

# Peotone CUSD 207U Use of Funds Plan

## Use of ARP-ESSER III Funds Plan

Pursuant to Section 2001(i) of the ARP Act requires an LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, within 30 days after receiving its allocation, a plan for the safe return to in person instruction and continuity of services. Prior to making the plan publicly available, the LEA must seek public comment on the plan and take such comments into consideration when developing the plan. The LEA must also create an ESSER use of Funds Plan within 90 days of receiving their ESSER Funds. This plan should also be made publicly available on the LEA's website and submitted to ISBE. See below for assurances that the LEA must include in the plan's full explanations.

This plan focuses on four areas to ensure the safety of our students and staff as well as addresses learning loss that may have occurred during the COVID-19 global pandemic. It also prioritizes the increased social-emotional needs that have grown during times of isolation due to COVID-19 restrictions. The four areas of focus are Academic Supports, Social-Emotional Supports, Health/Safety Resources, and Capital Improvements.

### **Academic & Enrichment Supports**

In an effort to address supporting learning loss, funds are planned to be allocated to support assessment tools to determine the impact of COVID-19 out of in person school time on student learning. Resources will also be allocated to additional instruction (outside the normal school day) and enrichment opportunities. Summer programming will be continued to support re-engagement as well as support transitions between grade levels academically and socially-emotionally. At the high school level, these summer programming opportunities will also include credit recovery to ensure continued progress towards graduation. If necessary, curricular digital resources as well as additional device access will be provided.

We will focus on supporting our educators in developing their capacity to lead and engage in collaborative learning recovery work. Additional interventionists have been added across the district to target the grade levels with the most learning recovery needs. Academic interventions will be provided to those with an identified need. The continued use of a district instructional coach with a focus on technology will help to support educators with new and innovative delivery methods. Paraprofessionals have and will be added to any school where it is deemed necessary.

Resources to support our special education students, such as contracted support staff, instructional supplies, digital subscriptions for intervention programs, reading and math materials, and staff professional development. We will also provide digital resources for paraprofessionals as needed to support students in all learning environments. For the purpose of supporting our students with special education needs that may qualify for homebound learning, a homebound special education teacher will be utilized as needed.

As we continue in person learning during the COVID-19 Global Pandemic, there is also a need to continue to prepare and support our students for postsecondary success. Resources will

continue to be allocated and additional support will be considered for junior high school and high school counselors if needed.

## **Social-Emotional Supports**

As we return to full-time in-person instruction, we are committed to providing the social-emotional support that our students need after so much isolation and reduced social interaction during the past two years. To support student and staff social-emotional wellness a variety of supports are being planned. These include, but are not limited to, the staffing of additional counseling support at our schools.

Ongoing social-emotional supports are provided across the district which include:

- School-wide positive reinforcement incentive program that has a focus on character development (monthly goals)
- Incorporating social-emotional health into our curriculum in health education and 21st Century Skills classes
- Including community supports into our classes
- Social workers pushing into classrooms for social-emotional learning
- Incorporating PBIS school-wide events throughout the school year

Additionally, the District has hired a full time behavior analyst to better serve Peotone students and their needs. This staff member will work collaboratively with current staff to ensure that students' needs are met and the social-emotional deficits brought on by the COVID-19 Global Pandemic can be addressed.

## **Health & Safety Resources**

Health and safety of our students and staff is always our top priority. The COVID-19 Global Pandemic has taught us important lessons on how to follow the safety guidelines to keep our students and staff safe. These include, but are not limited to physical distancing, hand hygiene and respiratory etiquette, vaccination promotion, symptom monitoring and implementation of quarantine and isolation protocols. We will continue to require appropriate safety measures for the 2021-2022 school year and beyond if required by current health conditions.

As we return to full-time, in-person instruction we will do the following:

We will continue to allocate resources to ensure the health and wellness of our students and staff such as PPE, sanitizer, cleaning supplies, plexiglass as needed, and air filters. Funds are also planned to support our custodial staff to ensure health and safety for all who enter the buildings. To support physical distancing supervision (especially during lunch periods), additional support staff hours are planned for lunch/playground and arrival and dismissal. Additionally, the District will provide on site COVID testing for staff members who are not fully vaccinated as current State of Illinois law requires.

As we continue to implement health protocols in alignment with our local health department and the Illinois Department of Public Health, additional hours are needed to support contact tracing. In addition to this, float sub nursing support is planned for buildings that may need additional resources. The addition of a Nurse Clerk is also continued from last year to assist with health office support, contact tracing, and student COVID-19 screening testing management.

### **Capital Improvements**

The ESSER III funds provide districts with the opportunity to resolve ventilation and air quality issues that need to be addressed within their schools. Funds will be utilized to support capital improvements that include upgrade and retrofit of unit ventilators, air handling equipment, and building automation systems. Proper function of all these infrastructure components is critical in reducing the risk of virus transmission and exposure to environmental health hazards. These improvements will be made if funds allow after the District has explored all opportunities to help students recover from learning loss.