

American Rescue Plan - Elementary and Secondary School Emergency Relief

Implementation Year(s): 2021-22

NORMANDY (096109)

| | | | | |
|---------------|-----------------|---------------------|---------------------------|--------------|
| Team Members: | Phil Pusateri | Assoc. Supt. / CFO | ppusateri@normandysc.org | 13144930447 |
| | Marcus Robinson | Supt. | m.robinson@normandysc.org | 314-493-0402 |
| | Crystal Reiter | Asst. Supt. for C&I | creiter@normandysc.org | 314-493-0120 |

1. The LEA must engage in meaningful consultation with stakeholders, taking the input into account for the development of the LEA's plan for the use of ARP-ESSER (ESSER III) funds. The LEA has engaged with the following stakeholders. **(All must be checked)**

- Students;
- Families;
- School and District Administrators (including special administrators); and
- Teachers, principals, school leaders, other educators, school staff, and their unions.

2. The LEA also engaged in meaningful consultation with each of the following to the extent they are present in or are served by the LEA, check all that apply:

Submitted by: PUSATERI, PHILLIP

Approved By: Baker, Philip

- Tribes;
- Civil Rights Organizations (including disability rights organizations); and Stakeholders representing the interest 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 (supply any additional groups).

[DESE Comment: LEAs district report card indicates that 0.2% of the student population is American Indian/Alaska Native. Please indicate if the LEA engaged in meaningful consultation with this student group.]
 NSC administered surveys to all families via email. The surveys asked families to rank ten strategic ESSER-funding eligible priorities on a scale of 1-10, with 1 begin most important and 10 being least important for NSC (regarding COVID safety and returning to school in-person). The survey also included a number of open ended questions about best ways to address unfinished learning that may have occurred as a result of the pandemic, which students are most impacted by COVID-19, and what supports will best serve those students, and any other feedback the family may have for NSC. At board meetings, NSC raised awareness of the survey. Later, NSC emailed parents of students who identify as American Indian/Alaska Native, asking this group of parents to fill out the survey in a separate instance. The survey results may be disaggregated to best see what this student/family group prefers.

3. The LEA sought and took into account public comment on their Safe Return to In-Person Instruction and Continuity of Service Plan.

Yes

4. By June 23, 2021, the LEA posted, on their website, their Safe Return to In-Person Instruction and Continuity of Service Plan.

Yes
 If yes, please provide the hyperlink for the LEA's Safe Return to In-Person Instruction and Continuity of Service Plan. If the LEA does not have a website, the LEA should email its Safe Return to In-person Instruction and Continuity of Services Plan in .pdf format to webreplyfgm@dese.mo.gov

<https://www.normandysc.org/Page/1750>

5. Who has the LEA identified as most impacted by COVID-19? If the LEA has not yet identified one or more groups impacted, skip question 6 and go to question 7. (Check all that apply)

- Students from low-income families.
- Students from each racial or ethnic group. (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English Learners
- Children with disabilities (including infants, toddlers, children and youth with disabilities eligible under the Individuals with Disabilities Education Act)
- Students experiencing homelessness
- Children and youth in foster care
- Migratory Students
- Youth involved in the criminal justice system
- Students who have missed the most in-person instruction
- Students who did not consistently participate in remote instruction when offered during building closures
- LGBTQ+ students
- Other

6. If question 5 was answered: How will the LEA re-engage and support these students?

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

LEA Comment:

