



## **Du Quoin CUSD 300**

*Working Together for All Students*

### **Summary of ESSER/ARP Grant Fund Uses**

This document is to serve as the initial district plan for how funds from the Elementary and Secondary School Emergency Relief will be used by the District. This plan focuses on three key questions to ensure that we work together in our efforts to respond to the impacts of pandemic and best meet the needs of all of our students, some of whom have been disproportionately impacted. This plan also addresses learning loss that may have occurred during the COVID-19 pandemic.

Our guiding questions for using ESSER grant funds, in accordance with the allowed/intended uses of these funds, are as follows:

1. How do we keep our doors open while dealing with the impacts of an airborne virus?
2. How do we close the achievement gap? (For our district, we would be looking at the gap between students from low-income households and those from non-low-income households.)
3. How do we address mental health & social-emotional well-being?

Importantly, there is no provision for these funds to “supplement, not supplant”. In addition, we essentially have the next two years to utilize ESSER II funds and the next three years to utilize ESSER III funds.

To address question 1, we will look at the following:

- Installation of electronic mechanisms on exterior doors at K-8 building to allow for the regular and secure use of these entrances for the start of the school day.
- Install a storage building to provide additional storage space for accumulated materials for dealing with an airborne virus.
- Maintain the health aide position at the high school to assist with symptom checking/symptom monitoring/contact tracing.
- Hire additional custodians for the K-8 building to assist with cleaning.
- Compensate employees for additional responsibilities including professional development, symptom check teams and additional supervision responsibilities if applicable.
- Replace original carpet with floor coverings which are easier to clean.
- If needed, provide additional bus routes to provide for proper physical distancing of students.

Update July 15, 2021

- Convert computer lab in K-8 commons to create larger space for school nurse.
- Purchase appropriate cleaning supplies.
- Purchase appropriate PPE for students/employees.
- Purchase filters as needed for HVAC system.
- Renew/maintain licenses for services which provide for more regular communication from classroom teachers/schools/district.
- Renew/maintain licenses for web-based systems which allow employees to work
- Pay for substitute teacher/staff members to cover absences related to the virus.
- Pay for teachers who are dedicated to remote learning
- Consider integrated clock/bell system in K-8 building to accommodate efficient and appropriately distanced transitions times for students.
- Items on our 10-year Health/Life/Safety review related to ventilation/HVAC in district buildings.

To address question 2, we will look at the following:

- Updating desktop computers used by teachers/students, as needed, for teaching/learning.
- Acquiring additional technology to supplement teaching/learning including additional Chromebook labs, document cameras.
- Upgrading wi-fi access in our schools to better accommodate wireless devices (Chromebooks).
- Employ a district curriculum director to guide efforts to close achievement gap and address learning loss.
- Develop and implement an instructional coaching program.
- Purchasing additional curriculum materials.
- Updating existing curriculum materials.
- Consider needs in each building for staff to assist with remote learning or support classrooms with high concentrations of students from low-income households.
  - Teacher responsible for students on temporary remote learning, K-8
  - High school teacher for additional sections of social studies/special education and supervise students on temporary remote learning
  - Classroom aide for high school classrooms
- Consider voice amplification system for elementary classrooms.
- Implementation of instructional coaching plan

To address question 3, we will look at the following:

- Provide additional support for our food program including the purchase of additional supplies as needed, and purchasing a van to transport meals to pick-up locations in the community.
- Provide social work services.
- Provide counseling services - Look to partner with Perry County Counseling for additional support services for students at school.
- Provide additional health-related services – Look to partner with Perry County Health Department and/or other healthcare providers.
- Purchase instructional materials to support social-emotional learning.
- Continue partnership with Choose to be Nice program and expand partnership with Rachel's Challenge to promote character education and a positive school climate.