

Applicant: 27 3385 MORRIS
SCHOOL DISTRICT
- Morris

Application: American Rescue
Plan - ESSER -
Cycle: 00-
Original Application

Project Period:
3/13/2020 -
9/30/2024

American Rescue Plan Consolidated

Application Sections

Printer-Friendly

LEA Plan for Use Of Funds

Printer Friendly Instructions

1. Click on Printer Friendly
2. Right click and select save as PDF in Destination
3. Click Save and name file
4. Open PDF
5. Print

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning; ([count] of 2000 maximum characters used)

Funds will be used to purchase disinfectant solution to clean and sanitize all spaces of the school district, including additional hand sanitizer for student and staff use. We have budgeted \$370,000 to be used through September 2024. We have also budgeted for additional furniture needs for social distancing in the amount of \$122,000. Per CDC guidelines related to air circulation in school buildings we have purchased air purifiers for all spaces with ESSER II, this grant will fund the replacement of the HEPA filters in these devices through September 2024, in the amount of \$384,214. In-order to ensure that schools can stay open, we have added additional staff to be able to cover classrooms due to staff quarantines, in the amount of \$2,234,849.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year; ([count] of 2000 maximum characters used)

To align with Section 2001(e)(1) of the ARP Act, we will utilize over 20% of the grant, in the amount of \$1,369,135 to support the establishment of and expansion of the following programs, in the amount of \$819,104. In the area of Accelerated Learning coaching, our plan is to expand our successful model of providing "Academic Support Teachers" at each school. We will create the MTSS-Teacher on Special Assignment position to provide additional Tier II and III support in the areas of ELA and Math and Wellness. Under the required category of Summer Programs, We will design and implement a highly integrated summer learning experience that goes beyond traditional activities to develop academic, social, emotional and well-being strengths in our students. We will give additional targeted support to students and families of those preparing for what we consider transitional grade levels (2nd to 3rd, 5th to 6th and 8th to 9th). The instructional model for the summer experience will be to integrate highly targeted, personalized instruction into a choice of STEM or Arts Based project learning experiences where students will synthesize and apply academic learning in creative and relevant ways. For "Beyond the School Day" programs, we will be providing access to high dosage tutoring through an online tutoring platform for grades 6-12. Tutoring will be available for support in all subjects, all languages, and there will be 24 hour access. We plan to roll this access to upper elementary students after program evaluation, analysis of use and effectiveness takes place. We will also be implementing a comprehensive after school academy for academics, SEL, STEM and the Arts as well as creating the MSD Family Academy to engage families in learning as partners to their child's success. In the very important area of Mental Health, we will be expanding Tier II and Tier III Mental Health support and providing specific professional development for staff, counselors and families on topics in this area.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2)

of the ARP Act; and ([count] of 2000 maximum characters used)

Consistent with section 2001(e)(2), the remaining ARP ESSER funds will be used on allowable uses I, K, N, P and R, which are detailed in the ARP ESSER Allowable Uses tab. The funds will be used to clean and sanitize spaces per CDC guidelines, provide for HEPA filter replacement and provide for staffing to ensure all buildings are open for in-person instruction.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

([count] of 2000 maximum characters used)

In our plan, we will be adding the MTSS-Teacher on Special Assignment position to ensure that all elements of our plan are implemented fully and effectively. The people in these positions will be point people for students who fall into subgroups we have found to be disproportionately affected by COVID-Our homeless, Bilingual, FRPL and special education students will be included in additional check in and data analysis discussions to ensure that all necessary resources are being provided in the areas of academics, SEL and mental wellness. The point people will also facilitate family support and communication in addition to what is already being provided by the schools.

Our plan was developed with highly integrated feedback from our principals and teachers. Following the approval of the grant, surveys and discussions will be conducted with teachers and families on final program logistics (time, days, topics) for the MSD Family Academy and Summer Programs. We will continue to partner with several community organizations to enhance after school programs, mentoring and support for our students. Throughout our implementation, survey and feedback meetings will be conducted to determine success and need for adjustments. In the grant, we are including stipend positions for 2 existing administrators to oversee the programs and their effectiveness included in the grant application.

5. Additionally, an LEA must engage 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 in foster care, migratory students, children who are incarcerated, and other underserved students. ([count] of 2000 maximum characters used)

All families and community groups will be included in the collaboration and feedback activities mentioned above, However, our district will use our already established Special Education Parent Advisory Council (SEPAC), Bilingual Outreach Team (funded through Title III) and local community contacts/organizations to ensure that each population served by our district has a clear voice in the final design of programs described in the grant. Providing Translation and multi-vehicle advertising, surveys and focus groups will be a way of organizing perspectives and bringing the entire community together to support accelerated learning and support SEL and mental wellness in all students and families.