"Rock the Block" neighborhood parties to provide school supplies, vaccinations, meals, DJs, food trucks, etc. Free school uniforms for all students. Active outreach and home visits to families.
[DESE Comment: Please provide a more detailed description of the specific re-engagement strategies that will be used with each of the groups that LEA has indicated have been most impacted by COVID-19. Rock the Block is an example of this, however were each of these groups part of this re-engagement strategy.]
NSC has taken many steps to re-engage and support the students named above. For low-income families, we provided food boxes and school supplies as well as free school uniforms for parents. We also provided laptops and tennis shoes. For our McKinney-Vento families, we provided the services of our dedicated McKinney-Vento family support specialist as well as free hotspots/wifi.
Culturally responsive engagement events including Rock the Block events were designed with intention to engage with African-American families. We have a rising percentage of Spanish-speaking families, and we are in the hiring process for a dedicated multilingual advocate for families whose primary language is not English.
Students who missed the most in-person instruction during the remote learning days of the last two school years are specifically targeted for continuing engagement now. We have created and hired for the new FTE position of Attendance Clerks in each building. These clerks are charged to prioritize the attendance and engagement of inconsistently present and chronically absent students. The district developed an attendance process manual for all buildings to follow.
To help re-engage students who did not consistently participate in remote instruction when offered during building closures, teachers received training on working with students on building engagement. The focus on building engagement has included time on task, "first ten to win" (starting class well), techniques for engaging in content areas, and monitoring for engagement. The district is in process of identifying and implementing best platforms for enhanced socio-emotional learning for all students and training for teachers and staff on socio-emotional learning.

7. If question 5 was not answered or blank and the LEA has yet to identify the students most impacted by COVID-19 (Question 5), how and when will the LEA identify those students and their needs?

LEA Comment:

8. Describe any actions the LEA will take to ensure all students feel welcome at school. LEAs may wish to consider how it will support students needing to or wishing to wear masks in an environment where not all are required or how accommodations can be made for students who struggle to wear a mask when mask are required. LEAs may also wish to consider how it will make re-entry to in-person instruction comfortable for students that are transitioning from distanced instruction.

LEA Comments:

Family Engagement Liaisons are special positions whose role is to focus on the student and family experience in school. Counselors are poised to respond to the socio-emotional and mental health needs of students. Counselors, principals, and the Support Staff team are ready to respond to the needs of students returning to school after a long time away.

9. Describe any actions the LEA will take to reduce students being excluded from in-person instruction to the maximum extent practicable.

Submitted by: PUSATERI, PHILLIP

LEA Comments:

Online remote learning for students unable to attend in person. Implementation of microphones and cameras in all district classrooms for remote viewing.

[DESE Comment: Please indicate if the LEA has made any alterations to its discipline policy to reduce the potential for out of classroom instances.]

The District has worked hard to develop and implement a new positive school culture program in SY21-22. A big goal of the culture program is to celebrate "joy factor" inside the school, to create an environment where students want to be in school day in, day out. Schools offer four opportunities per month for intentional celebrations, proactively identifying student's academic and social achievement, community building, and other causes for celebration. The positive school culture program also includes research-informed strategic student transition plans that decrease student anxiety inside classrooms. By being precise and consistent with student transitions--i.e., students moving from bus to school, hallway to lunchroom, etc.--students have a greater sense of ease and belonging in the school building and thus want to stay. NSC staff has worked hard with teachers on practices to build classroom engagement, including "win in the first ten", a technique to start class with universal or near universal engagement. These practices also have shown to decrease student anxiety and allow students to feel more academic and social success. In coordination with all these steps to build a positive in-school environment and to reduce students from missing in-person instruction, the district leadership (including board members) and teachers union have agreed that there are still certain situations whereby a student causing harm to staff or students in the learning environment will lead to out-of-school suspension. In an effort to minimize these instances, NSC admin looks carefully at each potential suspension circumstances before deciding on out-of-school suspension (OSS), as we recognize there is also harm to the child being removed from the learning environment.

10. Will the LEA allocate ESSER III funds for:

- Districtwide Activities
- School Level Activities
- Both

11. Describe the LEA's methodology for distributing funds based on student need.

LEA Comments:

Our team will set a budget based on data provided by stakeholders, NEA leadership, directors responsible for Homeless, ELL, and migrant students, directors responsible for Students with Disabilities, and other district leaders. The team's budget will be nimble and responsive based on emerging needs. A principal or director may make a request, and a short approval process can reallocate funds to meet those needs.

