

ESSER Funding Update

2020-21 ESSER I Allocation: \$136,781	
Expenditure	Cost
Digital Tools to Support Remote Instruction	\$8,476
Newsela Digital Content Licenses	\$12,300
Zoom Licenses	\$5,049
Chromebooks	\$77,800
Chromebook Cases	\$20,882
Staff Laptops	\$4,712
Hotspots	\$7,042
Curriculum Material Replenishment due to Loss	\$520
TOTAL	\$136,781

Expenditure Groupings
<i>Mitigation Supplies</i>
<i>Curriculum/Programming</i>
<i>Technology</i>
<i>Space Modification</i>

2021-23 ESSER II Allocation: \$471,649	
Expenditure	Cost
Air Filters	\$10,750
Air Purifiers	\$53,221
Cleaning Products	\$24,482
Digital Tools to Support Remote/Concurrent Instruction	\$14,208
Newsela Digital Content Licenses	\$10,770
Summer School Instructional Materials	\$13,251
Hotspots	\$4,140
Classroom Technology to Support Remote/Concurrent Instruction	\$196,152
Staff iPads	\$5,495
Board of Education Streaming Technology	\$9,693
Individual Student Desks	\$6,947
TOTAL	\$471,649

ESSER Funding Update Continued

2021-24 ESSER III
Allocation: \$1,060,480

Expenditure	Cost	Category
STAFFING - \$209,979		
Support Staff Personnel	\$20,265	Learning Loss
Summer School Staff	\$19,800	Learning Loss
Summer Band Staff	\$4,080	Learning Loss
Additional Technology Support Staff	\$138,000	Learning Loss
Additional Intervention Staff - Early Learning (partial salary)	\$23,000	Learning Loss
TRS for Staff	\$4,834	Learning Loss
LEARNING SUPPORTS - \$83,136		
Technology Enhancements	\$1,240	Learning Loss
Additional Materials to Support Early Literacy	\$72,732	Learning Loss
PPE for Performing Arts Programs	\$324	Learning Loss
Summer School Transportation	\$8,840	Learning Loss
SYSTEM UPGRADES - \$767,365		
Architectural Costs for Heating/Cooling System Upgrade	\$60,248	Physical Health & Safety
Materials for Heating/Cooling System Upgrade	\$707,117	Physical Health & Safety
TOTAL		\$1,060,480

How does the LEA 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?

Through our extensive MTSS process, students are offered a range of additional educational assistance should they require additional support to meet the standards. These supports span from Tier I classroom instruction, to tiered intervention support, to Special Education services. Support of students in need of additional support begins in the general education classroom. Assessments are completed using multiple measures in the fall, winter, and spring - across all grade levels. This data is triangulated and reviewed with classroom teachers at Data Review Meetings for the initial identification of students who may be at risk for not meeting state standards. Teachers use this information to plan for differentiated instruction in the classroom, which includes small-group guided reading and guided math instruction. Grade-level teachers meet on a weekly basis to collaborate and discuss and plan for students who are struggling to meet benchmarks. Furthermore, grade-level MTSS team meetings are held with the school principal, school psychologist and interventionists to review students' progress and modify instruction and support as needed.

How does the LEA engage 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? 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.

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, interventionists, language teachers, classroom teachers, and parents. Additional funding is needed to support the development of foundational skills on which all other success rests. ESSER funding will continue to support areas of academic impact and learning loss in the early elementary grades. ESSER funds are needed to support the continued enhancement of our foundational skills instruction in reading and math. Continued goals will focus on building an awareness of societal needs in relation to breaking down bias, understanding perspective, creating equity and fostering a love for learning. In addition, we are working to support teachers with providing differentiated instruction to our multilingual students to support language growth.

Stakeholders from District 26 are regularly engaged in the grant planning and evaluation process. Regular check-in meetings with the building administration are scheduled to monitor effectiveness of the support plan. Stakeholders iterated that support is still needed to continue to close the learning gap amongst students by intentionally structuring learning plans that take into account cultural background, language of origin and specific learning needs.