1. **How will the funds 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?**

Haysville USD 261 will return to pre-pandemic mitigation strategies. Should health conditions shift or stakeholder feedback necessitates, the district will review conditions and mitigation strategies and offer necessary revisions. The district has budgeted a portion of ARP ESSER funding for cleaning/sanitization supplies to support the safe continuation of in-person learning. District plans for mitigation strategies also include policies related to the universal and correct wearing of masks when recommended, physical distancing (including use of cohorts) when recommended, handwashing and respiratory etiquette emphasized throughout the school day, use of hand sanitizer and throughout the buildings, and cough and sneeze etiquette will be taught, monitored, and reinforced. We will also clean and maintain our facilities, including nightly sanitation of school facilities and buses.

When indicated and approved by the Board of Education, we will also conduct contact tracing in combination with isolation and quarantine in collaboration with the Sedgwick County Department of Health, The Kansas Department of Health and Environment, and the Center for Disease Control and Prevention guidance for all highly infectious diseases. District nurses have been trained and will continue to be prepared and updated on the latest guidance. We will continue to have diagnostic testing and screening supplies in health rooms, and the district will strategically utilize test kits for COVID concerns to keep students safely in school. The district will encourage faculty, staff, and students to be vaccinated. The district will also make the appropriate accommodations for children with disabilities concerning our health and safety policies, including building a Health Care Plan to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.

2. **Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)**

Haysville USD 261 used meetings, surveys, and student data to involve subgroups and to ascertain community feedback. This information was used to guide the development of our COVID-19 response plan. Multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address each subgroup's needs directly. Surveys were sent to students, staff, and community members to understand better current student learning loss and each group's preference for mitigation strategies. The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan.

3. **Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The COVID-19 pandemic has had multiple impacts on students and staff associated with Haysville USD 261. The effect includes increased mental health issues, anxiety development, and academic loss of learning. The time spent in isolation or quarantine causes students to fall behind. As the uncertainty of responses and exposure to the virus continues, students and staff tend to reach for help. This increase in needs has compounded the anxiety and stress level of staff. Students on individual education plans and students who qualify as English language learnings received a more significant impact due to restrictions on communication. Students with more significant needs suffer greater when pandemic conditions apply in Haysville students classified as at-risk makeup roughly sixty-five percent of the total student population.

Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities. There are worrisome signs in core subjects like math and reading that students might be falling even further behind pre-pandemic expectations in some grades. The indications come from student grades, standardized test scores, and other diagnostic tools used at multiple levels to monitor student academic performance. Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English language learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.

COVID-19 has hurt students in USD 261. Academically, students lost over a year of instruction.

USD 261 State Assessment Scores 2017-2021

Socially & emotionally, 5th-12th grade Hope and Engagement have significantly decreased.

USD 261 Gallup Student Poll 2017-2021

Since returning to in-person instruction, there have been several students who have been referred for social-emotional support. Thirty-two additional students receive mental health support through Haysville schools' agreement with the Mental Health Association. Over 22 percent of elementary students are being serviced through social work services. Fourteen students have been referred for support through the behavioral school psychologist. By November 30, 2021, there had been 18 parent requests for special education evaluations and over 40 school special education referrals due to students' low academic achievement.

Students receiving special education services who historically would have met goals and been recommended for dismissal from special education are continuing services to meet their special education IEP goals (specifically with speech and language services).

Special education students have been identified as needing additional social-emotional support. Of the 22 percent of elementary students receiving social work services, one-fourth of them are students with disabilities. Twelve special education students have been identified as needing additional behavioral support through the behavioral school psychologist. Five special education students have moved away from general education peers to a more restrictive placement for services.

4. **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? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 261 plans to implement a Summer Exploration and Enrichment Program for K-5 students during the summer of 2022. This program is designed to enhance and continue the learning process for students throughout the summer to maintain the learning obtained during the school year. This program will allow students to participate in cross-curricular activities using STEM, Art, and Creative Writing classes, which will continue to close the gap from the COVID-19 learning loss. Certified teachers will teach these classes with smaller class sizes for an intentional focus on learning with a smaller student-to-teacher ratio.