12. The LEA has reserved at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, high dosage tutoring, full-service community schools, mental health services and supports and adoption or integration of social emotional learning into the core curriculum/school day, or extended school year programs, and ensure, through regular evaluation, that those interventions respond to students social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups by implementing;

a.) **Comprehensive afterschool programs**

Submitted by: PUSATERI, PHILLIP

- Comprehensive afterschool programs (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

We will provide interventional instruction in areas where students have fallen behind. The regular school day will focus on grade-level standards, and the comprehensive after school program will focus on learning recovery. For high school students, the comprehensive after school program will focus on credit recovery as a primary goal.

A secondary goal is support for attendance and behavior improvements. Students struggling in these areas will receive additional supports in the after school program.

2: Budget Amount: (How much will the LEA spend on the intervention?)

Costs include:

-After school program director per building. \$20,000/year/bldg * 5 = \$100,000

-Teaching staff per building. \$30/hour, 5 staff, 15 hours/week (approx.), 40 weeks/year. \$90,000/yr/bldg * 5 = \$450,000

-Adequate security: 1.5 FTE additional: \$90,000 including benefits /year

-Transportation home (activity buses): \$60,000 / year

-Snacks/meals for students (food service): \$10,000/year

-Shift to custodial staff time / increase in hours: \$10,000/year

-Extension of the IT Department's time to include evenings: \$10,000/year

Initial budget forecast for three years of the after school program at five schools is: \$730,000/year for three years = \$2.19M.

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Longitudinal analysis of academic assessment, attendance, and disciplinary data among students who participate.

4: Evaluation Frequency: (select only 1)
(How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

b.) Extended day programs

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

- Extended day programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

Before school academic supports for students: "Brain Breakfasts". Provide academic intervention blocks prior to the start of the school day. Before-school programming will range from one to two hours prior to the start of school, not counting breakfast. During Brain breakfasts, teaching staff will provide guided instruction and/or supervised learning labs whereby students will encounter lessons designed to ensure grade-level learning is occurring.

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

7 schools, 3 teachers per school, 1.5 hours per day, 5 hours per week, 40 weeks/year, 3 years, \$30/hour = \$567,000

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

Longitudinal analysis of academic assessment, attendance, and disciplinary data among students who participate.

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

c.) Extended school year programs

Submitted by: PUSATERI, PHILLIP

Approved By: Baker, Philip

Extended school year programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

d.) High dosage tutoring

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

High dosage tutoring (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

Conduct a needs assessment to determine:
-the student target audience to receive tutoring
-available staff or external options for tutor selection
-optimal times for tutoring to occur

Then, draft a schedule and budget for approval before implementation.

Tutoring will focus on current grade level standards and content. The tutor and classroom teacher(s) will have regular weekly communications to ensure alignment and to monitor progress.

Goal is three to five thirty-minute sessions per week with targeted skill support and ongoing progress monitoring.

2: Budget Amount: (How much will the LEA spend on the intervention?)

5 tutors per building, 7 buildings, 10 hours/week, 40 weeks/year, \$30/hour, 3 years: \$1.26M

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Longitudinal analysis of academic assessment, attendance, and disciplinary data among students who participate.

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

e.) Summer enrichment

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

Summer enrichment *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

f.) Summer learning

Summer learning *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

g.) Full-service community schools

Submitted by: PUSATERI, PHILLIP

Full-service community schools *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

h.) Mental health services and supports

Mental health services and supports *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

Ensure adequate staffing for counselors at each building. Counselors will continue their normal role as chief on-site advocates and supports for students' mental health.

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

10 FTEs * avg. \$90,000 including benefits * 3 years = \$2.7M

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

Qualitative analysis of interventions used, success rates based on parent/family, student, and teacher/staff feedback.

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

Submitted by: PUSATERI, PHILLIP

Approved By: Baker, Philip

i.) Adoption or integration of social emotional learning into the core curriculum/school day

- Adoption or integration of social emotional learning into the core curriculum/school day (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

j.) Other (explain)

Submitted by: PUSATERI, PHILLIP

Approved By: Baker, Philip

Approved Date: 01/07/2022

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

Instructional materials in the classroom, especially rigorous curricula to support students' improved performance on learning standards. Curricula purchases include, but are not limited to, subject areas of science, math, and literacy.

