

Kaleva Norman Dickson School District - 51045**1. Please describe the extent to which and how the funds will 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:**

Kaleva Norman Dickson has returned to face-to-face learning and we are committed to following the requirements set forth by the CDC, Health Department, and the State to provide consistent and equitable, best practice teaching and learning strategies for all students. Our district is cleaned and disinfected daily by custodial staff, and they are present throughout the school day to clean restrooms, the cafeteria, classrooms, as well as other areas of use. Funds will be needed to continue to purchase PPE supplies for students, staff, and visitors, as well as cleaning/disinfecting machinery and equipment. Air purification machines and air conditioning will be purchased to improve the overall air quality and to allow for an expansion to summer school and credit recovery throughout the intense heat of summer.

2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

To address the academic impact of lost instructional time the district has hired additional teaching staff in the elementary's 4th grade, as well as a "Covid Learning Recovery Teacher." The district would like to continue to employee these positions utilizing ESSER III funding, as well as hire additional elementary specials teachers (PE, art, music) to help reduce class sizes, allowing for more one-on-one and small group instruction in core subject areas. At the middle and high school level, the district would like to hire additional teachers in all areas to reduce class sizes, allowing for additional individual and small group support. The district would like to use ESSER III funding to update our K-12th grade curriculum to ensure current state standards are implemented, an SEL component is embedded, and differentiated instruction is embedded to allow for interventions. The district will expand its summer school and credit recovery opportunities, and hire staff to support before and after school tutoring throughout the school year. Special Education resources and curriculum will be updated to offer targeted Tier II and III interventions, which align to current academic standards.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Remaining ESSER funds will be used in a number of ways to increase student achievement, retain/recruit teachers and staff, and supply our classrooms with the resources needed to provide quality instructional programs. Examples include...

- Purchasing classroom books, novels, and classroom library sets.
- Purchasing art supplies and resources, physical education equipment, and band/music supplies necessary for successful classroom experiences and instruction.
- Increase the individual teacher classroom budgets by up to \$100 each to allow for the purchase of daily supplies that are needed for students, especially our low income families, homeless, and students foster care.
- Purchase online programs that align with our benchmark assessments, offering intervention and advancement in core subject areas.
- Purchase technology; such as smart projectors, TVs, video recording equipment and devices, and other technology to promote student engagement.
- Purchase HotSpot/WiFi devices for low income families to continue their studies within their homes.
- Offer sign on bonuses to new staff and retention bonuses for those already employed to encourage them to stick with the profession.

4. Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, 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 district will ensure that interventions implemented are research based, imbedded within the new curriculum, and have a SEL component embedded as well. Students impacted by Covid, socio-economic status, disability, ethnicity, homelessness, etc. will all have the opportunity to be involved in the SEL components of the curriculum, and by purchasing hotspots for these families, they can continue their studies outside of the walls of the district. Transportation is often a barrier to many of these families and the district would utilize ESSER funding to provide transportation opportunities.

K-12th grade, the district is currently using the SEL resource P2- Positivity Project through all classrooms. ESSER funding would ensure this program can continue to be used or the purchase of additional SEL curriculums.