



## PUTNAM COUNTY COMMUNITY UNIT SCHOOL DISTRICT #535

400 E Silverspoon Avenue - Granville, IL 61326  
(815)882-2800 x 5

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### **-ESSER USE OF FUNDS PLAN-**

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance.

*The District is and will be planning capital improvement projects focusing on heating, ventilation, and air conditioning that maximizes the input of external air into the school and provides necessary filtration (see [CDC Guidance on Ventilation in Schools and Child Care Programs](#)). Specifically, a new HVAC unit will be installed at Putnam County Junior High to replace an obsolete unit and an entirely new system will be installed in and around the Putnam County High School gymnasium.*

- How it will use the funds it reserves under Section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time.

*Instructional resources will be purchased to support existing programs and areas in which the District has encountered stagnancy with student learning growth as a result of lost instructional time. In particular, resources in mathematics, science, social science, and health will be reviewed and purchased to redevelop curriculum and provide strategies and supports to help all students with learning. There will be a focus on ensuring these resources allow teachers to differentiate instruction and meet the varying needs of any and all students. Further, these resources will be acquired in digital format to allow students to use them in remote and in person learning situations.*

*Funds will also be allocated to continue collaborative services with Regional Office of Education #35. The District will access their services to support and re-engage students who encountered attendance concerns as a result of the pandemic.*

- How it will use its remaining ARP ESSER funds.

*Remaining ARP ESSER funds will be used to purchase and implement a social-emotional screener and curriculum that provides for and supports the development of safe and caring school environments.*

- How it will ensure the interventions it implements will respond to the social, emotional, mental health, and academic needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.

*All students throughout the entire District will have access to new instructional materials and be assessed using the acquired social-emotional screener. A system of tiered supports has been developed and will be implemented in conjunction with the screener to implement interventions that respond to the social, emotional, and mental health needs of all students, including those disproportionately impacted by the COVID-19 pandemic. The existing system of learning supports will continue to be implemented in response to academic needs; however, updates and changes will be made with the newly acquired instructional resources.*

- How it engaged in meaningful consultation with stakeholders, including students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

*Meaningful consultation with stakeholders was completed by providing public notices with copies of the draft plan through posting on the District website and in the District office. These notices encouraged the public and stakeholders to provide input on the plan. Further, the plan was a regular agenda item at Board of Education meetings. Members discussed the plan during open session and provided opportunity for comment during audience participation.*

- How it engaged in meaningful consultation with each of the following to the extent present in or served by the LEA: 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.

*Consulting with all mentioned groups was done through involvement of the District’s social workers and Director of Student Services. These personnel serve as the District’s liaisons to students and families who identify with the groups. Through their work with these individuals, the personnel articulated the academic, social, and emotional needs that were to be addressed through the use of ARP ESSER funds.*

- How it will seek and take public input into account.

*The District will continue to update its website with up-to-date files and documents from the ARP ESSER plan. Any comments may be shared with the Board of Education or Superintendent via email, contact of the District office, or through public comment at regular meetings. These comments will be considered for any and all updates made to the District’s plan.*

The preliminary plan for allocations are as follows:

ESSER III Total Allocation - \$859,990

TARGET – Implementation and Improvement of Mitigation Strategies

Capital Improvement Projects (HVAC Projects at PCJH and PCHS) - \$512,341

TARGET – Address Learning Loss and Social-Emotional Needs with New Instructional Resources

Instructional Resources for Remote and In Person Student Use - \$172,000

Intervention and Strategy Resources for SEL - \$6037

Collaboration with ROE #35 to Re-Engage Students - \$9578

TARGET – Maintenance of In-Person Learning for Maximized Student Learning Opportunities

Bonuses to Staff for Extra Support during Pandemic - \$160,649

Public input on this plan may be submitted to Dr. Theisinger at [theisingerc@pcschools535.org](mailto:theisingerc@pcschools535.org) or (815)882-2800 ext. 5.