2: Budget Amount: (How much will the LEA spend on the intervention?)

\$4M

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Student growth on standardized assessments aligned to MO standards.

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

k.) **Other** (explain)

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

Job-embedded professional development to orient and empower teachers to deliver rigorous curricula. Hiring additional staff charged to train teachers and principals in implementing the curricular and instructional improvements. Additional staff providing job-embedded professional development include math leads, literacy leads, and the director of instructional quality. Current staff who will continue providing job-embedded professional development include reading specialists, directors of math and literacy, director of instructional technology, and Asst. Supt. for Curriculum and Instruction. Supporting the job-embedded PD will be new Full Time Equivalent roles for data strategist and Director of Assessment FTEs. These individuals will lead the gathering and interpreting of quality data to chart the course for curricular changes, and they will evaluate pre- and post assessment tools to ensure the tools assess requisite skills prior to new instruction.

Job embedded professional development will also occur through external providers, such as School Kit providing Literacy PD.

2: Budget Amount: (How much will the LEA spend on the intervention?)

School Kit and Other external providers: \$400,000/year for 3 years = \$1.2M
Staff providing job-embedded professional development: 20 FTEs * \$100,000 salaries and benefits * 3 years = \$6M

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Student growth on standardized assessments aligned to MO standards; data on coaching activities and outcomes.

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least on well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality reasearch findings or evaluation; includes ongoing efforts to examine effects of intervention.

I.) **Other** (explain)

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

Paraprofessionals in K-12 classrooms will support instruction, enhance climate, and provide additional monitors and interveners for socio-emotional student well being.

2: Budget Amount: (How much will the LEA spend on the intervention?)

5 TAs * \$35,000 salary for 3 years = \$525,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

Analysis of academic assessment, attendance, and disciplinary data among students who were supported by TAs.

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

m.) **Other** (explain)

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

13. The LEA will use funds to address mitigation and prevention strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning. (Check if LEA plans to use funds for mitigation strategies)

Submitted by: PUSATERI, PHILLIP

Approved Date: 01/07/2022

Approved By: Baker, Philip

- Supplies:** *E.g.*
 - Cleaning Supplies
 - Hand Sanitizer
 - Hand Soap
 - Masks
 Budget Amount:

500,000

- Staffing:** *E.g.*
 - Health services/contact tracing vaccination
 Budget Amount:

\$300,000

- Distancing:** *E.g.*
 - Barriers
 - Extra Staffing
 - Extra Transportation
 Budget Amount:

\$1,900,000

- Services:** *E.g.*
 - Cleaning Services
 - Transportation Services
 - Counseling Services
 - Nursing Services
 - Contact Tracing
 - Vaccinations
 Budget Amount:

\$600,000

- Equipment/Capital Expenditures:** *E.g.*
 - UV Lights
 - Fogger
 - Scrubber
 - Windows
 - Bottle fillers
 Budget Amount:

