjects in order to have a continuity throughout the school. That way the students can pick up where they left off from the previous year if there is a delay in the program.	The junior high rooms, the special's rooms, and the cafeteria should be deep cleaned daily. The high touch surfaces need cleaned more frequently throughout the day.	Training for staff to include mental health related issues, certification and training for the nurse to be able to participate in IEP/504 plans for all students as well as emerging mental health issues.	Communication with the families throughout all changes in in person/hybrid/remote learning.

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Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Purchasing sanitization and cleaning supplies, Coordination for future long-term closures, Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs	Services for kids with learning disabilities and are falling behind because of Covid.	Adding after school support for kids doing homework at home. Ex: zoom meeting	Make sure the supplies are available for the kids and teachers to use.	Meetings with school social workers throughout the school year to check on how they are adapting.	This is a great school. Keep doing what you've been doing, safely.
Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Educational Technology (ex. individual devices such as Chromebooks)	Coordination for future long-term closures, Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Implementing public health protocols for health and safety of students and staff	Disability access and one-on-one English speaking lessons.				
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Coordination and planning for future long-term closures (developing infrastructure and plans in case of future shutdown)	Coordination for future long-term closures, Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Training on sanitization and spread of disease, Purchasing sanitization and cleaning supplies, Coordination for future long-term closures, Educational technology for students, Mental health services and support for students					
Parent	None of the above	Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.), Health and safety improvement to facilities (ex. HVAC systems)	Coordinate emergency responses, Improving preparedness of schools and school district, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Implementing public health protocols for health and safety of students and staff					
Parent	Students in foster care	Academic needs of children in poverty and underrepresented groups (ex. minorities, students with disabilities, English language learners), Student supports and services (social, emotional, and mental health needs)	Coordinate emergency responses, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Improving preparedness of schools and school district, Educational technology for students, Summer learning and afterschool programs, School facility repairs and improvements to reduce risk of virus transmission, Activities ensuring operation and continuity of services	Beginning a Pre-K program	Beginning a leveled reading program similar to neighboring school districts	The playground field needs to be disc so that the ground is level to allow more social distancing while enjoying play safely	Another staff option to handle class lessons to teach kids to help handle today's worlds mental issues	Reversing the drop off lane the opposite direction it currently is :)

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District Teacher	Students with disabilities or disability rights organizations	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Mental health services and support for students, Activities ensuring operation and continuity of services	more individual attention	After school tutoring/study hall after school for kids to finish homework and get the help they need while they are here.		More social work lessons within the classroom.	
Parent	None of the above	Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.), Health and safety improvement to facilities (ex. HVAC systems)	Coordinate emergency responses, Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Activities ensuring operation and continuity of services					
Parent	Students with disabilities or disability rights organizations, None of the above	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety improvement to facilities (ex. HVAC systems)	Coordinate emergency responses, Educational technology for students, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools					
Parent	None of the above	Health and safety improvement to facilities (ex. HVAC systems), Educational Technology (ex. individual devices such as Chromebooks)	Educational technology for students, Mental health services and support for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Activities ensuring operation and continuity of services			Air purifiers machines in hall ways, entry ways to school	Training for teachers, counselors	
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Educational technology for students, Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools				I do not have an idea on how to improve the options for children with mental health issues. I am however concerned that if we have another shut down there will be a lot of children requiring counseling or telehealth. I know so many parents whose children locally had an very hard time dealing with the lockdown	I think children need to be in school and they do not mind wearing masks. Whatever the school can do to make it safe for the kids to be in school is what you should do. That may not be helpful but that's what I've got
Parent, District Teacher	Students with disabilities or disability rights organizations, Students in foster care	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Improving preparedness of schools and school district, Educational technology for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Implementing public health protocols for health and safety of students and staff		Enrichment resources, tutoring after school/study hall, extra staff to assist students	Continue with PPE's, disinfectants daily	Training for staff	

