

Hazel Crest School District 152.5
ESSER Funding Plan
(Elementary & Secondary School Emergency Relief Fund)

ESSER Funding Committee

The district has established an ESSER Funding Committee reflective of participants from the following stakeholder groups: Administrators, Teachers, Support Staff, Union Representatives, Parents, and Community Members. The committee is scheduled to meet quarterly throughout the year to provide input on the budget, review fund usage, and provide input on the Return to In-Person Instruction Plan. The committee will be chaired by the Director Of Business Services. All questions or feedback regarding ESSER funding should be directed to Committee Chair at Jwhitten@sd1525.org.

ESSER Funds Distribution

- *ESSER I Funds - CARES (Coronavirus Aid Relief & Economic Security) Act*
- *ESSER II Funds - CRSSA (Coronavirus Response & Relief Supplemental Appropriations) Act*
- *ESSER III Funds - ARP (American Rescue Plan) Act*

ESSER I	The district received an allocation of <u>\$592,059</u> , which must be expended by September 30, 2022. There is no required reservation of funds. All funds must be expended for COVID-19 mitigation efforts. All of these funds have been expended on instructional materials, equipment, and programs, PPE, Health & Safety.
ESSER II	The district received an allocation of <u>\$2,394,436</u> , which must be expended by September 30, 2023. There is no required reservation of funds. All funds must be expended for COVID-19 mitigation efforts. These funds have been earmarked for instructional materials, equipment, and programs, extended learning, PPE, Health & Safety.
ESSER III	The district received an allocation of <u>\$5,513,589</u> , which must be expended by September 30, 2024. This grant requires a State Set Aside amount of (\$44,108.71) for learning loss and a 20% federal reserve for learning loss (\$1,102,717.80). The remaining funds may be used for COVID-19 mitigation efforts and capital improvements.

Allowable Expenses

1. ***Any activity authorized by the ESEA.***
 2. ***Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).***
 3. ***Any activity authorized by the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.).***
 4. ***Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).***
 5. ***Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).***²
 6. ***Coordinating preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments and other relevant agencies to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.***
 7. ***Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.***
 8. ***Activities to address the unique needs of low-income children or students; students with disabilities; English Learners; racial and ethnic minorities; students experiencing homelessness; and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.***
 9. ***Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.***
 10. ***Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.***
 11. ***Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.***
 12. ***Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.***
 13. ***Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.***
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14. ***Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.***
 15. ***Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and***

addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.

ESSER I Approved Activities

Digital Instructional Programs
Student Devices - Chromebooks and iPads
Interactive Whiteboards
Internet Access
Healthcare Management & Support
PPE
Infrared Thermal Cameras
Professional Development Touchless Fixtures

ESSER II Approved Activities

Security Camera System
Interactive Whiteboards
Contractual Nurses
Summer School Expansion & Support
Card Reader Entry System
Air Purification System
Furniture and INstructional Supplies

ESSER III Proposed Activities

Required State Set Aside
ACTIVITY TENTATIVE BUDGET
State Reservation - Instructional Materials \$44,108
TOTAL \$44,108

Required 20% Learning Loss Set Aside (3 Year Budget)
ACTIVITY TENTATIVE BUDGET
Instructional Teachers, MTSS Coordinator, Cadre Teachers, Counselors, Kindergarten aides \$1,102,717
TOTAL INSTRUCTIONAL EXPENSES \$1,102,717

Remaining Discretionary 80%
ACTIVITY TENTATIVE BUDGET
Construction Project \$2,961,800
Band Instruments \$250,000
Student Activity Buses \$300,000

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Hallway Monitors \$280,000

Technology Learning Devices \$691,072
TOTAL DISCRETIONARY EXPENSES \$4,410,872

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance. School Year 2023-2024

- How it will use the funds it reserves under Section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time.

Hazel Crest School district will provide before and aftercare tutoring to all students. Each student will have individualized tutoring based off their need. The district will provide math and reading support classes and SEL lessons as it relates to covid.

- How it will use its remaining ARP ESSER funds.

The remaining funds will be used to purchase new curriculum, support materials and additional staff. The funds will also be used for creating smaller class sizes.

- How it will ensure the interventions it implements will respond to the social, emotional, mental health, and academic needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.

Second step which is the SEL curriculum was implemented the last three years to assist with emotional, mental health, and academic needs of all students. Second step can be accessed online and parents, students and staff have access.

- How it engaged in meaningful consultation with stakeholders, including students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

Hazel Crest School district incorporated parent university to provide parents and families with community engagement. Monthly town meetings are conducted as well with teachers, principals, school leaders, other educators, school staff and union representation.

- How it engaged in meaningful consultation with each of the following to the extent present in or served by the LEA: tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The district attends annual superintendent conferences on diversity and inclusion. We also partner with local agencies that address foster care, juvenile justice system, disabilities and English learner support.