Additional special education staff will be hired to address both the academic and social-emotional needs of special education students. In addition, special education support staff (i.e., paraeducators) will receive additional training and collaboration time with special education teachers on student goals, accommodations, and modifications to provide better academic and behavioral support identified within the students' IEPs. This additional training will support intervention implementation through general education and evidence-based interventions.

5. **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Haysville USD 261's Plan for ESSER III fund use includes the following strategies.

- Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of $1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experience employees and reducing the negative impact of staff shortage.
- Adopting an updated and digital-based curriculum ensures students have continued access to lessons and resources regardless of pandemic academic condition or location.

ELA Curriculum Adoption (K-12): The selected resources will allow teachers to enhance ELA instruction by providing differentiation to combat learning loss and enrich education for all learners. Math Curriculum Adoption (6-12): The selected resources will allow teachers to enhance Mathematics instruction by providing updated and individualized materials to close the learning loss gaps in mathematics and enrich education for all learners.

- Increase the access for students to digital learning devices. For example, we plan to move to a district-wide one-to-one for Chromebook devices to help students access teachers, resources, and learning opportunities.
- Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted.
- Haysville USD 261 will partner with the University of Kansas School of Medicine to provide a school-based health clinic for student physical and mental health services. The clinic will give onsite health support and telehealth consultation for staff. The SBHC will help with pandemic response, mental health services, and staff consultation.
- Provide supplies and materials used in response to the COVID-19 pandemic. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.
- myPath: This individualized online program will assist K-5 students in closing the learning loss gaps in mathematics.
- Mobile Mind: These online modules will allow additional professional development for USD 261 staff members. These modules are available for staff at their convenience.
- Special education intervention materials will be purchased to enhance the ELA and Math instruction by providing evidence-based instruction within the direct, special education service setting.
- PREPaRE training, developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response, will be provided to school-employed mental health professionals to develop the knowledge and skill required to provide immediate mental health crisis interventions to the students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor.
- Haysville USD 261 will provide evening tutor help and summer, enrichment classes. The evening tutor help will provide instructional support for students experiencing learning loss, and the summer enrichment activities will be designed to help students fill in the learning loss gaps associated with the pandemic.

6. **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the educational, 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.**

The Haysville ESSER III response plan will be measured through student academic performance, student mental health surveys, and staff feedback. The educational measures include local and state standardized testing and district-wide diagnostic tools, including uniform and consistent formative assessment items that teachers and leaders can use to review and make decisions about student needs and teacher support. Parent and family feedback will be measured and reported to the Board of Education. Staff climate surveys have been used to measure staff's mental health and needs. USD 261 will purchase myPath from Curriculum Associates for all Kindergarten - 5th-grade students. The myPath Program is an interactive mathematics program that instructs students at their current level of understanding, filling gaps in math achievement and enriching learning for our students who need to move ahead. All students will have the opportunity to utilize myPath during the school day and access the program after school and at home to close gaps in mathematics. USD 261 is also using funds to adopt a new English Language Arts (ELA) curriculum for grades K-12 and a new Mathematics curriculum for secondary grades 6-12. This new, updated curriculum will provide access to resources for all students both during and after school hours. The curriculum will have digital resources, intervention, enrichment opportunities, and differentiated instruction to meet the students' needs as we work to close the academic gaps because of the pandemic. All stakeholders are included in the curriculum adoption process to ensure that all students' needs are represented as we decide which resources to adopt.

Providing special education services and interventions to students becomes increasingly difficult when the number of students being serviced increases. Additional licensed staff will allow for more direct instruction with fewer students in a group to target both academic and behavioral growth. Specific paraeducator training on evidence-based intervention implementation for both academics and behavior and time to collaborate with special education instructors will allow consistent and high-quality instructional support for special education students. In addition to the training, uniform, evidence-based instructional materials for special education teachers to use with direct, special education instruction will improve student outcomes. The knowledge and skills developed within the PREPaRE workshop help build a bridge to the psychotherapeutic and trauma-informed mental health response sometimes required to address challenges associated with trauma exposure.