

American Rescue Plan - Use of Funds

Review Grant Allocations for ESSER II, ESSER III



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Elementary and Secondary School Emergency Relief (ESSER II & ESSER III)



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COVID-19 PANDEMIC Emergency funding (ARP)

On March 11, 2021, the American Rescue Plans (ARP) was signed into law. As part of the law, the United States Department of Education will provide \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund).

Skokie School District 68 has been allocated \$3,338,669 in ARP-ESSER III funds. Twenty percent of this allocation, \$669,734, must be designated to address learning loss. A requirement of receipt of these funds is the development of a Return to Learn Continuity Plan and a Use of ARP-ESSER III Funds Plan.

This document provides information and details of both plans.

Stakeholders will have the opportunity to provide input on the Use of Funds plan for 30 days following this presentation to the Skokie 73 ½ School District Board of Education.



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Safety Measures and Protocols

Contact Tracing:

- Unvaccinated individuals who have spent a cumulative 15 minutes over a 24-hour period within 6 feet of a COVID positive individual will need to quarantine.

COVID Testing Opportunity:

- Free and highly accurate PCR saliva-based testing is available. Students, with parent permission, can be tested up to twice weekly and receive results within 24 hours.

Health Clerk Monitoring of COVID Symptoms:

- Students and staff will no longer be asked to self-certify or have temperature checks taken each day as these mitigation measures were found to be ineffective.
- Health Clerks will monitor individuals for the CDC and IDPH's modified symptom list as follows: ♦ Cough
 - ♦ Sore Throat
 - ♦ Fever
 - ♦ Loss of taste/smell
 - ♦ Diarrhea
 - ♦ Headache



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Use of Funds Overview

The ESSER III funds will benefit all students including our multilingual, special education, homeless and our students impacted by extended periods of remote learning and isolation that took place on the onset of the pandemic.

Funding will be expended to aid in addressing learning loss/extended time for learning/college readiness.

Instructional Expectations CDC recommends that schools maintain at least 3 feet of physical distance between students within classrooms. Because of the importance of in-person learning, schools, where not everyone is fully vaccinated, should implement physical distancing to the extent possible within their structures (in addition to masking and other prevention strategies), but should not exclude students from in-person learning to keep a minimum distance requirement.

It is an expectation that classrooms are student-centered. Instruction should be a blend of direct instruction, in addition to collaborative student engagement activities.

Cooperative Learning and small group instruction are encouraged while maintaining three feet of social distance when possible. It will be an expectation that Google Classrooms are maintained by each classroom teacher. As technology has become an important instructional tool, technology should be used to enhance the rigor of instruction and not replace instruction or interaction. Technology Continuum (Rigor) Addressing Academic Deficits

Teachers will identify the essential standards needed for the course and use data to assess academic gaps and extended enrichment opportunities.



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Instructional Supports

As we return to full-time in-person instruction, the following supports have been/will be implemented:

- Provide high quality in-person teaching experiences using Priority Standards
- Provide asynchronous instruction for students in quarantine
- Use academic testing to identify learning strengths and gaps
- Increase elementary instruction through after school, enrichment, and summer programs
- Purchase Educational Technology and Digital Learning resources
- Provide in-school Reading and Math intervention for students in need of supports beyond core curriculum



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Academic Deficits

Teachers will identify the essential standards needed for the course and use data to assess academic gaps and extended enrichment opportunities. It is an expectation that PLC's collaborate around differentiating support and enrichment for students.



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Special Education

Case managers are responsible for monitoring specific goals, working with service providers, and notifying parents periodically to review student progress. Teachers and case managers will work together to ensure students are progressing.

- General education teachers will provide accommodations for students with IEPs and will communicate with the special education teachers regularly regarding academic progress and/or behavioral concerns. General education teachers are required to follow the IEP and differentiate instruction, modify materials, and build support for students with IEPs.
- Resource teachers will support all students with resource minutes and monitor student work. Paraprofessionals will also monitor student work in scheduled Google Classrooms.
- Related service providers (e.g. speech pathologists, social workers, occupational therapists, vision teachers, physical therapists, and hearing itinerant teachers) will provide direct services to students as required by IEPs. All service minutes will be logged.
- IEP meetings will be held onsite. A virtual option is available to parents.
- Clear masks, not face shields, can be worn by staff if it helps with Speech Pathologists' delivery of services.
- IEP meetings will be held in person unless a parent wishes to meet virtually.



