

Oak Park River Forest High School District 200
Summary of ESSER Grant Fund Spending (as of 12/31/23)

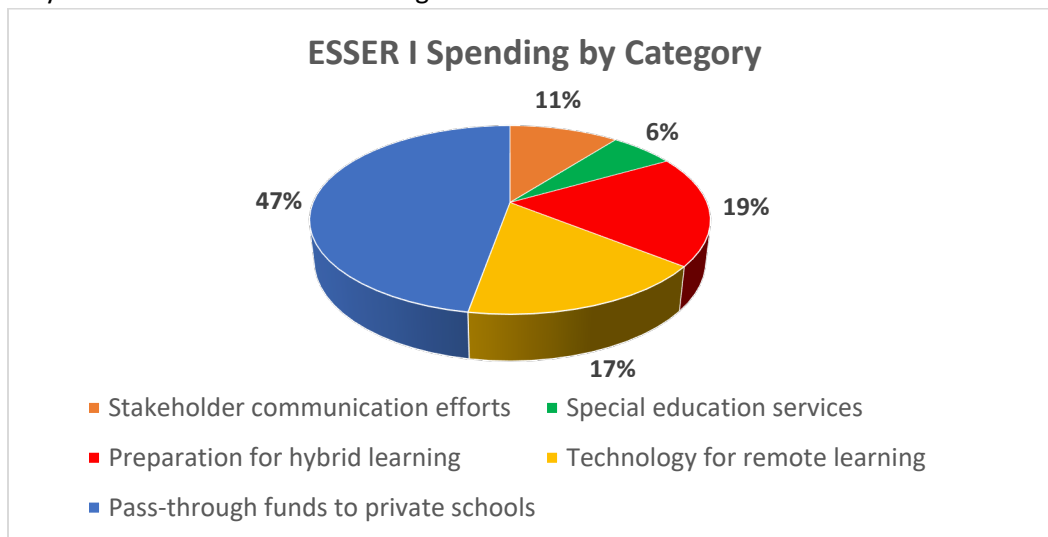
Between May 2020 and July 2021, the Illinois State Board of Education awarded three rounds of Elementary and Secondary School Emergency Relief (ESSER) federal grant funds to school districts. Each grant contained slightly different restrictions and timeframes for spending, but all were intended primarily to help districts prevent, prepare for, and respond to the COVID-19 pandemic. All grants required OPRF to submit a grant application and budget to the State for approval. The grants operate on a reimbursement basis, so OPRF pays for eligible grant expenditures out of pocket first and receives grant funding from the State upon submitting reports documenting that spending has occurred.

The ESSER funds awarded to OPRF and the current status of each grant as of December 31, 2023 are as follows:

Grant	Award	Spent	Reimbursed	Fiscal Years Received	Status
ESSER I	\$171,029	\$171,029	\$171,029	FY21 – FY22	Completed
ESSER II	\$576,575	\$576,575	\$576,575	FY21 – FY22	Completed
ESSER III	\$1,299,011	\$1,243,011	\$1,238,167	FY22 – TBD	In progress
Total	\$2,046,615	\$1,990,615	\$1,985,771		

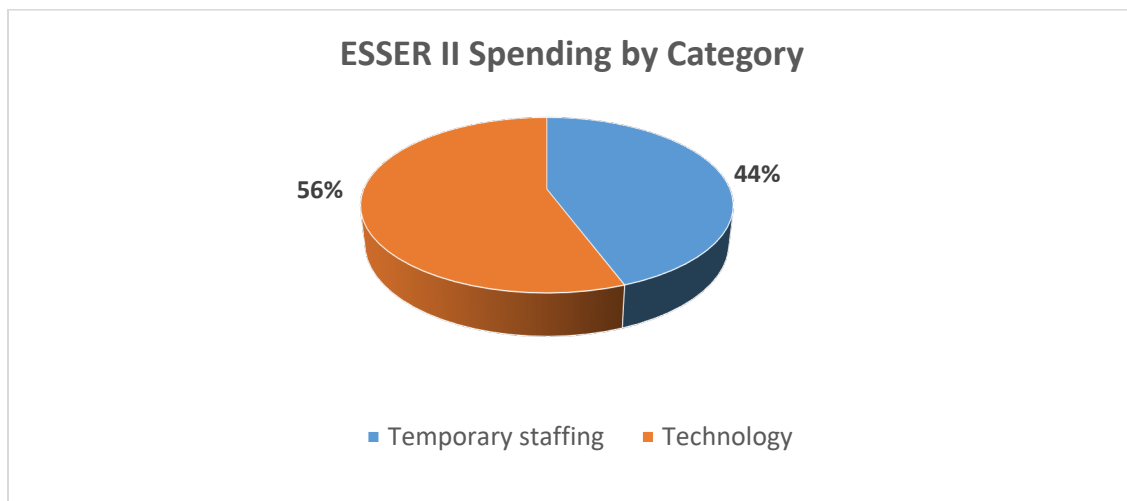
ESSER I

- Funding established by: Coronavirus Aid, Relief, and Economic Security (CARES) Act
- Grant application made available by State: May 2020
- Grant restrictions of note: Public schools were required to offer a portion of grant dollars to local private schools based on a State-specified formula. In OPRF’s case, this amounted to 47% of the grant, which left \$90,825 for the benefit of OPRF students.
- OPRF focuses for spending:
 - Technology to help staff transition successfully to being able to provide instruction and perform other work responsibilities remotely
 - Summer staffing for IEP meetings, screenings, and evaluations to address the additional needs of special education students who were no longer onsite
 - Communication tools necessary to engage the community in decision-making processes since large-group meetings could not be held for safety purposes
 - Preparation for the eventual return of some students and staff to the building in a hybrid learning format including the purchase of software for COVID symptom tracking and contact tracing and the utilization of programming services to help analyze scheduling possibilities while adhering to limited capacity restrictions within the building