Please indicate your role related to Smithton CCSD 130.	One requirement of ESSER-III is that school districts seek feedback from students/families and community members who represent or work with the following students/community groups. Please indicate all with whom you are affiliated.	Please select TWO areas you believe are most important from the following list of SEVEN areas approved for ARP-ESSER III expenditures. *	Please select your top FIVE priority activities from the following list of 15 activities approved for ARP-ESSER III spending.	What ideas do you have for expenses related to assisting at-risk learners? (Examples: Supporting students with disabilities, English Learners, migrant students, homeless students, low income students, children in foster care)	What ideas do you have for expenses related to supplemental learning? (Examples: extended learning schedules; remediation; before/after school programs)	What ideas do you have for expenses related to the physical property? (Examples: deep cleaning buildings/buses; PPE such as masks, gloves, disinfectants and supplies)	What ideas do you have for expenses related to mental and physical health? (Examples: counseling; telehealth; school nursing; therapeutic services; wraparound supports; training)	Please provide other ideas or thoughts related to re-opening schools and achieving success with our students. Thank you for providing input.
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Coordinate emergency responses, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Mental health services and support for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Student supports and services (social, emotional, and mental health needs)	Coordination for future long-term closures, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Implementing public health protocols for health and safety of students and staff					
Parent, District Teacher	Students with disabilities or disability rights organizations, English language learners, Students experiencing or who have experienced homelessness, Students in foster care	Student supports and services (social, emotional, and mental health needs), Educational Technology (ex. individual devices such as Chromebooks)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Educational technology for students, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Academic needs of children in poverty and underrepresented groups (ex. minorities, students with disabilities, English language learners)	Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA) or Carl D. Perkins Career and Technical Education Act of 2006, Activities to address needs of students identified as low income, having disabilities, requiring English learner supports, minority, homeless, and/or foster care., Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Activities ensuring operation and continuity of services	Teacher aides. Food given to students in need	None	Have the student be responsible for their own space.	Specialized training for the school nurse and/or teachers/teacher's aides	Masks should be optional
District Teacher	Students with disabilities or disability rights organizations, Students experiencing or who have experienced homelessness, Students in foster care	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Educational technology for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Implementing public health protocols for health and safety of students and staff, Activities ensuring operation and continuity of services	Math intervention program and adding new intervention program to support new reading program	Before and after school program would allow more time for supplemental learning for students who are falling behind. Classroom push in programs during reading and math time.	Continue use of masks in school to avoid spreading of diseases and daily cleaning of classroom desks/tables as well as common areas such as restrooms.	If nurse could administer rapid COVID test this would allow students and teachers who test negative to stay in school.	Communicate to parents and students that achieving success depends on student attendance and support for learning.
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Educational technology for students, Mental health services and support for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Activities ensuring operation and continuity of services					
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Health and safety training and supplies (cleaning and disinfecting supplies, personal protective equipment, etc.)	Improving preparedness of schools and school district, Training on sanitization and spread of disease, Purchasing sanitization and cleaning supplies, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools		School tutors available... kids tutor younger kids	Sanitizing rooms daily/ spraying, mandatory masks	"Talk" times with kids- ask questions about how they feel about masks etc- let them open up.	

Please indicate your role related to Smithton CCSD 130.	One requirement of ESSER-III is that school districts seek feedback from students/families and community members who represent or work with the following students/community groups. Please indicate all with whom you are affiliated.	Please select TWO areas you believe are most important from the following list of SEVEN areas approved for ARP-ESSER III expenditures. *	Please select your top FIVE priority activities from the following list of 15 activities approved for ARP-ESSER III spending.	What ideas do you have for expenses related to assisting at-risk learners? (Examples: Supporting students with disabilities, English Learners, migrant students, homeless students, low income students, children in foster care)	What ideas do you have for expenses related to supplemental learning? (Examples: extended learning schedules; remediation; before/after school programs)	What ideas do you have for expenses related to the physical property? (Examples: deep cleaning buildings/buses; PPE such as masks, gloves, disinfectants and supplies)	What ideas do you have for expenses related to mental and physical health? (Examples: counseling; telehealth; school nursing; therapeutic services; wraparound supports; training)	Please provide other ideas or thoughts related to re-opening schools and achieving success with our students. Thank you for providing input.
District Teacher	Students with disabilities or disability rights organizations, Students experiencing or who have experienced homelessness, Students in foster care	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Educational technology for students, Summer learning and afterschool programs, Addressing learning recovery among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance, Implementing public health protocols for health and safety of students and staff, Activities ensuring operation and continuity of services	Math intervention program and adding new intervention program to support new reading program	Before and after school program would allow more time for supplemental learning for students who are falling behind. Classroom push in programs during reading and math time.	Continue use of masks in school to avoid spreading of diseases and daily cleaning of classroom desks/tables as well as common areas such as restrooms.	If nurse could administer rapid COVID test this would allow students and teachers who test negative to stay in school.	Communicate to parents and students that achieving success depends on student attendance and support for learning.
Parent	None of the above	Learning Recovery (extra help for students who have fallen behind), Educational Technology (ex. individual devices such as Chromebooks)	Improving preparedness of schools and school district, Educational technology for students, School facility repairs and improvements to reduce risk of virus transmission, Improve indoor air quality in schools, Activities ensuring operation and continuity of services					