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Multilingual Education (English Language)

Teachers will utilize home language proficiency data to help plan instruction for Emergent Bilinguals.

- Educators must be thoughtful and explicit about the language of instructional activities in which students are engaged. Multilingual Learners should be provided with opportunities to utilize their home language whenever possible. Multilingual Learners should also have daily opportunities to engage in activities in both English and/or the home language within the four language arts domains of reading, writing, speaking, and listening. When designing activities for multilingual students, educators should be aware of the language proficiency level of the students in English and the home language.
- Clear masks, not face shields, can be worn by staff if it helps with instructional delivery such as in world language or ESL Classes.



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Social Emotional Learning

The ESSER III funds will benefit all students including our multilingual, special education, homeless and foster care population. Funding will be expended to aid in social emotional learning supports. Our staff realizes that many students have undergone a tremendous amount of mental, financial, and emotional stress during this pandemic. District 73 ½ is committed to providing social emotional support to help students continue to acclimate to being back at school. The district will focus on core principles through PBIS that will guide tiered supports for our students. Additionally, teachers facilitate SEL lessons with students and restorative practices are utilized within our schools.



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Use of Funds Plan

1. In consultation with the Skokie Health Department, neighboring districts, family survey on previous remote instruction, and input from our unions & families, a plan for the use of ESSER III funds was created.
2. More than 20% of the funds have been allocated to mitigate unfinished teaching from the previous 18 months. This includes multiple summer school programs and additional staffing during the year.
3. We will be using the money to support teachers and students through the following: Responsive Classroom (SEL/Behavior), Phonics Instruction (Early Literacy Instruction) Online learning systems to use with student if/when they need to be quarantined (Imagine Learning).
4. One of our new summer programs will be specifically geared towards our EL learners. In addition, Responsive Classroom and Phonics instruction will raise the achievement of all students by providing clear outcomes for all learners.
5. We have worked with our administrative team, unions for both the teachers and paras, families, board of education, to build a plan for ESSER III funds. In addition, we have provided multiple times for community members to make public comments both in person and via email.



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Use of funds plan continued

6. Our preliminary plan for ESSER III was posted to our website prior to the August 16th board meeting and public comment was offered. In addition, the board of education was able to provide feedback on the plan.
7. By moving to a Responsive Classroom model, we feel that our students will re-engage better and be better supported throughout the school day.
8. by providing more staffing in EL and special education, we hope to mitigate lost instructional time.
9. By moving towards a Responsive Classroom model, we will be limiting the need for exclusionary measures of discipline.
10. See above.
11. Responsive Classrooms offer students and teachers social emotional support.
12. Our EC programs will be taking part in all of the PD.



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ESSER II - original application

\$617,008.00	ESSER II	\$617,008.00	Account Number
	Two Intervention Teachers for 2 Years	\$240,000.00	\$80,000.00
	Two Intervention Teachers for 2 Years (Benefits)	\$40,000.00	\$40,000.00
	3 IAs for 1 Year	\$75,000.00	\$60,000.00
	3 IAs for 1 Year (Benefits)	\$20,000.00	\$37,008.00
	Social Emotional Support for Students, Staff, Community	\$50,000.00	\$125,000.00
	Classroom Libraries	\$50,000.00	\$80,000.00
	Literacy PD	\$100,000.00	\$100,000.00
	Literacy Audit	\$20,000.00	\$20,000.00
	PPE	\$22,008.00	\$25,000.00



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ESSER III - original application

\$1,386,198.00	ESSER III (by 9/24)	\$1,386,198.00	Account Number
	Four EL & Two Sped Teachers for 2 Years	\$720,000.00	
	Four EL & Two Sped Teachers for 2 Years (Benefits)	\$52,000.00	
	Mobile Units (1 Year)	\$200,000.00	
	Imagine Learning	\$100,000.00	
	Responsive Classroom Train-the-Trainer	\$10,000.00	
	Phonics -	\$150,000.00	
	EL Specific Summer School (Salary, Benefits, Supplies, Transportation)	\$50,000.00	
	Summer Language Academy (Top 5 Languages) (Salary, Benefits, Supplies, Transportation)	\$50,000.00	
	Culinary	\$4,198.00	
	Contracted Cleaning	\$50,000.00	



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