| ECM # | Facility | ECM Name | ROM | BUDGET | COST (MARCH 2021) |
|---------|----------------|--|-----|----------------|-------------------|
| ECM-01 | District Wide | District Wide Trane Ensemble & Networked Front End | | \$143,100.00 | |
| ECM-02a | West Hall | Install (1) Backup Domestic Hot Water Heater | | \$44,300.00 | |
| ECM-02b | West Gym | Replace (3) RTUs | | \$161,100.00 | |
| ECM-07 | Viking Hall | Replace Air Side Equipment | | \$1,568,700.00 | |
| ECM-08 | Viking Hall | Replace (1) Air Cooled Chiller | | \$322,200.00 | |
| ECM-09 | Jefferson | Replace (1) Air Cooled Chiller & (2) Chilled Water Pumps | | \$283,200.00 | |
| ECM-10 | Jefferson | Replace (17) Blower Coils, (3) AHUs, (1) MAU, & Steam Traps/Valves | | \$983,800.00 | |
| ECM-11 | Jefferson | Integrate Existing Equipment @ Jefferson to District Wide BAS | | \$97,600.00 | |
| ECM-12 | Washington | Install (1) RTU for Gymnasium | | \$226,400.00 | |
| ECM-13 | Washington | Integrate Existing Equipment @ Washington to District Wide BAS | | \$104,400.00 | |
| ECM-14 | Administration | Replace Fiber Ductwork Infrastructure & Interior Ceiling Remodel | | \$740,700.00 | |
| ECM-15 | Administration | Replace (2) RTUs Serving Server Room | | \$127,000.00 | |
| ECM-16 | Lucas Crossing | Replace (6) HPs, (1) Aeon RTU, (4) Semco MAU, & (1) Trane RTU | | \$1,009,200.00 | |
| ECM-17 | Lucas Crossing | Replace (2) Fluid Coolers | | \$356,000.00 | |
| ECM-18 | Barack Obama | Replace (1) RTU | | \$209,025.00 | |
| ECM-19 | CASA School | 2nd Floor HVAC Modernization | | \$397,200.00 | |
| ECM-20 | CASA School | Mechanical Ventilation for 2nd Floor Classrooms | | \$325,200.00 | |
| ECM-21 | CASA School | Integrate Existing Equipment @ CASA School to District Wide BAS | | \$104,400.00 | |
| ECM-22 | CASA School | Building Envelope Upgrades - Roofing & Cafeteria Windows | | \$659,400.00 | |
| ECM-23 | District Wide | Indoor Air Quality Improvements | | \$1,046,400.00 | |
| ECM-24 | High School | Central Plant Replace (1) 350T Chiller | | \$354,225.00 | |
| TOTAL | | | | \$9,264,225.00 | |

- Total:** (Please enter the total of your budget amounts)

Total for Item #13: \$12,564,225

[DESE Comment: #13: The total of the items specified in #13 does not match the total specified for question 13. The amount of the equipment purchases also does not match the total in your budget. Please update these amounts so that your budget matches your compliance plan.]
LEA response: Complete.

14. How will the LEA use the rest of the ARP-ESSER (ESSER III) funds? (Please enter your description next to each allowable use that applies.)

* The Uniform Guidance at [2 CFR § 200.407](#) requires prior written approval from DESE for certain costs, such as the purchase of real property; equipment and other capital expenditures; entertainment costs; and travel costs.

Submitted by: PUSATERI, PHILLIP

- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for and respond to COVID-19;

Trainings for staff, students, and parents related to implementation of the District Safe Return to Schools Plan, in collaboration with the County and State Health Departments, and the CDC.

- Training and professional development of sanitizing and minimizing the spread of infectious diseases;

Videos and in-person training for students, staff and families.

- *Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;

Various improvements to expand social distancing and otherwise mitigate against pathogens and other health risks.

- *Improving indoor air quality;

Indoor air quality improvements to improve ventilation; repair, restore, or upgrade HVAC equipment; install air scrubbers and other scientifically-validated technology.

- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

The district will continue to deliver nearly all of its supports and instruction to students through a lens of racial equity, mindful of the effects of poverty in our Community Eligibility Provision-qualified District.

- Planning for or implementing activities during long-term closures, including providing meals to eligible student and providing technology for online learning;

Technology integration and 21st century learning models that support learning anywhere, anytime, and in any way. Hardware, software, and infrastructure to support teachers, staff, and students. Readiness to implement meal delivery via district transportation and food service staffing.

- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;

Technology integration and 21st century learning models that support learning anywhere, anytime, and in any way. Hardware, software, and infrastructure to support teachers, staff, and students.

- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;

Counselors, Deans, Social Workers to support student mental health services and supports, including timely referrals, partner collaboration, and family engagement.

- Other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff

Continuing to employ existing and hiring new staff.