ESSER II

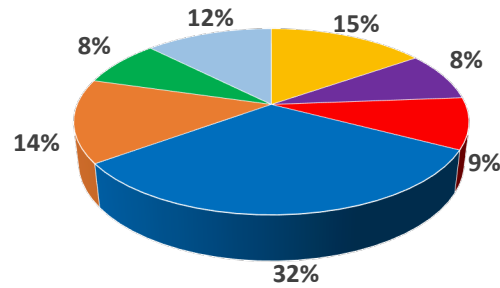
- Funding established by: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
- Grant application made available by State: March 2021
- Grant restrictions of note: Similar in structure to ESSER I with the exception that no funds were required to be set aside for private schools
- OPRF focuses for spending:
 - Personnel in temporary positions responsible for student supervision as a result of the hybrid learning model. Positions included classroom monitors to provide oversight of students learning in person when the faculty member was teaching remotely and safety monitors to supervise common areas of the building to ensure behavior, health, and safety protocols were being followed.
 - Technology resources needed to educate students effectively in both learning environments. Examples include video conference technology bundles for classrooms to allow in-class participation by remote students and software that replicated technology normally confined to a physical location on student devices to provide a more equitable learning experience for remote students in comparison to those attending in person.



ESSER III

- Funding established by: American Rescue Plan (ARP) Act
- Grant application made available by State: July 2021
- Grant restrictions of note: School districts are required to dedicate at least 20% of the grant to address learning loss through the implementation of evidence-based interventions that respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. Additionally, districts must make publicly available a plan for the safe return to in-person instruction and continuity of services. Documents related to OPRF's plan can be found on the [Business Office page](#) of the District's website under the heading labeled ESSER Spending.
- OPRF focuses for spending: As noted earlier, OPRF's ESSER III grant is currently still in progress. The grant period covers costs incurred through September 2024. Due to the size of the grant and the fact that it spans multiple years, the OPRF District Leadership Team conducted extensive planning to identify the challenges presented by the pandemic in relation to student learning, social-emotional support, health and safety procedures, and the District's operations across all departments prior to developing the grant application and budget. Feedback from community surveys, focus groups, virtual conversations, and Board meetings were incorporated into the planning process. This is reflected in the chart on the next page, which presents the ESSER III grant budget by spending category.

ESSER III Budget by Category



- Tutoring/credit recovery programs
- SpEd interventions, transition services
- Support for students learning remotely
- Health and safety protocols
- Additional health services staff
- Social distancing initiatives
- Technology

Actual spending for each category as of December 31, 2023 is as follows:

Category	Budget	Spent	Remaining
Tutoring/credit recovery programs*	\$199,212	\$143,212	\$56,000
SpEd interventions, transition services*	\$109,921	\$109,921	\$0
Support for students learning remotely*	\$115,404	\$115,404	\$0
Health and safety protocols	\$420,115	\$420,115	\$0
Additional health services staff	\$187,838	\$187,838	\$0
Social distancing initiatives	\$104,841	\$104,841	\$0
Technology	\$161,680	\$161,680	\$0
Total	\$1,299,011	\$1,243,011	\$56,000
<i>*Includes items earmarked to address learning loss as required by the grant</i>			

A list of specific examples of the use of ESSER III grant funds within each category is included below.

- Tutoring/credit recovery programs:
 - In-School Credit Recovery summer classes in 2022 and 2023 are being offered at no cost to students who have failed a class and demonstrate a need to accelerate their academic progress
 - Expanded after school tutoring program in 2022-2023 and 2023-2024 school years
- SpEd interventions, transition services:
 - Support programs for special education students who aged out of high school but are eligible for an additional year of services as a result of the pandemic to aid with the transition beyond high school
 - Intervention services for special education students returning to in-person learning from hospitalization or experiencing social-emotional or mental health needs
- Support for students learning remotely:
 - Temporary hiring of remote instruction facilitators to provide instruction and support for students required to quarantine
 - Software licenses to enable students to access the District’s computer environment remotely
 - Hot spots and data plans for students learning remotely in homes without Internet access
- Health and safety protocols:
 - Implementation of saliva screening program to detect COVID-19 and mitigate its spread
 - Temperature checking kiosks for building entrances
 - Personal protective equipment for students and visitors
- Additional health services staff: Temporary hiring of health services coordinator and aides to help deliver COVID tests, perform contact tracing, and support the nurse’s office

- Social distancing initiatives:
 - Dividers and partitions for classrooms and COVID screening room
 - Outdoor tent to address limited capacity restrictions in place for cafeteria and student common areas
 - Installation of live streaming system in the Auditorium to allow virtual broadcasting of student events/performances due to the reduction of seating capacity in response to COVID
- Technology:
 - Software license with a web-based platform for faculty to administer formative assessments to students and provide real-time feedback regardless of whether the student is learning in-person or remotely
 - Development of actionable data dashboards based on student performance metrics to provide a better comparison of analytics gathered after the restructuring of the freshmen curriculum in comparison to the previous curriculum and measure student learning loss and effectiveness post-COVID
 - Renewal of Thought Exchange license to continue engaging the community in virtual conversation regarding in-person instruction and student safety matters
 - Zoom licenses for staff members to conduct remote learning lessons and virtual meetings
 - Security enhancements to ensure students and staff have a safe digital environment, particularly when using District devices remotely and to further protect access to the District's data information systems. These enhancements were also leveraged to obtain more affordable cyber insurance premiums.